MILADY’S STANDARD
Professional Barbering

Maura Scali-Sheahan, Ed D

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A sincere thank you to Cengage Learning, Jessica Mahoney, Product Manager, and the entire Milady staff for their commitment to maintaining a high standard of excellence of instructional materials dedicated to the barbering profession. It has been my pleasure, once again, to serve the barbering profession through the development of these materials.

This edition is dedicated to the educators, students, barbers, state board members, and industry professionals who continue to foster the art and science of barbering. May your commitment to our time-honored profession facilitate the achievement of your goals and professional success.

Sincerely, Maura T. Scali-Sheahan
Jacksonville, Florida
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TO THE STUDENT

Congratulations! You have chosen a career filled with unlimited potential, one that can take you in many directions as you become a confident, successful professional. As a barber, you will play a vital role in the lives of your clients. They will come to rely on you to provide professional services and expertise that enables them to look and feel their best.

*Milady’s Standard Professional Barbering, Fifth Edition* was created to provide you with the information you will need to pass the state licensure exams as well as the most contemporary techniques to ensure your success in school and employment on the job. This textbook introduces you to a whole new world of technical and human relations skills that will be continually perfected as you spend time working in the profession.

You will learn from gifted instructors who will share their skills and experiences with you. You will learn the latest techniques and specific product knowledge at seminars, workshops, and conventions and you can use your participation to build a network of professionals to turn to for career advice, opportunity, and direction. Whatever direction you choose, we wish you an enjoyable and successful journey.

TO THE INSTRUCTOR

As with previous editions, *Milady’s Standard Professional Barbering, Fifth Edition* was prepared with the help of industry instructors and professionals. This involved the hosting of a special focus group made up of national barber board members to review Chapter 14, “Shaving and Facial Hair Design,” to make sure the techniques aligned with state board exam criteria. Additionally, a special panel of infection control experts was formed to address health and safety and decontamination guidelines. Next, we collaborated with educational experts to clarify certain portions of the content so various types of learners could understand and process it. Finally, we sent the finished manuscripts to yet more subject-matter experts to ensure the accuracy and thoroughness of the material. What you hold in your hands is the result.

*Milady’s Standard Professional Barbering, Fifth Edition* contains updated or new information on many subjects, including microbiology, infection control, anatomy, shaving, haircutting, and hair replacement. In keeping with the previous revision, this edition provides even more full-color photos and illustrations, along with expanded procedure sections.
NEW ORGANIZATION AND CHAPTERS

The text organization helps to present the material in a logical, sequential order. To help you locate information more easily, the chapters are grouped into five main parts:

Part 1, Orientation to Barbering, consists of three chapters that cover the history of barbering and the personal skills needed to become successful. Chapter 1, “Study Skills,” focuses on the kind of techniques and habits needed to get the most out of your education. Chapter 2, “The History of Barbering,” outlines the origins of barbering and important facts about its evolution as a profession. Chapter 3, “Professional Image,” stresses the importance of attitude, ethics, and health as well as a professional appearance.

Part 2, The Science of Barbering, includes important information to keep barbers and customers alike safe and healthy. Chapter 4, “Microbiology,” contains current facts about infectious viruses and bacteria, including MRSA. Chapter 5, “Infection Control and Safe Work Practices,” explains how to prevent the spread of infection in the barbershop and the decontamination procedures required by law. Chapter 6, “Implements, Tools, and Equipment,” provides detailed information on the tools most used by barbers and how to care for them properly. Chapter 7, “Anatomy and Physiology,” Chapter 8, “Chemistry,” and Chapter 9, “Electricity and Light Therapy,” provide essential scientific information that will affect how you work with clients and products. Chapters 10 and 11, “Properties and Disorders of the Skin” and “Properties and Disorders of the Hair and Scalp,” provide the essential knowledge to recognize various disorders and those services that licensed barbers are qualified to offer their clients.


Part 4, Advanced Barbering Services, contains four chapters devoted to additional services often found in the barber shop—“Women’s Haircutting and Styling,” “Chemical Texture Services,” “Haircoloring and Lightening,” and “Nails and Manicuring”—for those states requiring proficiency in these areas.

Part 5, The Business of Barbering, opens with the newly repositioned Chapter 21, “State Board Preparation and Licensing Laws,” followed by Chapter 22, “The Job Search,” and Chapter 23, “Barbershop Management”. In Chapter 21, students are provided with various methods to prepare for licensure examination and a general overview of barber licensing law. New content in Chapter 22 explains worker classifications important to job seekers, as does Chapter 23 as it applies to shop owners.
ELEMENTS

This edition includes the many features that were new to the previous edition with a few additions to help students master key concepts and techniques.

