

A RESOURCE UNIT IN GOOD PERSONAL GROOMING
FOR ADULT WOMEN

By

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CHAPTER I

INTRODUCTION

The situation in the present century has been much the same as that of the Greeks in Aristotle's time who found it difficult to agree upon a suitable kind of education for youth because contemporary social conditions were in a state of accelerated change. As a result of the rapid development of science, two international wars and the approach to what may be a third world crisis, people today are asking as did those twenty-five hundred years ago, how best to prepare youth and adults alike for the perplexing road ahead.

Education seems to be the universal answer; however, divided opinion exists upon the type, but possibly the solution may be as Brubacher advocated. He said, "When confronted with conflicting educational practices, one must seek a common denominator; some 'principle' as Aristotle said, which will enable us to resolve the conflict or at least achieve some balance of mind."¹ This principle may well be common sense refined by a sound philosophical viewpoint.

Washburne observed that Will James once divided philosophies into thick and thin ones. Of the latter he said, "its arguments seem strangely thin, and the terms it leaves us with are shiveringly thin wrappings for so thick and burly a world as this."² A living philosophy must have meaning--it must be based upon and illustrated by real experience with living people. As each individual is a new creation, as life is ever growing, ever changing, so must education, if it is to nourish the living child, be ever developing, never finished. A philosophy of education, if it is to be true to this spirit, must be a living philosophy.

¹ J. S. Brubacher, Modern Philosophies of Education, p. 3.

² Carleton Washburn, A Living Philosophy of Education, p. xxi.

Philosophy may be defined as the attempt to make our experience intelligible; thus when a person reflects critically upon his life and actions, he is philosophizing. Critical thinking involves more than daydreaming; it has to be cultivated and sustained. The deeper the philosophic problem the greater the power of thought.

Matthew Arnold's oft-quoted phrase that philosophy is the attempt to see life steadily and to see it whole, may be paraphrased by saying that educational philosophy is the attempt to see school life steadily and to see it whole. Taken in this sense, the educator has tremendous obligations.

Whitehead stated that,

In training a child to activity of thought, above all things beware of inert ideas--that is to say, ideas that are merely received into the mind without being utilized. Education with inert ideas is not only useless; it is harmful. A merely well-informed man is the most useless bore on God's earth. Two educational commandments to aid in guarding against this "mental dryrot" are, "Do not teach too many subjects", and "What you teach, teach thoroughly."³

Whether youth or adults, students are alive, and the purpose of education is to stimulate and guide their self-development; thus it follows that teachers also must be alive and alert with living thoughts.

Thoughts, to be living, must be reflected upon, put into action, and must be followed through to completion. The environment in which the mind operates greatly influences one's thinking, today. Neill was of the opinion that,

Time and circumstance have played a most important part; that the Industrial Revolution has made calm contemplation almost impossible; it has made self-controlled, rational, objective thought extremely difficult. The modern world seems to have conspired this past century against the thinking man.⁴

³ Alfred North Whitehead, The Aims of Education, pp. 13-14.

⁴ Thomas P. Neill, Makers of the Modern Mind, p. 327.

Thinkers on philosophical, historical, or social problems today, those who hope to guide the future course of events by their thinking and their writing, can profit from the many areas of thought which persons in the past have explored. Although this is an age of specialization, each, as a specialist, must appreciate the contributions of others and utilize their conclusions for the betterment of all.

Brubacher reflected that,

If world order is ever to arise from the ashes of current nationalistic rivalries, any permanence it may have must root in the ability of men to think alike to a greater degree than has been their wont to date; or, as the preamble of the UNESCO puts it, since wars arise in the minds of men, it is in the minds of men that we shall have to lay the foundations of peace. It will require emotional attitudes of peace incorporated into the habit patterns of people the world over. This incorporation may well be extended through adult education on an ever-increasing scale.⁵

Ulich contended that:

. . . the trend away from authority toward a systematic understanding of man and his environment brought about entirely new concepts of education . . . democracy fostered better education because without public enlightenment such basic democratic conceptions as cooperation, freedom, and human dignity would be meaningless

Yet all the blessings of modern culture and science, of democracy and self-determination, have not prevented a terrific crisis in the history of mankind Here now is the great responsibility incumbent upon education . . . to recognize the wholeness of the human person and the totality of the conditions under which he can develop fully.

. . . . Man wishes to have his bread and some security; he wishes to be a decent citizen in a decent state; he wishes to think and argue; he needs to have faith in a deeper meaning of his life; he needs time for withdrawal from the hustle and bustle lest he lose the inner peace and the strength which come from perspective; yet he wishes also to breathe from time to time the exciting air of action.

. . . education has not only the task to liberate man "from," it also has the task to liberate him "toward."

⁵ J. S. Brubacher, op. cit., p. 326.

. . . . Every day each of us must help to create and safeguard the conditions of a sound individual and social life . . . accept it as a judgment and challenge with respect to our own thinking and doing.⁶

The United States presents the most outstanding example of an attempt to create a society dedicated to democratic living. To philosophy and religion the democratic ideal owes its origin. The early Americans who came to this new land for a better way of life loved freedom and hated oppression. There was an opportunity to live in a land of plenty, constantly confronted with natural hazards that necessitated co-operative living, yet at the same time made it possible to enjoy freedoms unknown to their ancestors. Is it little wonder that they handed down to their descendants a willingness to fight to defend their newly gained privileges?

Man has learned that he has the power to achieve freedom--freedom from fear, from want, freedom of speech, and freedom to worship; he knows he has power to destroy it as well. Inasmuch as atomic power can be directed to serve mankind either constructively or destructively, there is vital need for wisdom in its utilization for the good of all people. Man's democratic pattern of living is never stationary; it must progress continually, or be lost.

Opinions differ regarding an acceptable definition of democratic living, but democracy accepts as a guide those principles of living that extend happiness and well-being to the greatest number of members of society and makes it possible for them to develop to their maximum capacity.

Max Otto defined democracy as, "The intelligent use of co-operative means for progressive attainment of significant personalities."⁷ Democracy is a means of personal development lasting as long as life itself. In American

⁶ Robert Ulich, History of Emotional Thought, pp. 337-350.

⁷ Max Otto, Science in General Education, p. 35.

society the means for self-improvement is stressed through the education of all; and the history of its development is an interesting story of the extension of educational opportunity to an ever-growing number of people.

Although education for adults is by no means a new movement in this country, its recognition as an organized social movement is comparatively recent. Probably the first attempt at what may be termed as organized education for adults in the United States was the Sunday School Movement of 1780-1781, where members of the Society of Friends sought to teach working men and women to read the scriptures.

Early American adult education was not of a single or systematic character, but was carried on by a wide variety of voluntarily organized agencies for a variety of purposes, with many different kinds of people. For this reason it was criticized as being formless and without direction.

Four institutions (lyceums, chautauquas, correspondence schools, and women's clubs) which played a part as historical forerunners of adult education left traces of good in our attitudes, and accomplished much in their best periods.

The first lyceum movement was organized in 1826 and was active until the outbreak of the Civil War. Horace Mann did much to influence the achievement of free public education through his speeches on lyceum programs.

For a time after compulsory school laws were instituted, education was viewed merely as a preparation of youth for making a living. Dorothy Canfield Fisher regarded those who were taught by the traditional method as being . . . "Treated like small valises into which provision for a long journey must be stuffed, no matter how the sides bulge."⁸

⁸ John W. Studebaker, Plain Talk, p. 118.

The universal education of youth was hoped to be the solution to the problems of democracy; but World War I brought the realization that, no matter how much "stuffing" was done in schools taught by the traditional programs and processes of education by which youth were prepared for adulthood, it would not suffice in a swiftly changing world. Post war problems arose that were impossible for one to foresee as a student in secondary school. More need for educational opportunities for people at the time they face real problems was recognized by leading educators, as was the conviction that formal schooling is only a part of education; that the pursuit of learning must be a life-long process.

Thus it was that the growth of general adult education in this country developed gradually until its need was brought forcibly to the attention of the people. It was not until then that the public-school officials slowly awoke to their responsibility and began attempting to meet the needs of adults. An early endeavor of the schools was the "Americanization" of the large immigrant sections of people, which subsequently led indirectly to the establishment of the American Association for Adult Education, through funds granted by the Carnegie Corporation. Since that time the term "adult education" has come into common usage.

The possibilities of adult education as revealed by Professor Edward L. Thorndike's studies greatly influenced educational concepts in America, and provided an incentive for many adults who had been hesitant about furthering their education publicly. Even so, one of the chief obstacles to its progress seems to have been an unnamed fear that anything entirely enjoyable was "wrong" or "undignified;" too many were afraid to "let themselves go." Particularly has this been prevalent with regard to women, whose activities before the development of mechanized industry had been confined mainly to the home.

True it is that women have exercised a tremendous influence in every phase of the nation's history; have risen to great occasions and met crises unflinchingly; have given willingly their all for the sake of loved ones and patriotism; yet many have suffered persecution because of their daring. For a woman to work in an office in the days before the Civil War would have been to run the risk of social ostracism. Thus women's attitude of reserve toward public adult education apparently was a heritage which stemmed either from stern Puritan ancestry, or was the result of early experiences.

The nineteenth century saw the growing emancipation of the American woman. From her status of social and economic dependence and political deprivation, she advanced to a position where she participates in every phase of national life. With her assumption of an active role in affairs in what had always been considered a man's world, woman has gradually devoted less time to the home. Educationally this has been of great importance. The work of the Co-operative Extension Movement of the agricultural colleges has utilized the services of women increasingly in extending education to adults in rural areas in the capacity of county agents--home demonstration agents. During the depression years, in order to provide employment for many idle teachers, the Federal Government set up emergency agencies by means of which an extensive educational program was made possible in a variety of fields.

