

報 文

## 浴衣のおはしよりの着崩れに関する研究

—特に礼の動作, 体型, 腰紐の締め位置に関連して—

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### A Study of Ohashori Slippage Magnitude in Japanese Summer *Kimono* (*Yukata*) — With Special Reference to Bowing, Body Shapes, and Tightened Positions of Koshi-himo —

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#### Abstract

Japanese young women are very interested in yukata, but they worry much about the “fabric looseness or slippage” accompanied by movement. In the present study, Ohashori<sup>+</sup> slippage was examined to clarify the actual situation and the causes. Subjects were 9 females in their twenties. After 10 repetitions of series of movements involving bowing at standing/sitting plus standing and sitting without bowing, the magnitude of Ohashori slippage varied significantly according to the kind of movement. When bowing while standing, the more slippage occurred in subjects who had longer legs; when bowing while seiza<sup>++</sup> sitting, those who had greater girth and thicker hips, or whose difference between waist and lower waist girth was larger or whose difference between lower waist and hip girth was smaller, were commonly experienced more slippage. For the positions tightened Koshi-himo<sup>+++</sup>, slippages and clothing pressure were significantly less when tightened over the higher iliac crest superior border than at the waist. In addition, the magnitude of Ohashori slippage might be due to 3 other factors: height change of Koshi-himo, the gap between the yukata and the Koshi-himo, and floating lapels inside the Ohashori.

<sup>+</sup>: a lapel folded an extra length around the waist, when a woman wears a kimono.

<sup>++</sup>: sitting on one's lower legs.

<sup>+++</sup>: a cord tied around the waist.

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bowing movement, 礼の動作 body shape, 体型

研究報告

## 福祉に関わるファッションクリエイション教育方法について

－服作りの技術を有する場合の授業実践－

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### An Educational Method for Adapting Fashion Creation to Handicapped wearer -Practical Course for Students with Advanced Garment Making Skills-

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#### Abstract

In this study, we conducted a research course for students who study making clothes. The purpose of this research course was to make clothes for disabled people. Thus, we prepared lesson plans for 15 classes in which the students would make clothing, conducted the classes, carried out a questionnaire survey, and examined the results.

Throughout the research course, we felt that the creative activity of making clothing for disabled people increased the motivation of students, and that the students saw the experience as benefiting their creative activities.

The study demonstrated the effectiveness of this kind of class, and showed that providing information for pre-learning activities was also particularly effective for creative activities.

However, for this kind of class we need to solve a large variety of problem such as: regarding teaching methods, class content, target group, preparation of materials and teaching aids, target group requests, prelearning activities, guidance for each work group, interviews, communication, and other areas of concern.

In future work, we will further investigate the content and methods of research classes based on the achievements and the problems of this study.

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