- **Boxed Features:** Elements such as Focus On, Did You Know, FYI, Here’s a Tip, and Caution provide hints, interesting information, and targeted concepts to help sharpen skills and draw attention to special situations. New to this edition is the Tip from the NABBA feature that provides students with professional insights from state barber board members.

- **Key Terms:** The words students need to know in each chapter are given at the beginning in a list of key terms. The first time a word is used and defined in the text, the word appears in boldface. If the word is difficult to pronounce, a phonetic pronunciation appears after it in parentheses.

- **Chapter Glossary:** All key terms and their definitions are included in the glossary at the end of the chapter, as well as the Glossary/Index at the end of the text.

- **Learning Objectives:** Each chapter begins with a list of learning objectives that highlight important information in the chapter.

- **Review Questions:** Each chapter ends with questions designed to test student’s understanding of the information. The answers appear in the Instructor’s Course Management Guide.

FRESH NEW DESIGN

The changes in this edition of Milady’s Standard Professional Barbering go far beyond the new content and features. Over 400 new four-color illustrations and photographs enhance this book, along with a totally new text design that incorporates easy-to-read type and easy-to-follow layout. Photographs using mannequins and live models are included to illustrate styles and procedures. New structure graphics are used to show lines, forms, reference points, and more, ensuring comprehension of the theory underlying general principles.

EXTENSIVE LEARNING/TEACHING PACKAGE

While Milady’s Standard: Professional Barbering, Fifth Edition is the center of the curriculum, students and educators have a wide range of supplements from which to choose. All supplements have been revised and updated to complement the new edition of the textbook, including a new technology component, Milady’s Standard Barbering WebTutor. Below you can find more information on the supplements offered with this edition.

STUDENT WORKBOOK

The Workbook is designed to reinforce classroom and textbook learning and contains chapter-by-chapter exercises, including fill-in-the-blank, matching, and labeling. All are coordinated with the material from the text.
EXAM REVIEW
The Exam Review contains chapter-by-chapter questions and three sample state board examinations in a multiple-choice format to help students prepare for licensure. The questions are for study purposes only and are not the exact questions students will see on the licensure exam.

STUDENT CD-ROM
The student CD-ROM is an interactive student product designed to reinforce classroom learning, stimulate the imagination, and aid in preparation for board exams. Featuring more than 20 video clips and graphic animations to demonstrate practices and procedures, this tool also contains a text test bank with 1,000 chapter-by-chapter or randomly accessed multiple-choice questions to help students study for the exam. There is also a game bank and a pronunciation glossary that pronounces and defines each term.

INSTRUCTOR’S PRINT COURSE MANAGEMENT GUIDE
The Course Management Guide contains all the materials educators need in one package. Included in this bound book are lesson plans, chapter review questions and answers, chapter tests and answer keys, supplements, and student workbook answer keys. A transition tools guide provides a synopsis of each chapter to help instructors find material that has been moved or changed in the new edition of the textbook. Also included is a lesson plan activity and supplement index for easy reference and pre-lesson planning.

INSTRUCTOR’S COURSE MANAGEMENT GUIDE ON CD-ROM
Everything found in the print version of the Course Management Guide is contained on this easy-to-use CD-ROM. The print material is formatted in easy-to-print PDF format so only select material need be printed and used at any given time. The CD-ROM also includes a computerized test bank containing multiple-choice questions that instructors can use to create random tests from a single chapter or the entire book. Answer keys are automatically created.

DVD SERIES
Milady continues to offer a two-hour DVD series that offers interactive content for classroom use. This two-disc set provides instructors with easy-search features and optional Spanish subtitles.

POWERPOINT® PRESENTATION
The new Instructor Support Slides use a PowerPoint® presentation to make lesson delivery simple yet incredibly effective. Complete with photos and art, this chapter-by-chapter CD-ROM has ready-to-use presentations that will help engage students’ attention and keep their interest throughout the lesson.
ONLINE LICENSING PREPARATION

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Chapter 11


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MAURA SCALI-SHEAHAN, ED.D.

Master Barber, Educator, and Consultant
In addition to holding a Master Barber license since the 1970s, Maura earned a doctorate in education and a master’s degree in workforce education training and development. She is the Education Director for Barbers International and has served on a variety of college councils, advisory boards, the Illinois and Florida State Barber Boards, and the former AMBBA Executive Board. She was inducted into the NABBA Barbering Hall of Fame in 2008.

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DONALD BAKER SENIOR AND DONALD BAKER II

Contributors to Chapter 16, Men’s Hair Replacement
Donald Ray Baker, Sr. and Donald Ray Baker II are a father and son team who have taken the hair replacement industry to a new level. Senior started a small barbershop in Wallace, NC back in 1973, right about the time men started letting their hair grow longer.