As the United States moved from the depression years toward World War II, the government began to support educational measures related to national defense. The demands of the second World War, with its radically changed manner of strategy in the active participation by women, necessitated immediate new learning. This resulted in an accelerated program of intensive courses, many of which were conducted as evening classes in adult education programs throughout the country. So effective was this broader program of education for adults that

its progress continued after the war's close, with a greater amount of participation by men and women alike; each seeking to satisfy his needs and interests as they arose, and to maintain his status as a responsible American citizen. Today adult education is firmly entrenched within the public school systems of the United States. This situation, unavoidably has placed a heavier load upon the teachers in the public schools, whose time already was insufficient in most instances. However, with ever-growing emphasis on the development of the individual for a richer, fuller life, leaders in the field of education in general as well as in vocational programs recognized that life-long education is essential for all; and have cooperated in their efforts to organize their offerings in the best interests of both teacher and learner.

Inasmuch as dynamic, effective leadership is a prime requisite of adult education, those who direct its programs should be chosen wisely. They must understand and have genuine interest in adults. The good teacher keeps her responsibility clear in her own mind, and endeavors to see that each seeker after knowledge is inspired through her guidance to further achievements. The adult offers himself for education of his own free will, and will proceed exactly as far as his desire to proceed urges him; therefore, the successful teacher of adults must lead, not push.

Many teachers have failed because they attempted to teach adults by more formal secondary education methods. Men and women must be allowed to determine their own educational goals; to choose for themselves what they want to learn; thus it is the responsibility of the teacher to be alert, tactful, and prepared to offer courses in areas requested. Studebaker observed that:

What we need in adult education is not teachers possessed with a holy desire to teach people something; but counselors with a holy desire to find out what adults want to learn, how they want to learn it, and how best they can be helped.⁹

⁹ Ibid.

The adult leader should possess or try to cultivate the ability to imagine herself in the roles of people with backgrounds and tastes very unlike her own. She should have sound belief in and respect for the right of each individual to develop his latent capacities. Social sensitivity is always a commendable asset. Creative ability, adaptability, and flexibility are essential in developing a sound adult program. The physical well-being, vitality, and enthusiasm of an energetic leader often inspires others. The appearance of a leader in manner and dress (always well-groomed and forceful) is a very desirable characteristic to achieve in adult leadership, as in any walk of life. Effective presentation of the program is of prime importance if continued interest of adult groups is to be maintained; thus it is necessary that growth of the teacher be constant in order to achieve the qualities of leadership demanded by society.

In some communities where human resources are limited, almost the entire responsibility of the adult education program falls upon the shoulders of the homemaking teacher.

In addition to regular day classes, the time required to collect and organize materials for use in adult groups would be prohibitive if the teacher were to attempt it alone. In order to alleviate this situation, resource units are coming into wide usage, making readily available for the teacher a greater area from which to choose teaching materials, thereby freeing more time to develop teaching units.

Resource units are an outgrowth of source units which came into general use after the summer of 1938, at which time members of the Rocky Mountain Workshop group recognized the value to busy teachers of an abundance of pertinent materials at hand from which to draw in planning a teaching unit. At first these units were organized largely around teaching suggestions, and lacked analyses of the significance of the problems as well as factual information

needed by the teacher in their utilization. When later they were improved and enlarged to facilitate even more the formulation of teaching plans, it was decided that the name "resource unit" would be a more accurate term to apply to them. The change in terminology also eliminated possible confusion between source units and source materials.¹⁰

It is hoped that the following definitions of a resource unit will serve to clarify further any possible confusion in meaning between the two terms.

According to Alberty, a resource unit is:

. . . a systematic and comprehensive survey, analysis, and organization of the possible resources (e.g., problems, issues, activities, bibliographies, and the like) which a teacher might utilize in planning, developing, and evaluating a learning unit.¹¹

Quillen and Hanna referred to a resource unit as:

. . . a preliminary exploration of a broad problem, topic or theme to discover its teaching possibilities.

It is for teacher use.

It contains many more suggestions than can be used by any one class.

It covers a broad area from which materials can be drawn.

It gives a number of possibilities for achieving the same objectives.

It is organized for teacher resource, not as a classroom teaching guide which follows an orderly daily procedure.¹²

The Bulletin of Secondary School Principals stated that a well organized, effective resource unit incorporates:

1. A wealth of suggested learning experiences
2. A survey of ways to evaluate the suggested learning experiences
3. A carefully selected bibliography and list of teaching aids--teacher, student
4. A stimulating presentation of the scope of the problem area with which the unit deals
 - a. Significance of the problem

¹⁰ James Quillen, and Lavone A. Hanna, Education for Social Competence, pp. 184-191.

¹¹ H. Alberty, How to Make a Resource Unit, p. 5.

¹² Quillen and Hanna, op. cit.

b. Issues involved

c. Relation to other problems

5. A formulation of the resource unit and a statement of the specific objectives (the objectives that might give direction to the learning experiences developing out of its use in the classroom).
6. Suggestions to the teacher for using the resource unit.¹³

The Encyclopedia of Educational Research termed a resource unit as a "collection of suggested teaching and learning activities organized around a given topic. . . . are comprehensive in character so that they may be used on a selective basis. They are designed to be helpful to a teacher in developing teaching units."¹⁴

A resource unit, then, is not to be confused with actual teaching plans for teaching a unit of work to a specific class, inasmuch as it contains much more material than can be utilized in one teaching unit. The teacher draws from the resource unit only that which she finds applicable to the situation involved. It should be suited to the maturity of the students, and incorporate a series of educational ideas, materials, and procedures suggested for teacher use. Suggestion is recognized as a potent tool in all phases of activity--and a key to all guidance.

There seems to be no set pattern to be followed in the development of a resource unit in view of the fact that its specific function and the situation which it serves determines largely its organization and content; however, investigation reveals that certain characteristic elements tend to make a resource unit more effective. An introduction is common to all resource units, as are purposes or objectives. Suggested activities, available teaching materials, suggested evaluation techniques, and a bibliography also were found within

¹³ Bulletin of Secondary School Principals, "The Resource Unit in Curriculum Reorganization." pp. 76-77.

¹⁴ Monroe (Editor) Encyclopedia of Educational Research (Rev.) p. 310.

each unit surveyed. For the purposes of this study, a resource unit is defined as a stockpile of information pertinent to a given topic, which a teacher can utilize on a selective basis to meet her needs in developing a teaching unit in that area.

Because of the great need for adult education and the intense interest women have in learning that which provides them more security and comfort, the writer, as a part of this thesis, attempted the development of a resource unit in personal grooming for adult women. It was believed that such a unit would provide teachers with the materials needed for adult classes and save much time. It also was believed that resource materials, if brought together in a single unit, would provide teachers with the information needed to meet the needs of women as learned by the writer through personal contacts for many years in the field of cosmetology. It was further believed that the information provided through a unit of this type would be equally valuable to women who do not frequent beauty shops and those who are regular patrons.

A survey of literature revealed numerous books related to good grooming, and resource units for adolescents were found in most of the State Teachers' Guides; but no resource units of interest to adult women were found.

In view of the fact that adult women are so vitally important in the social and economic welfare of our democracy, it is essential that they be well-groomed at all times. Thus it seems justifiable that access to the basic principles of grooming be made available for teacher use in the adult education programs in the communities of our state.

CHAPTER II

STATEMENT OF THE PROBLEM

After having made a study of the history, purposes, and objectives of Adult Education Programs, and of educational procedures and practices which have been utilized successfully in adult classes, the writer reviewed available literature which dealt with attitudes toward and practices followed in the maintenance of good grooming, as well as the principles which authorities in this field consider basic.

Although most women desire to be well-groomed, it seems that not all have the basic knowledge of what constitutes good taste and/or how to achieve it. If this is true, then there is a definite need and place for a practical course in personal grooming in the Adult Education Programs of our communities.

Inasmuch as a grooming unit logically falls within the area of home economics, plus the fact that most teachers of homemaking carry a full teaching load in their day classes, the writer chose to develop a resource unit in this area. The basic information needed, with suggested purposes, possible learning experiences, and source materials were developed and are presented in the hope that they will be of value to teachers of adult classes. In addition to suggestions and materials as a resource unit, an effort was made to show how such a unit can be used.

A study was made of several resource units constructed in various fields by other people. Although they varied widely in some respects, all contained certain common characteristics; namely, an introduction, which explained somewhat the educational value of each particular unit; either suggested objectives, (sometimes referred to as goals, sometimes as aims) or desired outcomes; suggested activities and methods for carrying out these goals; listed available teaching materials; provided a bibliography; and suggested

evaluation techniques.

Inasmuch as there apparently is no set pattern to be followed in organizing the content of resource units, the one that best fits the topic being developed, the needs of the persons who develop it, and those who study it would seem to be the logical type to utilize.

The resource unit presented here includes: an introduction, with its statement of the type and scope of work to be covered; teacher objectives; a list of outcomes to be attained; suggested lesson topics covering certain phases of grooming; a brief outline of suggested learning experiences to assist teachers in planning students' work; and a list of references for both the student and the teacher.

Suggested lesson topics are developed in detail. They include the following areas of grooming: general fitness, nutrition, mental health, care of the skin, care of the hands, care of the hair, good posture, and good taste in dress. In each area statements of big understandings which might be developed are presented. It was hoped that they, although not developed in logical sequence, would be suggestive of the content teachers might use in their classes.

The writer did not attempt to make the unit all-inclusive, but developed more than an adequate amount for one teaching unit. It is her desire that others do further research in this field as changes take place, to prevent obsolescence of material so important to women.

In developing this unit it was assumed that regularity in good grooming practices remains paramount in the interests of adult women as they grow older, and that they desire to take advantage of every opportunity for the improvement of personal appearance. It also was assumed that optimal nutrition standards result in many years of healthful living; that improvement in

nutritional status may bring improved personal appearance as well as self-confidence and new interests in life.

It was further believed that skill in personal grooming is one many have utilized profitably because it enables them to be happily occupied as long as they live, and to adapt themselves to the changes in their mental and physical make-up with good grace and a sense of humor.

A final assumption of this study was that the adult woman neither gives up trying to look well nor does she fail to maintain a good personal appearance if she understands the basic principles involved.

The assumptions regarding the importance of personal grooming and adornment are based upon a review of literature which described practices followed by women since Bible times. Women of all races and all cultures have observed standards peculiar to the era and location in which they live.

Although no effort was made to incorporate the historical data in this study, where desirable, teachers could use this information to stimulate discussion when starting a unit. Historical references are listed within the bibliography for the thesis.

The next section presents a resource unit developed in good personal grooming for adult women.

CHAPTER III

A RESOURCE UNIT IN GOOD PERSONAL GROOMING FOR ADULT WOMEN

INTRODUCTION

Probably at no time in history has the social and economic spotlight been turned on adult women so directly as at present. As more and more women are being employed in practically all fields of industry, the importance of presenting one's best appearance at all times seems to become an even greater challenge than ever before. So important is good grooming in this rapidly changing civilized life that few women who give little thought to their personal appearance get very far in our world today. As long as she lives, woman will be expected to maintain the standard of appearance which the society in which she dwells determines.

No matter what talents one may possess, or how much success one may have achieved, ultimate attainments are often dependent upon the impression made upon others. The observation that "Your personal appearance is the show window you offer for the world's inspection and by which you are first appraised" seems aptly quoted. Some people are so deeply influenced by first impressions that those who rate low in their estimation are seldom accepted. Thus a fine character, a pleasing voice, and an interesting conversationalist may go undiscovered because of careless grooming.

Reports of employment personnel directors indicate that in addition to skills and abilities in prospective employees, they next seek those with a NEAT APPEARANCE--those who reflect self-confidence, good nature, and have an ample supply of energy and resourcefulness. Tests have shown repeatedly that proper appearance has helped the timid to gain confidence in themselves, thereby enabling them to take their places as active, useful citizens.

Although every normal woman has the inherent desire for beauty, and each

selects things which appeal to her, this desire and appeal may play her false if she has not been trained to distinguish the truly beautiful from that which has only style or momentary appeal and lacks artistic merit. In order for good grooming to have meaning for the adult woman in her daily life, she should have a basic knowledge of the principles that apply.

It is not necessary to have an elaborately equipped dressing-room and an expensive wardrobe in order to be well-groomed. It can be achieved with comparatively few articles, ample natural light, if possible; applied good taste, and persistence.

Carelessness about personal appearance manifests itself not only in public life, but also in the home. An often heard generalization states that "The woman who is sloppy about her appearance is generally sloppy with her work." It is not necessary that this be so, even for the busy homemaker who finds she must budget both her time and income to the limit. Good grooming does not mean expensive dressing, or affected dressing; it means neatness and personal cleanliness of body, face, hair, and all clothing. It means good health, both physical and mental.

Some women seem to develop a tendency toward laxness in personal grooming; this happens so gradually that they are not aware of the fact. This laxness usually becomes apparent at the approximate time of menopause and often coincides with the time the children reach adolescence or become independent and leave home. This is the time women need to find new interests in life; to keep active and useful and become interested in improving their personal appearance is particularly important.

Although all women may not be beautiful, all can learn to be attractive. Some authorities suggest that attractiveness is sometimes gained through emphasizing one's good features, and disguising or minimizing those found to

be undesirable. Others suggest making an undesirable feature striking through proper emphasis. (A cow-lick may become an asset through proper arrangement of hair around it.) More women may have a fuller, happier life if they learn to accept their defects, make the best of them, and dwell more on emphasizing their better points for best effect.

SUGGESTED TEACHER OBJECTIVES

1. To present the principles of good personal grooming in such a sound and practical manner that they will be used in the daily activities of adult women.
2. To stimulate new points of view, interest, and originality in good grooming.
3. To help women develop skill in analyzing and improving grooming habits.

DESIRED OUTCOMES ON PART OF STUDENTS

1. Recognition and appreciation of good taste in personal grooming.
2. Desire for increased knowledge of the fundamentals of good grooming.
3. Realization of the contribution of good personal grooming toward general well-being and happiness.
4. Recognition of the relationship between good grooming and success, both at home and in the business world.
5. Ability to make wise application of the technology of good grooming.
6. Development of an appreciation for beauty and color as a basis for good personal grooming.
7. Recognition that simplicity is the keynote to good grooming as well as to beauty in general.
8. Ability to find new beauty in daily living.
9. Recognition of the importance of optimal nutrition to health.
10. Acceptance, and ability to make the best of personal liabilities.
11. Realization and appreciation of personal assets.
12. Knowledge and ability to maintain a good personal appearance with a minimum expenditure of money.

UNDERSTANDINGS WHICH MIGHT BE DEVELOPED

General Fitness

Physical endurance depends to a great extent upon one's ability to relax.

The pleasure and diversion of an enjoyable outdoor game or sport are considered very beneficial and soothing to body nerves, in addition to the exercise the game affords.

Excessive use of such stimulants as tea and coffee is said to place the body's vital organs under a strain, and often results in chronic nervous tension.

For those women physically unable to engage in active sports, a complete body massage seems to improve and equalize blood circulation to all parts of the body, leaving them relaxed and refreshed.

A leisurely bath is considered valuable for soothing tired nerves and muscles.

Attempting to relax by taking sedatives is said by authorities to leave the nervous system in worse condition than before.

Sheer physical well-being is one of the best foundations yet discovered for good spirits and a sense of humor.

Training family members to care for personal belongings often provides Mother sufficient time for daily grooming.

A time-management schedule may reveal that much time each day is being wasted.

Most grooming delinquencies have their origin in lack of time and basic knowledge of grooming principles rather than indifference.

The nature of one's daily activities influences the grooming practices followed.

Regularity in grooming routine is essential for best results.

Special work is necessary on major grooming problems.

There never will be a "convenient" time to do the things most of us want unless we make the time.

Persons who have neglected their bodies for a time should follow a specific rejuvenation program.

Satisfying diversions and pleasures are essential in a rejuvenation program.

Finding time to do something that gives one pleasure often leads to worthwhile new interests.

Doing something that you've never done before often serves to limber up one's mental attitude, and tends to have stabilizing effect upon one's entire body; it seems to neutralize feelings of tension.

Those women who accept biological changes as they come and utilize them to good advantage find life interesting and make themselves useful.

Freedom from anxiety and an increase of daily interests and pleasure often make for a more stable person.

Many women wear themselves out trying to "change" others.

Satisfying long suppressed desires often provides mental stimulus which in turn results in improved general health.

Life is made up of little things, experienced by little people. But the little things may be big things with meaning; and the little people can learn to have "in least things an undersense of the greatest." That way lies not only our mental health, but our comfort.¹

The mind is a function of the brain, and readily gets out of step with health upsets.

No one ever lives too long to stop being a person.

If a woman is to make and keep friends, she should never let her breath offend.

One cannot expect to reap a rich harvest of good health if necessary cultivation has been neglected in earlier life.

No matter what talents one may possess, or how much success one may have achieved, ultimate attainments are often dependent upon the impression made upon others.

To be well-groomed, one must be in good taste for her individual type. (Both the Duchess of Windsor and Mrs. Roosevelt are considered well-groomed; but if each would use the grooming practices of the other, neither would be in good taste.)

What is good taste for one woman is not necessarily good taste for another.

Good taste involves dressing oneself satisfactorily and logically for the occasion.

As life changes, so should grooming practices change.

Some grooming practices young girls utilize to achieve "glamour" would make an adult woman appear ridiculous.

¹ National P. T. A. Magazine, May, 1945).

Because women have only one face and one body throughout life, it is important to keep them at their best.

Shoes should be correct for the individual regardless of the purpose for which they are intended.

Well-fitted shoes and hose are essential to foot health.

Wearing poorly fitted shoes may seriously affect one's health.

Rest during the day is sometimes as necessary as sleep at night.

Clean teeth and a clean mouth are a safeguard against infection and bad breath.

A clean, healthy mouth is maintained by practicing habits of cleanliness, by eating proper foods, and by keeping the teeth in good repair.

Nutrition for Good Health and Good Looks

To retain the characteristics of youth as long as possible is an objective of normal women.

Inasmuch as optimal nutrition is essential to health and beauty, women should eat foods that are RIGHT for them as individuals.

Right diet is one of the prime factors in reconditioning the human body.

The tendency to overweight or underweight is often directly traceable to the menus and methods of cooking to which persons were conditioned as children.

To be efficient, the adult woman's diet should be adapted to her personal needs.

Knowledge of the balanced ration applied to individual needs and habits of living is best determined by a competent physician.

The energy needs of nutrition are measured in terms of calories.

The number of calories the adult woman needs is measured by the size of her skeletal framework and habitual physical activity.

A calorie is a unit of measure of heat or energy, and represents the amount of heat needed to raise the temperature of one kilogram of water (a little over two pounds) one degree centigrade.

For reasonably active women of normal weight and average height up to sixty-five years of age, between 1800 and 2200 calories a day is considered sufficient.

Because less energy is expended by the inactive woman of normal weight and height, 1500 calories up to sixty-five years of age is considered sufficient.

Foods should contain the essential vitamins and minerals essential to health.

To a large extent, the good health and poise of adult women depend upon three well-balanced meals a day, eaten without rush or hurry.

In order to maintain a high level of energy necessary for optimal health, the body must have food at regular intervals.

Persons whose work tends to create tensions may need to eat a small amount of food at more frequent intervals than the usual three meals per day.

Health is not merely the absence of disease, but a positive quality of life which can be built to higher levels.

Through continued research for nutritional improvement has come lengthening of adult life with a longer period of "usefulness."

Inasmuch as the physical energy expended after sixty-five years of age is ordinarily decreased, a slightly smaller intake of carbohydrates and fats should be planned.