Mr. Baker had to come up with a plan to feed his family, so he learned the art of hair replacement. This was when the industry used words like *hairpiece* and *toupee*. Mr. Baker soon found that the hair replacement industry could definitely supplement the income needed to grow his business and support his family.

In 1989, Donald Ray Baker II started helping his father in the barbershop and also learned the trades of a master barber and cosmetologist. That’s when father and son decided to open a hair replacement–only studio in Wilmington, NC. The shop and practice of hair replacement had such a large demand that in 2001 they opened their third location in Greenville, NC.
Donald Ray Baker II went on to pursue a career with the country’s largest hair replacement manufacturer, in West Palm Beach, FL. while his father still runs the hair replacement studios today.

The combined knowledge and experience of the two Dons has led them to many awards and recognitions as leaders of the hair replacement world. Their name is recognized in the industry worldwide.

They greatly appreciate the opportunity to share with you their knowledge of this ever-growing business.
PART 1
ORIENTATION TO BARBERING

Study Skills
The History of Barbering
Professional Image

CHAPTER 1
CHAPTER 2
CHAPTER 3
Study Skills

CHAPTER OUTLINE

- Study Skills
- Learning Styles
- Developing Effective Study Habits
Learning Objectives

AFTER COMPLETING THIS CHAPTER, YOU SHOULD BE ABLE TO:

1. Discuss study skills that can enhance your understanding of new information.
2. Discuss methods for mind-mapping a topic.
3. Identify the four steps of the writing process.
4. Identify your preferred learning style.
5. Discuss effective study habits.

Key Terms

PAGE NUMBER INDICATES WHERE IN THE CHAPTER THE TERM IS USED.

drafting / 7  mind-mapping / 5  planning / 7
editing / 7   mnemonics / 5   repetition / 4
learning styles / 8  organization / 4  revising / 7
Your orientation to the study of barbering begins with a review of the study skills you may have developed or forgotten over the years since your last school experience. For some of you, the program you have begun may be your first postsecondary educational experience. For others, it might signal the preparation for a second or even third career after military service or years spent in other professions. Still others may be returning to barbering after an extended absence from the industry. Regardless of prior experience, your barbering career begins now and good study skills will help you achieve your educational and professional goals within it.

One of the most important keys to your success as a student is your ability to learn and master new information. Some of you learned effective study skills early on and should have a relatively smooth time understanding and applying new information. Others may not have developed these skills and may struggle with new information or learning situations. In either case, this chapter should help you develop new ways of receiving and processing information for the purpose of optimizing your educational experiences. As you develop your personal study skills, bear in mind that practice and a sense of discipline toward your studies will help you understand and apply what is taught.

**Study Skills**

Your personal study skills are highly individualized methods or tools that help you absorb and retain new information. As such, they should help you organize, store, and recall information. The following information-processing methods can be used to optimize the effort you put toward your studies:

- **Repetition:** Repetition improves your short-term memory. Whether you repeat information in your head, say it out loud, write it down, or practice it hands-on, repetition helps your short-term memory secure a firmer grasp on the information. This makes the information easier to retrieve when you need it.

- **Organization:** You can use organization to process new information for both short-term and long-term memory use. To enhance your short-term memory, try categorizing the information into smaller segments. For example: The skin consists of two primary divisions with three distinct layers. These are the epidermis, dermis, and subcutaneous tissue layers. Contained within these divisions are eight layers of skin structures. Rather than trying to remember all eight layers, use the categories of the skin divisions to break the information down into three sections. Begin with the epidermis. The epidermis consists of five layers or strata: the stratum corneum, stratum lucidum, stratum granulosum and stratum spinosum (not always listed separately), and the stratum germinativum. Once you have mastered this information and the characteristics of these
layers, you can move on to learning about the features of the dermis and subcutaneous tissue layers. To promote better long-term memory, try to associate new information with prior knowledge through word association techniques. For example, based on what you will learn about the epidermis, use word association techniques to remember the names and characteristics of the layers as demonstrated in the following:

- Outermost layer: stratum corneum—a.k.a. horny layer; continually being shed; corn rhymes with horn.
- Second layer: stratum lucidum—a.k.a. clear layer; light penetrates through; lucid means clear; lucid is the root word of lucidum.

• Similar word associations can be developed for the remaining layers of the epidermis as well. Create word associations that mean something to you so that you truly learn the material and are not just memorizing it for the short term.

• Mnemonics: Yet another way to trigger your memory is through the use of mnemonics. Mnemonics can be acronyms, songs, rhymes, sentences, or any other device that helps you recall information.
  - Using the first letters in a series of words creates acronyms. For example, remember the functions of the skin using the word SHAPES—sensation, heat regulation, absorption, protection, excretion, and secretion. This is a particularly good acronym because skin also gives shape to the body.
  - Songs or rhymes don’t have to be complicated. Something as simple as “keep the air and the hair moving when blow-drying” to prevent burning the client’s scalp or “rock ‘n’ roll rodding creates a spiral perm” to illustrate a permanent wave rodding technique can be effective reminders during application procedures.

• Mind-mapping: Mind-mapping is a fun and creative way to take notes or solve a problem. Write the main topic or problem in the center of a piece of paper. Jot down key words or ideas that come to mind and connect them to the main topic. Then, using the key words or ideas, create subconnections to other thoughts or information. Use color or symbols to highlight important information. For example, the skin structure topic used previously to organize information for understanding and memory is mind-mapped with accompanying notes in Figure 1-1.
• **Note taking:** One of the most useful ways of taking notes is to write them down in outline form. An outline typically begins with the “big picture” of an idea or topic and provides a format with which to record important information in manageable components. Begin by titling your outline with the topic or concept to be covered. Next, use the Roman numeral I to identify the first main topic or idea, and then use a capital letter A for the first subtopic. Under subtopic A, list any details using 1, 2, 3, and so forth, as necessary to cover the material. If the situation arises where the details require further notes for understanding, use lowercase letters followed by a period. The letter B and subsequent detail numbers will identify the next subtopic introduced, and so on (**Figure 1-2**).

• **Report writing:** Now, what happens if your instructor assigns a research paper on a particular topic? Where do you start? First of all, don’t panic; the process is not as daunting as it might seem. The writing process has four distinct steps that can help you develop an informative presentation or well-written paper. These steps are planning, drafting, revising, and editing.
Planning, or prewriting, involves anything you do prior to writing the first draft of your paper. This includes brainstorming, researching, taking notes, and so forth, and helps you organize the writing process.

Drafting includes formal outlining and putting thoughts and information into cohesive sentences and paragraphs. This is where you should bring the information together.

Revising requires the writer to look at the content from the reader’s or listener’s perspective. This step includes rewriting or reorganizing the material as necessary.

Editing involves proofreading and correcting your work. Check the punctuation, spelling, grammar, and appearance of the paper. Practice an oral presentation to make sure the delivery flows within the allotted time.

Now, let’s put these steps into action. You might begin with the mind-mapping exercise to get your thoughts, questions, and ideas into a loosely organized model. Identify criteria associated with the project such as length, due dates, and so forth. Then jot down some topic ideas and possible research sources. Next, decide what the topic is going to be and narrow it down to a manageable concept or category. For example, the topic of Egyptian hairstyles is a very broad category that would require in-depth research and a lot of time to cover in any detail. Conversely, a report that summarizes the use of wigs by ancient Egyptians narrows the focus of the study to a more manageable topic (planning).

Once the topic has been selected, create an outline that includes an introduction, body paragraphs, and a conclusion. You can write the topic in either a note-taking outline form (Figure 1-2) or in a report outline form (Figure 1-3). The introduction should inform the reader what your report is about. Body paragraphs should contain specific topic sentences that introduce what is discussed in each particular paragraph, and the conclusion should summarize and make relevant to the reader the information delivered (drafting).

Now that you know what you want to say, revisit your draft to determine how you’re going to say it and the order in which it will be presented. Group related information or concepts and provide supporting evidence or material when needed. Check your transitions from one paragraph to the next so that the information flows smoothly (revising).

The final step requires a thorough review of your paper to check sentence structure, clarity, word usage, and punctuation. Don’t depend exclusively on your computer spell-checker to find spelling errors, as it does not know whether you mean to say hair or hare, for example (editing).

**Figure 1-3**
Topic outline for report writing.
Learning Styles

One way to hone your study skills is to recognize that we all have different learning styles and that it helps to know what kind of learner you are. Knowing your particular learning style often makes it easier to organize new information because the methods used for retrieval and application are made more relevant and meaningful to you personally (Figure 1-4).

Learning styles are classifications that are used to identify the different ways in which people learn. Learning takes place through our individual perceptions of reality and the way in which we process information and experiences. Some individuals feel their way through new information or situations, while others think their way through. Therefore, perceptions of reality tend to be either more emotionally centered or more analytically based. When processing new information or experiences, some people watch and absorb while others act and do. When the two different ways of perceiving are combined with the two different ways of processing, four distinct learning styles emerge. Review the following learning style descriptions to determine the learning style that you think—or feel—is most like you.