When the body tends to "leanness" in the sunset years of life, the general well-being as well as longevity increases.

If the adult woman is serious about staying happy, healthy, and attractive, she must exert will power and use good common sense in selecting her food.

Extremely underweight or overweight persons should consult medical authorities and have a complete physical examination before starting weight correction programs.

Frequently some of the family prejudices and practices people have are handicaps to the maintenance of good nutritional status.

To be fairly sure of getting the right foods, one should eat something every day from each of the "basic seven."

The Basic Seven Food Groups are:

1. Leafy, green, and yellow vegetables
2. Citrus fruit, tomatoes, raw cabbage
3. Potatoes and other vegetables and fruits
4. Milk and milk products (cheese, ice cream).
5. Meat, poultry, fish, eggs, dried peas, beans
6. Bread, flour, cereals (whole-grain or enriched)
7. Butter and fortified margarine¹

After first eating the food needed for good health, one may then eat other food if desired.

If the food money is spent approximately as follows, a balanced diet of

¹ U. S. Bureau of Human Nutrition and Home Economics, U.S.D.A.

the "basic seven" plus the necessary "protective" vitamin, mineral-rich, and roughage foods will automatically be provided:

- One-fourth for meat and poultry; fish; nuts; shell or dried eggs; legumes.
- One-fourth for dairy products, including milk (all kinds); cream; cheese; butter.
- One-fourth for groceries, including sugar, syrup, honey, molasses, tea, coffee, shortening, salad oil, flour, cereals, bread, and seasonings.
- One-fourth for fruits and vegetables.²

If all women nearing forty would readjust their diet, there probably would be more youthful-looking, alert, active, mature women and fewer "stylish stouts."

Obesity has been defined as an excess of fat over the normal expected for the height, age, and sex of the individual.

There are three kinds of obesity:

1. Alimentary - a medical term for overeating.
2. Emotional - induced by a feeling of boredom, nervousness, or poor social adjustment.
3. Constitutional - believed to be the result of disturbed metabolism or other physical difficulty.

Obesity causes a diminished vital capacity, probably through the restriction of respiratory movements by deposits of fat in the abdominal and thoracic walls.

In order to be assured of proper nutrition, the overweight woman should reduce under the direction of a competent physician.

For maintenance of normal health expectancy, it is important to prevent obesity or to correct it quickly.

Underweight may be a symptom of disease, particularly if the loss of weight is rapid.

Much underweight is caused by inadequate intake of nutritional food; fatigue or overactivity, or by psychological factors such as worry or mental strain.

To determine the cause and plan a correction program for the underweight person, the services of a competent physician are necessary.

A person may eat ample food to satisfy the appetite and also to gain weight but receive little nutritional value if it is chosen unwisely.

Sufficient rest, relaxation, and moderate recreation should benefit the underweight individual.

Eating when tired or worried often results in digestion upsets.

² Ida Bailey Allen, Youth After Forty. pp. 23-24.

Mental and Emotional Adjustment as Related to Health

The habits and hygiene of a woman's thoughts are reflected in her face, carriage, and disposition.

A positive mental state can contribute to good looks by brightening the eyes and skin.

One's frame of mind can not only mold her into greater charm, but also transmit a radiance of beauty that may influence all nearby.

If repeated often enough, frowns and scowls become habitual.

Mental habits are formed just as overt habits are, and are as powerful.

Ugly habits of thought create wrinkles and undesirable expressions.

Chronic worry is probably the greatest mental enemy of feminine beauty.

Worry is devastating in its effects upon good looks and personality.

Idleness breeds discontent, a negative and corroding state of mind.

Contentment is a matter of adjustment and point of view.

Timidity creates a tenseness which freezes one's thoughts and inhibits all the outward flow of personal appeal.

Happiness and laughter mark the face of women in a becoming manner.

Reaction to an emotion, rather than the emotion itself, makes or mars beauty.

Unhappiness does not necessarily hinder the development of individual personality; many lives have been enriched by unhappiness which deepened emotional capacity, making them warmer, more interesting people.

Happiness stimulates color, brightens eyes, and contributes generally to a richer, fuller life.

If will to create a favorable mind is strong enough, habits of a lifetime may be changed.

By learning to make the most of the pleasant things of life, women may live confidently and serenely.

Serenity, the power to detach oneself, may bring a clearer sense of values, and ability to eliminate non-essentials.

Learning to relax the body even if only for a few minutes at a time, relieves nervous tension.

Deep breathing aids in relaxing a tense body.

Good looks created by the power of a healthy mind never grow old, but increase with the years.

Personality is a combination of looks, mind, and spirit that identifies an individual.

Personality is a gradual achievement, a growing thing, never completed.

Desirable personal characteristics may be discovered and cultivated within one's home as well as elsewhere.

Self-mastery is essential in the development of a rich and wholesome personality.

In its physical phase, personality is regarded as a vital outpouring of energy.

Interest in, and enthusiasm for things and people are especially important to the adult woman.

A person's life is enriched by every friendly contact she makes.

Interest in people, a responsiveness to other minds and hearts, stamps a woman as possessing a sensitiveness that is feminine and appealing.

Broadening her interests by doing things outside the routine of her life will make a woman's life more pleasant.

Gracious ways aid in developing a genial heart.

Being a good listener and a good conversationalist are assets women should cultivate.

A woman's greatest strength and charm are in simplicity and honesty.

A calm, cheerful, objective attitude is important in maintaining good human relationships.

Mental health in later maturity concerns all.

Fear of aging is often more harmful than the aging process itself; it changes the personality.

One of the best ways to lose oneself is through service to others; then self-consciousness and worry cease to exist.

Frequently an individual's reaction to disliked routine activities of everyday life so influences their mental outlook that they are ill.

Women who are happy, well-adjusted individuals make an effort to understand and to accept biological changes as they appear.

Ability to look at oneself objectively and to estimate accurately one's liabilities and assets makes for happiness.

Habits of "carrying a chip on one's shoulder" or of "feeling sorry for oneself," if not corrected, frequently cause individuals to be ostracized by the group.

Women, who understand that certain phases of their physical development tend to cause them to be pessimistic, can prevent such periods of depression.

Mental preparedness for the changes which normally come is based upon knowledge and understanding as well as upon spiritual values.

Clear, distinct speaking voices, with a controlled range in pitch, are an indication of culture.

Monotonous voices are very uninteresting and may immediately prejudice one against the speaker.

Learning to dismiss things from the mind for a time and to relax all muscles of the body is an art which all persons should learn.

The A B C's of Skin Care

The skin is quite sensitive to activities inside the body, and is quick to break out in a rash of protest when it disapproves.

Few beauty blemishes are harder to bear than unsightly skin.

Usually skin blemishes do not originate in the skin itself, but reflect some disorder of nourishment that affects the general health.

One of the first signs of vitamin and mineral shortage is unhealthy changes in the skin.

Persons who go on regulated diets for other reasons than beauty are frequently surprised to observe that blemished skins become soft and clear on balanced food intake.

Indispensable to healthy skins is vitamin A, the regulator of epithelial tissue--the material the skin and linings of the body cavities are made of.

An early sign of insufficient intake of vitamin A is roughness and extreme dryness of the skin that is not relieved by ointments.

The skin reveals symptoms of pronounced vitamin A deficiency through eruptions similar to acne (except that they are not pustular), through absence of perspiration, and drying up of tear ducts.

Outstanding sources of vitamin A are green, leafy, and yellow vegetables, dairy products, eggs, liver, and fish-liver oils.

The skin indicates vitamin C shortage by pimples, patchy areas of vaguely darkened color, the tendency to bruise easily, and spontaneous occurrence of small red pinprick spots which arise from the fragility of the blood vessels.

Vitamin C has been called the "vitamin of fresh foods." Citrus fruits are especially good sources because they contain more vitamin C and retain it well under adverse conditions.

Among the B vitamins, riboflavin and nicotinic acid are most commonly associated with skin disorders. In dietary lack of nicotinic acid, the skin appears to be severely sunburned--is tender, burns, and dark in color. This is an early stage of pellagra. Later the skin becomes thick and scaly and pigmentation deepens. Riboflavin deficiencies show up in painful fissures of the skin at the corners of the mouth.

If one has a specific skin disease, she should go to a skin specialist rather than rely upon home remedies.

There are three types of normal skin; dry, oily, and a combination of the two.

A majority of women have a tendency to dry skin after they are twenty-four or five because of a gradual deterioration which begins at that approximate time.

A dry skin needs special care, because it is more sensitive, and can become old-looking sooner than an oily one.

Emphasizing her best facial feature often adds decided attractiveness to a woman's appearance.

Because the face is considered the key to the personality of the individual, it should be the center of interest in the picture a person presents.

Inasmuch as the most pleasing faces have an oval outline, it might well be the aim of women not naturally so blessed to frame their faces in outlines that simulate oval contours.

In order to be her most attractive self, it is necessary for the adult woman to take stock of her liabilities as well as assets.

When buying face powder and foundation creams, it is well to match the skin tone exactly rather than to add or hide color.

It is easy to match the color of powder and base to skin tone by trying them on the under side of the wrist in natural light.

Because incorrect application of powder tends to clog facial pores, it is better to pat dry face powder on rather than to rub it in.

The surest camouflage for a bad feature is to play up a good one.

In order to avoid leaving excessive powder on the face, it may be brushed off lightly with a soft facial brush or clean cotton.

Inasmuch as good taste in make-up calls for NATURALNESS, ample time should be allowed for its application.

When making-up for daytime, women may achieve a more natural effect if natural light is used; while make-up for evening is best applied under artificial lighting.

In choosing rouge colors, the adult woman should consider skin and hair coloring in order to obtain the slight natural glow desirable for most pleasing results.

Correct application of rouge often helps to make the eyes appear brighter, and the face healthier.

Rouge is one of the most misused of cosmetics.

Rouge and lipstick are NOT meant to be used as poster-advertising paint.