1. Interactive learners: Interactive learners (also known as imaginative or innovative learners) learn best by watching, listening, and sharing ideas. These are “idea people” who function best through social interaction and the opportunity to ask “why?” or “why not?” They tend to appreciate a learning environment that is interactive, supportive, sympathetic, and friendly. Interactive learners like to engage in classroom discussions and usually study well with a group of people.

2. Reader/listener learners: These individuals (also called analytic learners) are interested in facts and details. They learn best by
thinking through the ideas or concepts they have read or heard. Since the analytic learner’s favorite question is “what?” they tend to work well in structured environments with instructors who answer their questions freely and keep them focused on the subject matter.

3. **Systematic learners:** The systematic learner (also known as the common-sense learner) benefits more from new information when he or she can connect it to real-life situations. These learners need to know how things work, enjoy practical applications, and tend to concentrate best when studying alone. The systematic learner’s favorite question is “how?” and they favor a learning environment that challenges them to “check things out.”

4. **Intuitive learners:** Intuitive learners (also called dynamic learners) like to learn through trial and error and self-discovery. They are open to possibilities and to new ways of doing things, and tend to ask “what if?” Intuitive learners want to try out what they read about and actually experience what they study. Since they like variety, intuitive learners usually respond best to learning environments that facilitate the stimulation of ideas and the exploration of different ways to achieve the desired outcome.

Once you recognize your particular learning style, think about the ways in which these characteristics might be applied to your study habits to maximize your effectiveness as a student. Here are a few tips for classroom note taking that have been designed around the four learning styles.

1. **Interactive learners:** Apply personal meaning to the topic. For example, ask yourself “Why is the topic important and how does it relate to me and my future?” Picture yourself in that future. Ask for clarification or examples when needed to fully understand concepts or procedures.

2. **Reader/listener learners:** List key words and facts. Analyze the concepts (what the topic consists of) during study time for greater clarity and understanding as to why the facts are what they are. This should allow you to think things through so you can move more easily and logically from point A to point B during practical applications.

3. **Systematic learners:** List key information—especially procedures—in an orderly fashion. You won’t want to miss a step! In theory class, make notations along the margins that remind you to experiment with concepts that can be transitioned into practical applications. Ask questions or experiment until you understand how concepts are related or how a procedure works.
4. *Intuitive learners*: Be open to accepting what is already known since doing so can eliminate some of the frustration associated with learning exclusively through the trial-and-error method. Pay attention to key concepts and list procedural steps when taking notes. When an idea comes to mind, note it in the margins for later exploration; if a topic triggers interest in another area, mark it for some independent study or experimentation. Experiment with incorporating your own “what if” ideas when questioning concepts that require more examples for understanding or exploring other ways of performing procedures.

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**Developing Effective Study Habits**

An important part of developing effective study habits is to know what, when, where, and how to study. Here are some pointers to keep in mind.

**What**

- Review textbook chapter headings and subheading to identify key topics.
- Use notes from class discussions or demonstrations to focus on key points.
- Question instructors about what you don’t understand or need clarification to understand.
- Outline, mind-map, or diagram key points or procedures to show their interrelationships in a visual way.

**When**

- Estimate how many hours of study you need.
- Plan your study time around the times of day when you are most energetic and motivated.
- Use “down” times, such as riding on a bus, to study.
Where

- Select a quiet location where you will not be disturbed or interrupted.
- Study sitting in a chair or standing instead of lying down.
- Maintain a routine by studying in the same place whenever possible.

How

- Stay focused on your reason for studying by keeping your goals in mind.
- Stay motivated by declaring your intentions aloud or on paper and make a promise to yourself to follow through.
- Resist distractions during study time.
- Be persistent, disciplined, and determined.
- Think about tackling the tougher chapters or topics first.
- Pace yourself with breaks, healthy snacks, and physical movement.

The development of good study habits is a skill that can be used beyond your barbering training or the classroom environment. It is a transferable skill that will be utilized throughout your lifetime as you grow to achieve your full personal and professional potential. For example, consider the ways in which effective study habits might help you begin the research needed to open a barbershop or to participate at a state board meeting. Each new life experience, information set, or professional challenge involves learning that will require study in some form. Effective study skills will help you create your own good luck in your present and future endeavors.
1. What ability is one of the most important keys to your success as a student?