In order to blend better with changing skin and hair, the adult woman should keep away from extreme colors in rouge and lipstick, choosing medium tones.

When choosing a reliable shade for rouge and lipstick, they may be matched with the natural color that flows into the cheeks after being pinched.

Many of the ugly effects caused by the improper placing of rouge are due to lack of information regarding the location of natural facial coloring.

Natural color starts in the little round "bunch" of flesh just away from the nose and a little below the eyes. It goes up and out to the outer edge of the eye, getting lighter as it goes outward.

If rouge is applied in a circle in the middle of the cheeks, a very undesirable and unattractive appearance results.

If the rouge-line is allowed to extend below the mouth-line, it adds the appearance of heaviness and age to the adult woman's face.

For best results, cream rouge should be applied before powder; and dry rouge after powder.

Because a heavy, moist powder base makes wrinkles more conspicuous, it should be avoided, or diluted and used sparingly.

When pale and unnoticable brows and lashes are expertly dyed, the face often appears to have more character.

Continued eye strain usually etches ugly lines in the face and forehead.

Heavy eye make-up defeats its purpose in that it creates an unnatural appearance.

Whether a woman cleanses her face with cleansing creams or soap and water may best be determined by the texture and condition of her skin.

In order to avoid undue wrinkling of the facial skin during massaging, the adult woman should use enough cream to allow the fingers to glide easily over the surface.

If naturalness is to be retained, the eyebrows should not be thinned excessively.

As a preventive measure, an antiseptic should be used after arching the eyebrows.

While it is true that slight changes in the facial expression may be made satisfactorily with the use of correct make-up, extreme changes of line or color detract because of their unnaturalness.

To maintain a healthy, normal condition of the skin daily care should be given to its cleanliness and to one's daily diet.

For protection to dry skin, light applications of creams or oils may prove beneficial.

Cleanliness is a prime requisite to good grooming.

In preparation for make-up, a mild astringent often aids in closing the pores of the face and adds a refreshing touch.

If the shape of the lips is undesirable, they may be minimized (or emphasized) through proper application of lipstick.

In order to emphasize a facial feature, a lighter than normal tone of powder may be expertly blended on that area; while in minimizing it, the use of a darker shade is effective. (Example: protruding or receding chin, cheeks, nose, or forehead).

To maintain fine-textured skin, make-up should be removed before retiring or putting on a new application.

Women use deodorants extensively as a precautionary measure against offensive body odor, and as a protection to clothing.

Because dampness increases the possibility of irritation and infection, the feet should be dried thoroughly between the toes after bathing.

Daily bathing and changing of hose are necessary for proper care of the feet.

Suggestions for Making Hands Interesting

The nails are appendages of the skin.

A changing condition of the nails often indicates a change in health.

Nails may become diseased like any other part of the body.

Whether they are quiet or moving, a woman's hands accent the personality she is.

How much a woman's hands contribute to her individuality depends upon what she makes of them.

Because hands age from work and exposure even more quickly than the face, regular care is essential for a well-groomed appearance.

If cared for daily, hands usually require little time.

Hands take on character as definite as faces.

From the modern viewpoint, a woman's hands, though strong and capable looking, are interesting if they are kept well-groomed.

For the purpose of improving the appearance of the nails and fingers, manicures are given.

When manicuring or massaging the hands, the adult woman should keep in mind those qualities which add to their beauty; the texture and color of the skin, the shape, lines, grace, and poise of the hands themselves.

For skin that has a tendency to be dry, hot-oil manicures are beneficial.

When manicuring, the careless use of instruments may result in serious injury to the tissue.

To be in good taste, the edge of the nail should not extend beyond the edge of the finger.

For shaping and smoothing, an emery board should be used on dry nails.

If rough cuticle can be taken off with cuticle remover, it is less dangerous than cutting.

Brightly colored polish emphasizes the largeness of hands and the stubbiness of fingers.

For protection while doing such work as gardening, many women wear gloves.

Nails are more attractive when their shape follows that of the fingertips.

To keep the hands smooth and prevent chapping, apply hand lotion after washing.

For the adult woman's regular use, light pinkish nail polish imparts a healthy natural look and may be more desirable than brightly colored polishes.

Although powder polishes for nails are not used extensively, they are available for women who may not be able to use liquid polishes.

Improper filing of the nails may result in their splitting lengthwise. (File toward the tip of the nail in long even strokes rather than with a sawing motion.)

To prevent injury which may lead to infection, nails should not be filed too closely at the sides.

The shades of nail polish and lipstick should harmonize.

Red and clammy hands often are due to poor circulation.

Beautiful hands are those that have been used but cared for.

Hair - The Frame for the Face

The hair is an appendage of the skin.

Conditions of ill health which reduce the tone of one's system usually are reflected in the changed condition of the hair.

For best results, the fundamental care of the hair should begin with care of the general health.

Massage of the scalp is good for the hair because it arouses circulation in the scalp tissues, circulation which nourishes the hair roots.

Because they reduce the free flow of blood through the scalp, nervous tension, and a hard tight scalp react unfavorably on the hair.

To keep the hair supple and glossy, it should be brushed to help distribute the natural oil down its length.

The natural oil on hair comes from an oil gland attached to each hair near its root.

Tight scalp is characteristic of high-strung, nervous people.

A requisite to hair beauty is regular shampooing.

As a precaution against unpleasant odor, infection, and dandruff, hair should be shampooed frequently.

How frequently hair should be washed depends to a great extent upon the type and amount of physical activity as well as the climatic conditions.

When in poor condition hair needs frequent shampooing to wake up the scalp tissues.

If it is available, soft water is most desirable to use for shampooing the hair.

Straight hair is usually round; curly hair is oval in shape.

Because hair absorbs moisture from the air, normally curly hair becomes more curly in damp weather; for the same reason, normally straight hair, without a permanent, which has been "rolled up" may quickly straighten.

To facilitate thorough rinsing, liquid shampoo and warm water should be used for washing hair.

Because of its added weight, longer hair has a tendency to stretch the wave of naturally wavy hair near the scalp.

Inasmuch as brushes and combs collect soil from the hair, they should be washed and sterilized regularly.

A comb or brush, like a toothbrush, is an intimate, personal article which never should be loaned.

Generally speaking, older women are more attractive with hair arrangements which follow the natural lines of the head.

Chemicals used in waving hair react differently on different types of hair.

Persons who understand the reaction of the various chemicals used and the way in which hair is affected by them are more successful in giving permanent waves.

Because the continuous growth of new hair near the scalp gradually "pushes" the permanently waved hair further away from the face and nape of the neck, an area of straight hair soon develops around the face which usually does not hold a wave, when set, as long as does the permanently waved hair.

When, after getting a permanent wave, the new growth of hair around the face and nape of the neck is two or three inches long, some women have one row of curls around the hairline "rewaved" to avoid the undesirable effect of the straight hair.

To be sure of results in permanent waving, a test curl can be made.

In arranging hair, the oval shape of the ideal head may be achieved by proper placing of waves or curls.

To insure the desired effect of a hair-do, it should be viewed from the sides and back as well as the front.

Old hairs fall and new hairs grow continuously in the normal scalp.

Grey hair is the blending of a new growth of white hair with the darker hair.

Because the hair is deeper set, a longer period of time is required to remove superfluous hair on an older person.

In general, hair ornaments are not suited to women of forty or more; they emphasize the years.

Soft waves and/or curls are more becoming to the adult woman than tight ones.

One of the most common mistakes of older women is to wear too girlish a hairdo.

To present an attractive appearance, gray hair should be smooth and simply dressed, and have a healthy sheen.

By use of a color rinse on their hair, women may achieve a luster desired. The rinse washes out with each shampoo.

Too severe cutting gives a woman's hair a masculine appearance, and her face a harsh look.

The basic art principles of LINE are effective in choosing hair styles suited to the individual type.

When drying the hair artificially, warm air is preferable to hot air which causes brittleness and dry scalp.

To finish the shampoo with a cool rinse aids in closing the pores of the scalp.

When rubbed between the fingertips, clean hair squeaks.

Tangles may be combed out with least damage to the hair, by beginning near the ends and working gradually toward the scalp, taking a small section at a time.

When massaging the scalp, hold the finger-tips firmly against the sides of the head and move the scalp itself with the fingers.

By insisting upon freshly sterilized combs, brushes, and towels in beauty shops, women may prevent dandruff or other scalp diseases.

If permanent waves are given properly, and not too frequently, healthy hair, well-cared for, should show no appreciable harm.

The difference in price of permanent waves is due to the quality of materials used.

With healthy hair elaborate hair treatments, fancy hair tonics and expensive lotions are unnecessary.

To keep the hair soft and pliable, women can give themselves hot oil treatments.

Nature gave each individual a color scheme in hair and skin which usually harmonizes perfectly. To alter this combination creates artificiality.

Every stare given to an artificially colored head does not always mean admiration.

Dyed hair framing an aging face tends to harden the features.

Grey or white hair well cared for and well dressed is attractive and often striking.

Grey hair harmonizes with changing facial features brought on by aging.

Hair dyes containing poisons are sometimes very harmful.

Keeping dyed hair "touched up" near the scalp as often as it should be is expensive and difficult to do.

A mild astringent may be used after rinsing as an added precaution in removing any soap residue left on the hair.

Posture and Exercise:

One of the keys to good health is good posture, that control of the body which allows it to function most normally.

Good posture is correct body alignment. All of the joints should be in proper relation so the muscles will pull in a normal line.

Correct body alignment is attained when the lobe of the ear, the top of the shoulder bone, the tip of the hip bone, and the ankle bone make a straight vertical line.

Correct posture enhances the natural exhilaration associated with youth.

When the pelvis is not carried correctly, the whole body is thrown out of balance; the hips protrude behind and the abdomen sags.

Good posture invites confidence, and respect, and enables one to present a picture of health and happiness.