2. Identify an information-processing method that can be used to enhance short-term memory.

3. Identify an information-processing method that can be used to enhance long-term memory.

4. Create a mind-map for this chapter.

5. What are the four steps of the writing process?

6. What is your preferred learning style?

7. Design a form or template for note taking based on your preferred learning style.
drafting  putting thoughts and information into cohesive sentences and paragraphs

editing  the task of proofreading and correcting a paper in terms of punctuation, spelling, grammar, and so forth.

learning styles  classifications that are used to identify the different ways in which people learn

mind-mapping  a graphic representation of an idea or problem that helps to organize one’s thoughts

mnemonics  any memorization device that helps a person to recall information

organization  a method used to store new information for short-term and long-term memory

planning  any action taken prior to the draft writing process when preparing a report or presentation

repetition  repeatedly saying, writing, or otherwise reviewing new information until it is learned

revising  the task in which a writer rewrites or reorganizes a writing project
2

THE HISTORY OF Barbering

CHAPTER OUTLINE

- Origin of the Barber
- The Rise of the Barber-Surgeons
- Modern Barbers and Barbering
- State Barber Boards
AFTER COMPLETING THIS CHAPTER, YOU SHOULD BE ABLE TO:

1. Define the origin of the word **barber**.
2. Discuss the evolution of barbering.
3. Describe the barber-surgeons and their practices.
4. Explain the origin of the barber pole.
5. Identify some organizations responsible for upgrading the barbering profession.
6. Explain the importance and function of state barber boards.

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**Key Terms**

PAGE NUMBER INDICATES WHERE IN THE CHAPTER THE TERM IS USED.

- A.B. Moler / 23
- AMBBA / 23
- Ambroise Pare / 21
- barba / 16
- barber pole / 22
- barber-surgeons / 20
- journeymen barber groups / 22
- master barber groups / 22
- Meryma’at / 17
- National Association of Barber Boards of America / 25
- Ticinius Mena / 17
- tonsorial / 16
- tonsure / 18
Barbering is one of the oldest professions in the world. With the advance of civilization, barbering and hairstyling developed from its early cultural and tribal beginnings into a recognized profession.

The study of this progression leads to an appreciation of the accomplishments, evolution, and position of high esteem attained by early practitioners. The cultural, esthetic, and technical heritage they developed provides the basis for the prestige and respect accorded to the profession and its services today.

Origin of the Barber

The word barber is derived from the Latin word barba, meaning beard (Figure 2-1). Another word derived from Latin, tonsorial, means the cutting, clipping, or trimming of hair with shears or a razor; it is often used in conjunction with barbering. Hence, barbers are sometimes referred to as tonsorial artists.

Archaeological studies reveal that haircutting and hairstyling were practiced in some form as early as the glacial age. The simple but effective implements used then were shaped from sharpened flints, oyster shells, or bone. Animal sinew or strips of hide were used to tie the hair back or as adornment, and braiding techniques were employed in some cultures.

Many primitive cultures believed in a connection between the body, mind, and spirit. This belief translated into superstitions and beliefs that merged religious ritual, spirituality, and medical practices together into an integrated relationship. For example, some tribes believed that both good and bad spirits entered the individual through the hairs on the head and that the only way to exorcise bad spirits was to cut the hair.

Similar belief systems were found in other regions, and tribal barbers were elevated to positions of importance to become medicine men, shamans, or priests. In one religious ceremony, long hair was worn loose to allow the evil spirits to exit the individual. Then, after ritual dancing, the barber cut the hair, combed it back tightly against the scalp, and tied it off to keep the good spirits in and the evil spirits out.

Given the archaeological evidence found in painted pottery, early sculptures, and burial mounds, it can be assumed that early cultures practiced some form of beautification and adornment, whether from esthetic sense or religious conviction. From a historical perspective, the division between what archaeological evidence leads us to believe, and what can be claimed as absolute fact, occurs with the rise of the Egyptian civilization.

The Egyptian culture is credited with being the first to cultivate beauty in an extravagant fashion. Excavations from tombs have revealed such relics as combs, brushes, mirrors, cosmetics, scissors, and razors made of tempered copper and bronze (Figure 2-2).

Coloring agents made from berries, bark, minerals, and other natural materials were used on the hair, skin, and nails. Eye paint was the most popular of
all cosmetics, and the use of henna as a coloring agent was first recorded in 1500 BC (Figure 2-3).

The use of barbers by Egyptian noblemen and priests 6,000 years ago is substantiated within Egypt’s written records, art, and sculpture. The barber Meryma’at is one historical figure whose work was apparently held in such high esteem that his image was sculpted for posterity. Every third day, Meryma’at would shave the priests’ entire bodies to ensure their purity before entering the temple. High-ranking men and women of Egypt had their heads shaved for comfort when wearing wigs and for the prevention of parasitic infestations.

In Africa, hair was groomed with intricately carved combs and ornamented with beads, clay, and colored bands (Figure 2-4). The Masai warriors wove their front hair into three sections of tiny braids and the rest of the hair into a queue down the back. Braiding was used extensively, with the intricate patterns frequently denoting status within the tribe.

Many Biblical passages refer to the barber profession. According to Leviticus, Moses (b.1391 BC) was told by God to command those who had recovered from leprosy to shave all their body hair as part of a ritual cleansing. Ezekiel referred to an ancient custom when he said, “Take thou a barber’s razor and cause it to pass upon thy head and upon thy beard.” Based on these and other Biblical references, it has been accepted that barbering was available to the general population during the lifetime of Moses.

Although Greek-Sicilian barbers from Sicily introduced shears to Rome sometime between 700 and 800 BC, it was in Greece during its Golden Age (500–300 BC) that barbering became a highly developed art. Well-trimmed beards became status symbols, and Greek men had them trimmed, curled, and scented on a regular basis. Barbershops became the gathering place for sporting, social, and political news, and barbers rose in prominence to become leading citizens within the social structure. Barbers were virtually unknown in Rome until 296 BC.

In the third century BC, the Macedonian troops of Alexander the Great lost several battles to the Persians as a result of the warriors’ beards. The Persians would grab the Macedonian warriors by their beards and drag them to the ground, where they were either speared or beheaded. Alexander issued a decree that all soldiers were to be clean-shaven from that point on. Eventually, the general populace adopted the trend and, although the trimming of beards declined, barbers were kept busy performing shaves and haircuts.

Ticinius Mena of Sicily is credited with bringing shaving and barbering services to Rome in 296 BC. The men of Rome enjoyed tonsorial services such as shaves, haircutting and dressing, massage, and manicuring on a daily basis, with a good portion of their day spent at the barber’s. While the average citizen patronized the barbers’ places of business, rich noblemen engaged private tonsors to take care of their hairdressing and shaving needs. The Romans expanded the concept of these personal services to include communal bathing and what became known as the Roman baths.

Clean-shaven faces were the trend until Hadrian came into power in 117 AD. Emperor Hadrian became a trendsetter when he grew his beard to hide scars on his chin. This resulted in the populace following his lead, and the beard was again in fashion.
CUSTOMS AND TRADITIONS

In almost every early culture hairstyles indicated social status. Noblemen of ancient Gaul indicated their rank by wearing their hair long; this continued until Caesar made them cut it when he conquered them, as a sign of submission. In ancient Greece, boys would cut their hair upon reaching adolescence, while their Hindu counterparts would shave their heads. Following the invasion of China by the Manchu, Chinese men adopted the queue as a mark of dignity and manhood.

The ancient Britons were extremely proud of their long hair. Blond hair was brightened with washes composed of tallow, lime, and the extracts of certain vegetables. Darker hair was treated with dyes extracted and processed from plants, trees, and various soils. The Danes, Angles, and Normans dressed their hair for beautification, adornment, and ornamentation before battles with the Britons.

In ancient Rome, the color of a woman’s hair indicated her class or rank. Noblewomen tinted their hair red; those of the middle class colored their hair blond; and poor women were compelled to dye their hair black. At various times in Roman history, slaves would be allowed or disallowed to wear beards, depending on the dictates of the ruler.

In later centuries, religion, occupation, and politics also influenced the length and style of hair and the wearing of beards. Clergymen of the Middle Ages were distinguished by the tonsure (derived from the Latin tendere, “to shear”), a shaved patch on the crown of the head. During the seventh century, Celtic and Roman church leaders disagreed on the exact shape the tonsure should take. The circular tonsure, called the tonsure of St. Peter, left only a slight fringe of hair around the head and was preferred in Germany, Italy, and Spain. The Picts and Scots preferred a semi-circular design, known as the tonsure of St. John. After much argument, the Pope eventually decreed that priests were to shave their beards and mustaches and adopt the tonsure of St. Peter.

Although the edicts of the church maintained some influence over priests and the general populace for several centuries, the wearing of beards and longer hairstyles had returned by the eleventh century. Priests curled or braided their hair and beards until Pope Gregory issued another Papal decree requiring shaved faces and short hair. In 1972, the Roman Catholic Church finally abolished the practice of tonsure.

By the seventeenth century in England, political affiliation and religion could be indicated by the long, curling locks of the royalist, Anglican cavaliers and the cropped hair of the parliamentarian, Puritan roundheads. British barristers wore gray wigs, while the various branches of the law and the military wore specific styles according to their position or military corps.

Most rulers and monarchs became trendsetters by virtue of their position and power in society. Personal whim, taste, and even physical limitations could
become the basis for changes in hairstyles and fashion. For example, when Francis I of France (in the sixteenth century) accidentally burned his hair with a torch, his loyal subjects had their hair, beards, and mustaches cut short.