Women who practice correct posture and exercise faithfully are able to maintain a trim figure.

Most women need exercises which concentrate on the abdominal and trunk muscles, since in that area is found the greatest tendency to pile up fat and to let muscles atrophy. Nothing gives such an effect of age or so quickly robs a costume of smartness as a thick waistline, heavy thighs, and flabby hips.

Clothes take on more distinction and style when they are worn by a woman who carries herself with a natural easy posture.

The posture or carriage of every woman should be one of her first considerations toward being well-groomed, because throughout history a "lady" has been known by the grace and poise with which she enters a room and sits down.

All women may not be beautiful of face, but all may give the illusion of beauty through proper carriage and perfect grooming.

Desirous daily effort must be made if worthwhile gain in posture-correction exercises is achieved and maintained.

A person has good posture and a comfortable body when she stands, sits, walks, works, and plays using the various parts of her body as nature intended.

Correct posture allows all the vital body organs room to perform their functions and places them where they can work more efficiently.

Generally good posture identifies itself with an alert, clear-thinking mentality, one that meets life's ups and downs with courage and energy; conversely, the sagging, loose look of poor posture indicates a discouraged, unhappy or worried person, one lacking the mental stamina to rise above her situation.

Judicious women begin with mild posture-correction exercises, to avoid undue soreness of muscles; and gradually increase the vigor and time allowance, but never to the extent of fatigue.

The earlier one starts exercising, the better; oftentimes muscles can be strengthened and limbered even when so incapacitated they can scarcely be moved.

Scheduling the exercise program to allow at least one-half hour before or forty-five minutes after eating will give the digestive processes time to do part of their functioning undisturbed.

The floor, rather than the bed, is the place to exercise; because the floor resists one's efforts and forces her really to exert herself.

Proper corrective exercises often alleviate painful menstruation, as well as lighten the feeling of depression many women experience at that time.

Walking with the body out of alignment causes an unbalance and starts a cycle of bad posture habits that often result in aches far removed from the feet.

Home economists and mechanical engineers have co-operated in determining the best heights of working surfaces for homes and in designing equipment which allows women to work without strain.

A protruding abdomen develops from muscles allowed to become flabby and from poor posture, as often as from overweight.

Standing "tall" will correct much of a person's waist and abdominal thickness.

Specific posture-correction exercises for those in poor health should be outlined by a reliable physician.

Specific exercises which have as their purpose the correction of posture defects common to the average adult woman, and those for keeping fit may be found in reliable health books.

Practicing simple exercises to relax muscular contractions caused by emotional disturbances may keep one thinking clearly and prevent "blowing one's top."

Some of the most common standing posture faults adult women need to correct are:

1. Weight on one foot and hip jutting out
2. Knees pushed back so the calves of the legs bulge
3. Abdomen protruding and sagging
4. Buttocks pushing out in the rear
5. Chest hollow and dejected

6. Shoulders slumping
7. Head thrust forward

Correct standing posture includes:

1. Weight on both feet
2. Feet pointing straight ahead
3. Knees slightly relaxed
4. Abdomen pulled in and up
5. Buttocks tucked in
6. Shoulders back but relaxed
7. Head erect from end of spine and chin in.
8. Lack of tenseness.

When a person sits correctly, feet rest flat on the floor; knees relax; the abdomen is pulled up and in; the shoulders are held back with the between-the-shoulder-blades muscles (relaxed and unhunched); the spine is straight and the head erect; there is no tendency to droop.

Standing, sitting, and walking comprise the three basic and most used postures of daily living. All other postures stem from them.

Because all of an individual's weight rests on the twenty-six little bones and the small muscles of each foot, it is small wonder they ache when abused.

Poor sleeping posture as well as an uncomfortable bed may be the cause of morning muscle fatigue.

A good stretch, a few healthy yawns, and some deep breathing exercises upon arising tend to relax the nerves, the diaphragm and other muscles, and aid generally in starting the day right.

A good walk helps to get bile out of both mind and body and to stimulate circulation, but does not substitute for needed abdominal and back exercises.

Correct posture in walking is done with-

1. the body in correct standing posture
2. the step rhythmical and free
3. the feet pointing straight ahead, neither toeing out nor toeing in
4. the weight on the outside border of the foot
5. with correct foot action . . . a sort of rolling motion (First the heel touches lightly, next the entire outside border, then the ball and toes push off from the surface)
6. with the forward knee slightly bent and most of the weight momentarily on the forward foot.
7. with the rear leg swinging freely from the hip joint, the knee slightly bent
8. the body balance held by thigh muscles, and gripped by the feet.

A wobbling derriere often seen in a woman's walk is not a cultivated posture, but the result of a careless habit.

Persons who spend much time driving should give special consideration to the selection of cars with comfortable drivers' seats.

Since driving is essential to many women's activities, proper driving posture may eliminate unnecessary fatigue. Drivers should -

1. sit with lower back pressed close to the back of the seat for support.
2. sit erect, feet flat on floor, head up, shoulders loose, head and neck back but not tense.
3. relax, with body riding with the motion of the car.

Proper sitting posture and relaxed muscles when riding, have saved many persons from severe injury at the time of an accident.

Nature intended people to walk and to run, to climb and to jump, to use all muscles; and when they thwart that intention Nature retaliates with both physical and mental disturbances.

Much strain of household tasks may be avoided when women observe the following posture principles: stand, sit, bend, reach, lift, and carry with a straight back; keep shoulders relaxed and held straight by the muscles between the shoulder blades; hold the abdomen up and in, the head up and the chin in.

Good Taste in Dress

A woman's appearance, expressed in what she wears, is her approach to success on the job--whether that job be in an office, a schoolroom, a store, or the home.

To be well-dressed is an art which must be practiced faithfully and enthusiastically to be perfected.

By wearing complete costumes that emphasize assets and minimize liabilities, women can look well-dressed.

Being well-dressed does not necessitate a huge clothes budget; it depends upon good taste, an adequate basic wardrobe, planned buying and good grooming.

The well-dressed woman recognizes that the essence of style is good taste--good taste means wearing the right thing to the right place at the right time--it is common sense applied to what an individual does and wears.

Women, though not beautiful, can become attractive through good taste in clothes.

Inasmuch as custom dictates that women wear clothes, they can be purchased to meet the requirements of good style at no extra cost.

To some women style means extravagance; to the intelligent shopper it means smartness and appropriateness.

A common assumption is that all stylish women are smart, and all smart women desire to be stylish. The term "smart" means well-dressed, attractive, smart-looking, intelligent, alert; and style-smartness can be achieved through intelligent action.

Four rules for smart selection and wearing of clothes are: 1. know your

figure; 2. know your coloring; 3. dress to help both; and 4. avoid extremes.

Understanding one's figure includes a knowledge of the size, shape and general contour, as well as the relationship of various parts of the body to each other.

Many poor clothing choices are made because women fail to look at themselves objectively and recognize their figure faults.

Figure analysis can be done effectively before a full-length mirror, and/or by studying snapshots of oneself taken from various angles and in different lighting situations.

Snapshots taken for figure analysis reveal defects, but also best features and possibilities, and may be used to show the good points of favorite clothes.

Figure imperfections may be minimized by carefully selected fabrics, colors, trimmings, and the lines formed by the structure of the garment.

Patterned surfaces tend to add breadth and height to the area covered.

Persons who do not thoroughly understand the effect of patterned material on the figure are more likely to feel well-dressed when wearing plain colors.

Light spaces on dark surfaces attract attention. They may be used to emphasize good features.

Emphasis may be achieved through repetition of line. Garments whose lines repeat figure faults emphasize those faults.

Straight lines suggest flatness and frequently are used to create an effect of narrowness.

Repetition of design in a garment may divert attention from a figure fault if the design does not follow the line of the body at that point.

A knowledge of good taste in dress will save one from unwise purchases and foolish notions. (Some have the idea that "looks" depend entirely upon physical beauty.)

A simple test for becoming colors may be made by trying different colored materials or crepe paper against the face before a mirror.

Wardrobes may be more extensive with less expenditure of money if they have a basic predominating color, used with harmonizing or contrasting colors.

The woman whose ensemble is in harmony with current fashion trends presents a smarter appearance than the one whose costume is out-dated.

Extreme fashions are best worn by women with perfect figures.

Clinging and transparent fabrics such as knitted materials and jerseys are form revealing; therefore should be worn only by those women with no figure imperfections.

Women with mature figures look their youngest in dresses designed to conceal mature curves.

Older women, in order to maintain a good personal appearance, may find it necessary to wear more loosely fitting clothes than they did when younger. Extremely tight clothing emphasizes size and figure.

A deep, plunging neckline is not becoming to an older woman, because it exposes wrinkles which are indicative of age.

Three-quarter length coats tend to shorten the stature and usually are undesirable for the short stocky woman.

Although fashion may dictate the "proper length" for a hem from the floor, the woman in good taste will vary hers to suit her individual figure.

Best lines are achieved when the hem line falls just below the largest part of the calf of the leg.

The silhouette of a costume, whether regarded as spacing or as shape, is very important since it is what is seen from a distance before details of structure or decoration are visible, and is responsible for first impressions.

All parts of an ensemble, regardless of the occasion, should be in scale with the wearer, and its separate parts with each other.

There are a number of basic designs, called classics, that always are in style. A wardrobe made up of coats, suits, and dresses that are classics can be worn for years.

When women learn that good taste means simplicity, a flattering color, becoming lines, very little decoration, and the right costume for the occasion, there will be fewer wardrobe mistakes.

With costuming as with philosophy, wisdom is better than rubies.

Wearing muted shades of the same colors worn in youth will prove more becoming to the woman of "forty plus," because brilliant colors tend to make aging skin appear harsh.

Women whose hair is gray find brown an undesirable color to wear, because its reflection gives their skin a yellow appearance.

Regular care adds to the life of clothing, since the natural oils from the skin, perspiration, deodorants and non-perspirants are injurious to fabrics.

Many women have found that making their own clothes is a fascinating pastime; that home sewing can produce smart and lovely clothes for less money.

Without a basic wardrobe plan, and a budget for that plan, women may make unintelligent purchases.

A well-fitted foundation garment is almost indispensable to the well-dressed woman.

Whenever possible, a foundation garment should be tried on before purchasing, and should be fitted when standing.

The original shape of foundation garments can best be maintained by frequent washings.

Too infrequent washing of foundation garments causes deterioration of fabric through accumulated perspiration and body oils.

Women frequently stretch foundation garments out of shape by failing to follow labeling instructions when putting them on.

Many well-groomed women purchase two identical foundation garments at the same time, alternating their use and laundering like other lingerie, in order to assure daintiness.

Brassieres having a comfortable breast support are better for the older woman because they hold the breasts in a more natural, youthful position.

Continuous unnatural position of the breasts strains the muscles and impedes blood circulation.

Whether large or small, the unsupported breast will sag into an unnatural position which is indicative of age.

For best fit, sales-ladies request women to bend from the hips until their bodies are at right angles to the floor to try on brassieres. This allows the breasts to assume a more natural position thus assuring a better fit.

Properly fitted shoes should be worn at all times for foot comfort and to aid general health.

Shoes without heels are not only unbecoming to most women, but also result in stretched tendons that enlarge the calves; "spike" heels cause shortened tendons which are often painful.

No shoe is sensible for a woman unless it fits her foot.

The heavier the person, the more necessary the selection of shoe heels for safe, comfortable walking and good personal appearance.

A graceful carriage, an easy gait, and naturalness of movement is dependent upon properly fitted shoes.

Shoes and hose may set the standard for one's whole appearance.

In shoes, as in other purchases, one should avoid fads.

Shoes, like a woman's figure, look middle-aged when they lose their shape.

Shoes set the pace for the selection of accessories.

The medium heel, as well as being the most comfortable type, is well balanced and will enhance a person's walk.

Besides spoiling her carriage, few things put more lines in a woman's face than aching feet.

Owning several pairs of well-fitted shoes enables persons to rest their feet, and look better groomed because they are more comfortable.

Shoes with straight heels not only present a better groomed appearance but also are better for posture and feet. Rubber caps wear less rapidly and absorb more shock than leather heels.

Feet forced into shoes too small detract from a woman's personal appearance, cause noticeable swelling, and result in an unnatural walk.

Wearing half-worn out, twisted shoes is not economical, because it increases fatigue and foot disorders and at the same time decreases personal efficiency.

Wearing bedroom shoes to do housework invites foot trouble because they do not give the support necessary to maintain foot health.

Middle-aged people need the support of good fitting shoes to aid foot muscles that tend to weaken with use.

Shoes, which do not support feet and body weight sufficiently, increase the tendency to tire.

It is far more important that work shoes be properly fitted and of good quality, because they are worn much more frequently than dress shoes.

Good fit in shoes is obtained when they conform to the lines of the feet, fit snugly but comfortably, and permit ease and comfort in walking.

The adult woman should decide upon the type of shoe and height of heel best suited for her foot and figure, that which is most comfortable and natural looking, and always should select those which best meet her needs.

Shoes that are out of keeping with the general type and figure of the individual detract from the personal appearance.

Corrective shoes need not be unattractive if one's clothing is selected carefully. Heavier, more substantial shoes necessitate plainer and less fragile clothing.

A hat is definitely an important part of the costume, and should be chosen to accent one's best features.

The adult woman should resist the bargain hat or "the prettiest hat I ever saw" unless it adds charm to and harmonizes with her wardrobe.

When trying on hats, it is well to look in a full-length mirror.

Generally, the more difficult a woman's figure is, the more conservative her hat should be.

Hats should not repeat undesirable lines of the face or body.

Women can accent their best features and complete their costumes by choosing hats of the color most becoming to their types.

Wiser choices can be made when purchasing hats if they are viewed in relation to the entire costume and figure before a full-length mirror.

If hats are to be becoming and are to give the wearer proper style, the coiffure which accompanies them must be right for the hat as well as for the woman.

Older women who insist on wearing outmoded hairstyles will have great difficulty in looking smart in current hat styles; but those who adjust themselves sensibly to modern styling can achieve a distinguished look.

Colors which cannot be worn in dresses can sometimes be worn in hats, because of the transition made by the intervening hair. (e.g. Red worn above the face often gives a flattering glow.)

The woman who wishes to keep herself well-groomed will be open-minded toward new trends, but will compromise with the hat which is not a passing fad.

Generally, large people need larger hats, if not in brim then in crown or trimming; and conversely, women of small scale need small-appearing hats.

Accessories (purses, hats, gloves, and scarves) have individuality just as do people, and must be carefully chosen if expected to contribute to one's personal appearance.

Well-chosen accessories which harmonize with each other as well as with the costume complete the effect desired, and those which can be worn with several costumes are more economical.

Accessories should be in scale with the size of the wearer.

Because excessive use of perfume tends to overpower one's personality, it should be used sparingly, and applied to the skin rather than to be used to drown body odors.

Since buymanship is as great an art as salesmanship, women who expect to be well-groomed should learn to apply the basic principles involved in wise purchasing of clothing and accessories.

A BRIEF OUTLINE OF SUGGESTED LEARNING EXPERIENCES

Experiences Which Lend Themselves to Demonstrations:

General Fitness-

- Doing relaxing exercises
- Making interesting craftwork
- Developing workable time schedules
- Showing the effects of poor dental hygiene
- Fitting becoming styles of eyeglasses to individuals
- Demonstrating games designed for physical improvement

Nutrition for Good Health and Good Looks-

- Illustrating balanced maintenance diets for various types
- Cooking to retain nutritional values
- Showing servings of foods to indicate caloric values
- Fortifying everyday foods
- Developing variety in meals from the "Basic Seven"
- Making menus and market lists for optimal nutrition on a limited income

Mental and Emotional Adjustment as Related to Health-

- Showing facial reactions to happiness and worry
- Doing relaxing exercises to relieve nervous tension
- Trying deep breathing to eliminate tension
- Illustrating reactions to various speaking voices

The A B C's of Skin Care-

- Selecting and using make-up
- Citing symptoms of vitamin and mineral deficiency
- Locating good food sources of vitamins and minerals
- Analyzing skin types and prescribing care
- Emphasizing and minimizing facial features
- Demonstrating use of deodorants and anti-perspirants
- Giving facials correctly for individuals

Suggestions for Making Hands Interesting-

Manicuring nails for naturalness; procedure
 Illustrating effects of excessive gesturing
 Showing steps in hand and arm massage, and bleaching
 Doing corrective treatments for dry, brittle nails
 Demonstrating how hands reflect personality

Hair - The Frame for the Face-

Shampooing to show types and techniques
 Dressing hair to suit individual types
 Applying styling techniques to achieve desired effects
 Illustrating the effects of bleaches and dyes
 Demonstrating special care required for white hair
 Cutting hair to retain feminine features
 Caring for hair between shampoos
 Showing correct application and effects of rinses
 Analyzing hair color; relationship to skin and clothing

Posture and Exercise-

Analyzing posture by shadowgraphs
 Doing corrective posture exercises
 Practicing correct body alignment, using mirror
 Standing, walking, and sitting correctly
 Demonstrating habits suggestive of nervousness; serenity
 Making a graceful entrance into a room
 Showing energy-saving techniques using good posture
 Indicating vivacity and dejection through posture

Good Taste in Dress-

Demonstrating good taste vs. bad taste in dress
 Creating unity in costume
 Analyzing silhouettes
 Demonstrating art principles applied to dress
 Showing foundation garments suited to various types
 Planning harmonious wardrobes with minimum cost
 Making costume analysis by shadowgraphs
 Controlling figure irregularities through dress
 Trying accessories for suitability
 Fitting shoes properly; citing effect of improperly fitted shoes
 Developing a clothing care check sheet
 Creating improved buymanship standards

Experiences Which Lend Themselves to Lectures and Discussions-

General Fitness-

- Discussing the value of regular habits
- Planning diversions and pleasures
- Evaluating adjustment to biological changes
- Emphasizing the place of general fitness in grooming
- Recognizing the relationship between personal care in youth and fitness in adulthood

Nutrition for Good Health and Good Looks-

- Recognizing the "Basic Seven"
- Planning balanced diets
- Discussing nutrition and malnutrition
- Avoiding obesity
- Utilizing minerals and vitamins
- Planning and marketing wisely for family meals
- Understanding calories
- Adjusting to nutritional improvement for longer usefulness
- Knowing the importance of good rapport at mealtime

Mental and Emotional Adjustment as Related to Health-

- Judging the value of positive mental habits; the effects of negative habits
- Evaluating deep breathing and other relaxing exercises
- Understanding personality development
- Recognizing the value of broad interests--family, friends, hobbies, books, travel, philanthropic activities
- Adjusting wisely to changes
- Understanding physical development
- Developing pleasing speaking voices

The A B C's of Skin Care-

- Discussing composition of the skin
- Understanding the origin and care of blemishes
- Recognizing symptoms of mineral and vitamin deficiency
- Analyzing skin types and treating special problems
- Differentiating between various cleansing techniques
- Discussing massaging for skin improvement
- Striving for naturalness in make-up
- Practicing foot care

Suggestions for Making Hands Interesting-

- Analyzing nail composition
- Recognizing symptoms of ill-health
- Discussing the importance of regular care
- Discovering character in hands
- Understanding manicuring: purpose, procedure, precautions, effects of polishes on different types of hands
- Using hands gracefully and effectively

Hair - The Frame for the Face-

- Discussing cleanliness - shampooing: types, frequency, techniques
- Analyzing hair composition - texture
- Recognizing symptoms of ill-health
- Learning the reaction of hair to chemicals
- Knowing the characteristics of healthy hair
- Comparing hair color - natural vs. artificial
- Utilizing special care for gray and white hair
- Dressing the hair to suit the individual and the occasion
- Evaluating the importance of a smart and becoming hair-do
- Utilizing precautions in giving home permanents

Posture and Exercises-

- Discussing the relationship of posture and grooming
- Recognizing the characteristics of good posture
- Knowing the importance of correct posture
- Learning corrective exercises for posture improvement
- Evaluating exercise taken while doing housework
- Using shadowgraphs and photographs to reveal posture
- Understanding the relation of shoes to posture difficulties

Good Taste in Dress-

- Recognizing the characteristics of a well-dressed woman
- Camouflaging figure imperfections
- Discussing personal traits underlying costume
- Choosing becoming costume colors
- Understanding the importance of first impressions
- Dressing to suit types and occasions
- Utilizing art principles in relation to dress
- Building a versatile wardrobe
- Comparing home-made with ready-made garments
- Using accessories advantageously
- Emphasizing the importance of well-fitted shoes

Experiences Which Lend Themselves to Laboratory Work:

General Fitness-

- Making interesting handcraft articles
- Testing time schedules
- Determining the effectiveness of relaxing exercises
- Participating in recreational activities
- Sponsoring a worthwhile project
- Relieving tired eyes

Nutrition for Good Health and Good Looks-

- Setting tables attractively
- Estimating calories in meal planning
- Planning balanced meals
- Preparing meal according to work schedule
- Testing cooking utensils for maximum retention of nutritional values
- Checking weight and skin improvement during corrective diet

Mental and Emotional Adjustment as Related to Health-

- Checking one's assets and liabilities
- Testing voices for speaking improvement
- Testing exercises designed to relieve nervous tension
- Eliminating nervous tension through deep-breathing exercises
- Becoming an interesting conversationalist
- Fulfilling long-standing desires
- Making new friends
- Studying the psychological effect of good grooming upon health

The A B C's of Skin Care-

- Examining various types of skin through a microscope
- Analyzing skin types and prescribing regular care
- Checking for symptoms of vitamin and mineral deficiency
- Emphasizing and minimizing facial features
- Testing deodorants and anti-perspirants for effectiveness
- Applying make-up correctly to achieve naturalness
- Blending face powder to match skin tones
- Making simple cosmetics
- Comparing commercial cosmetics with those made in class
- Testing effectiveness of moist and dry face powder
- Practicing proper application of powder bases

The A B C's of Skin Care (Cont'd)-

- Arching and dyeing eyebrows to achieve naturalness
- Matching rouge to powder and skin tone
- Testing to determine cleansing method most beneficial to individual class members
- Determining the way facial muscles lie for proper massaging
- Making and trying skin bleaches

Suggestions for Making Hands Interesting-

- Giving manicures to each other
- Analyzing hands for occupational characteristics; hereditary characteristics
- Massaging and bleaching hands and arms
- Making hand creams and lotions
- Testing nail polishes for natural effect
- Treating dry, brittle nails

Hair - The Frame for the Face-

- Determining type of shampoo for individuals
- Giving each other shampoos
- Testing hair for cleanliness
- Choosing and applying rinses properly
- Examining hair under microscope
- Determining source of hair nourishment
- Testing hair texture
- Analyzing hair coloring of various class members
- Practicing brushing the hair in the direction of the wave for improved appearance
- Setting each other's hair to suit her face and figure
- Making pin curls
- Giving treatments for oily and dry scalps, and dandruff
- Combing newly set hair without disarranging waves and curls
- Making a patch test for hair dyes
- Determining reasons for ill-effects from hair dyes
- Finding the difference between straight and curly hair

Posture and Exercise-

- Getting body in alignment with the aid of a mirror
- Trying corrective posture exercises
- Practicing walking with book on head, toes pointing straight ahead
- Standing and sitting to prevent fatigue

Posture and Exercise (Cont'd)-

- Making a graceful entrance into a room
- Improving posture while doing housework
- Analyzing posture by shadowgraphs
- Standing "tall" for improved posture

Good Taste in Dress-

- Identifying and determining quality in fabrics
- Controlling figure irregularities through dress
- Examining foundation garments
- Applying art principles correctly to dress
- Testing individuals for best colors to wear
- Planning wise additions to basic wardrobe
- Making and dressing one's figure, drawn to scale
- Dressing appropriately for various occasions
- Trying accessories for effect with different costumes
- Establishing standards for judging good taste in dress
- Determining proper shoe types for individuals
- Trying spot and stain removers
- Making accessories

Experiences Which Lend Themselves to Audio-Visual Instruction-

Films and filmslides may be used advantageously in teaching a grooming unit to adult women. Catalogs and films are available at local film centers.

The opaque projector permits use of much worthwhile material, such as pictures, short articles, and clever cartoons from newspapers, periodicals, and books to stimulate group interest.

Bulletin boards used effectively to display the abundance of available authentic illustrative material are conducive to added interest and better attendance in the teaching of adults. Frequent changing to keep material in advance of class activities is important in creating a desire to continue group participation.

Exhibits and displays, when pertinent, and attractively arranged, tend to maintain adult interest.

Reading materials for teacher and student perusal are listed under References.

Field trips, in certain localities, may add to group interest.

Radio programs on grooming are available for home listening.

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<u>Beauty</u>	<u>Ladies' Home Journal</u>
<u>Charm</u>	<u>McCall's</u>
<u>Country Gentleman</u>	<u>Oklahoma Farmer-Stockman</u>
<u>Family Circle</u>	<u>Today's Health</u>
<u>Farm and Ranch</u>	<u>Today's Woman</u>
<u>Good Housekeeping</u>	<u>Woman's Home Companion</u>
<u>Holland's</u>	<u>Vogue</u>

Pamphlets and Leaflets

Inexpensive or free pamphlets and leaflets pertinent to grooming for adult women are available from the addresses listed. Titles and prices of publications may be obtained upon request.

Altrusa International, 332 S. Michigan Ave., Chicago 4, Illinois

American Cancer Society, Inc., 47 Beaver St., New York 4, N.Y.

American Dental Association, 222 East Superior St., Chicago 11, Illinois

American Education Press, Inc., Columbus 15, Ohio.

American Institute of Baking, 1135 Fullerton Ave., Chicago 14, Illinois.

American Medical Association, 535 N. Dearborn Street, Chicago 10, Illinois.

Andrew Jergens Company, Cincinnati, Ohio.

Bristol-Myers Co., 630 Fifth Avenue, New York 20, N. Y.

Community Service Society, 105 East 22nd Street, New York 10, N. Y.

Country Gentleman, Independence Square, Philadelphia 5, Pennsylvania.

Helena Rubenstein, Inc., 655 Fifth Ave., New York 22, N. Y.

McCall Corporation, 230 Park Ave., New York 17, N. Y.

Metropolitan Life Insurance Company, New York City, N. Y.

National Association for Mental Health, 1790 Broadway, New York 19, N. Y.

National Dairy Council, 111 North Canal St., Chicago 6, Illinois.

National Research Council, 2102 Constitution Avenue, Washington 25, D. C.

New York State College of Home Economics, Ithaca, New York.

Oklahoma A. and M. College, Extension Division, Stillwater, Okla.

Oregon State College, Corvallis, Oregon.

Proctor and Gamble, Home Economics Department, M A and R Bldg., Ivorydale,
Cincinnati 17, Ohio.

Samuel Higby Camp Institute for Better Posture, Empire State Building, New
York 1, N. Y.

S. C. Toef and Company, 195-197-199-201 Madison Avenue, Memphis, Tennessee.

Southern Agriculturist (Women's Department), 1523 Broad Street, Nashville 1,
Tennessee

U. S. Bureau of Nutrition and Home Economics, Washington 25, D. C.

Woman's Home Companion, Service Bureau, 640 Fifth Avenue, New York 19, N. Y.

CHAPTER IV

SUGGESTIONS FOR USING A RESOURCE UNIT

A resource unit is not an outline to be followed closely when teaching a unit, but is an abundance of suggested ideas pertinent to a given area. This compilation of materials is intended to furnish a reserve supply readily available to the busy teacher, from which she may draw the amount necessary to develop a teaching unit for class use.

Although resource units are not intended to be all-inclusive, they include much more content than can be utilized in one teaching unit. This fact makes possible the construction of more than one teaching unit in the same area without repetition of material.

The resource unit presented in the preceding chapter of this thesis attempted to stress ideas of interest to the adult woman, upon which the teacher might draw in organizing a teaching unit in personal grooming for adult classes. Careful examination will reveal that the understandings and learning experiences listed are suggestive only of the multitude that might be made in the field of good grooming.

Because adults vary in needs and interests, according to their abilities, skills, activities, and localities, it seems logical that any help given teachers through resource units must be suggestive only. A specific teaching unit may best meet the needs and interests of the participating group when the teacher and group plan it together, selecting and rearranging ideas and materials drawn from the resource unit.

Due to the voluntary nature of adult classes, continuous effort on the part of the teacher is necessary to stimulate interest and maintain attendance. Often this may be accomplished through wise utilization of local resources, both human and material. Group participation may be achieved by the use of

various activities: such as the giving of demonstrations; the carrying out of laboratory work; the arranging of bulletin boards, exhibits, and displays; and the studying of audio-visual materials, as well as listening to lectures and participating in discussions.

It was believed by the writer that, even though this resource unit was organized around the needs and interests of the adult woman, certain high school girls might profit from its perusal by attaining a clearer comprehension of their later grooming needs early enough in life to meet them intelligently. It was believed also that by reading this resource unit, girls might gain a better understanding of their own mothers, thus enabling them to help them make the necessary adjustments as they grow older. In addition, teachers assisting high school students with problems of parent-child relations might find specific helps in the ideas presented that would result in resolving the conflicts encountered. This, in turn, might well provide stimulus for better personal, family, social, and civic relationships with far-reaching effects.

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