During the reign of Louis XIV in the seventeenth century, noblemen wore wigs because the king, who was balding, did so. During the nineteenth century in France, men and women showed appreciation for antiquity by wearing variations of the “Caesar cut,” the style of the early Roman emperors.

The beliefs, rituals, and superstitions of early civilizations varied from one ethnic group to another, depending on the region and social interactions with other groups. There was a general belief among many groups that hair clippings could bewitch an individual. Hence, the privilege of haircutting was reserved for the priest, medicine man, or other spiritual leader of the tribe. According to the Greek philosopher and mathematician Pythagoras, the hair was the source of the brain’s inspiration, and cutting it decreased an individual’s intellectual capacity. The Irish peasantry believed that if hair cuttings were burned or buried with the dead, no evil spirits would haunt the individual. Among some Native American tribes it was believed that the hair and the body were so linked that anyone possessing a lock of hair of another might work his will on that individual.

THE BEARD AND SHAVING
The importance of the beard for reasons other than personal preference or adornment lies more in the past than the present. Nonetheless, it is interesting to note the various customs associated with wearing or shaving the beard. Since the practice of shaving predates the written word, it is difficult to determine just when this form of hair removal began.

The excavation of early stone razors or scrapers from the Upper Paleolithic period (40,000–10,000 BC) indicates that early man may have used these tools for hair removal as well as for the skinning of animals. By the time of the Neolithic period (8000–5000 BC) early man had created settlements and begun to farm and raise animals. Artwork of this period shows examples of clean-shaven men, but it is unknown how the hair was removed. However, Egyptian pyramids from around 7000 BC have yielded flint-bladed razors that were used by the ruling classes to shave their heads as well as their faces, and by 4000 BC a form of tweezers was also used.

It stands to reason that the nomadic nature of many early groups would help to spread the practice of shaving throughout the rest of the world. Mesopotamians of 3000 BC were shaving with obsidian blades and by 2800 BC the Sumerians were also clean-shaven. Artwork also shows us that Greek men of 1000 BC were visiting the local barber for shaving services.

In early times, most groups considered the beard to be a sign of wisdom, strength, or manhood. In some cultures, the beard was a sacred symbol. For example, among Orthodox Jews today, the beard is a sign of religious
devotion and to cut off one’s beard is contrary to Mosaic law. In Rome, a young man’s first shave on his 22nd birthday constituted a rite of passage from boyhood to manhood and was celebrated with great festivity.

Certain rulers required that beards be removed. As previously mentioned, Alexander the Great ordered his soldiers to shave so their beards could not be seized in battle. Peter the Great encouraged shaving by imposing a tax on beards. In 1096, the Archbishop of Rouen in France prohibited the wearing of a beard, which resulted in the formation of the first known barber organization.

During the spread of Christianity, long hair came to be considered sinful and the clergy were directed to shave their beards. Although the shaving of the beard was still forbidden among Orthodox Jews, the use of scissors to trim or shape excess growth was permitted. The Muslims took great care in trimming their mustaches and beards after prayer. The hair that was removed was preserved so that it could be buried with its owner.

During the Middle Ages (400 to 1500 AD), three hairs from the English king’s beard were imbedded in the wax of the royal seal on a charter written in 1121. Later, it became fashionable to dye the beard and cut it into a variety of shapes during the reign of Queen Elizabeth in England.

The Rise of the Barber-Surgeons

By the Middle Ages, barbers not only provided tonsorial services but also entered the world of medicine, where they figured prominently in the development of surgery as a recognized branch of medical practice. This was the result of the barbers’ interaction with the religious clerics of the day. As the most learned and educated people of the Middle Ages, monks and priests had become the physicians of the period. One of the most common treatments for curing a variety of illnesses was the practice of bloodletting, and barbers often assisted the clergy in this practice. But in 1163 at the Council of Tours, Pope Alexander III forbade the clergy to “draw blood or to act as physicians and surgeons” because it was contrary to Christian doctrine “for ministers of God to draw blood from the human body” (Moler, 1927). It was at this point in history that the barbers took over the duties previously performed by the clergy. They continued the practices of bloodletting, minor surgery, herbal remedies, and tooth pulling. For centuries, dentistry was performed only by barbers, and for more than a thousand years they were known as barber-surgeons.

The barber-surgeons formed their first organization in France in 1096 AD and by the 1100s had formed a guild of surgeons that specialized in the study of medicine. By the middle of the thirteenth century, these barber companies had also founded the School of St. Cosmos and St. Domian in Paris to instruct barbers in the practice of surgery.
The Worshipful Company of Barbers guild was formed in London, England in 1308 with the objective of regulating and overseeing the profession. The Barbers’ Company was ruled by a master and consisted of two classes of barbers: those who practiced barbering and those who specialized in surgery. By 1368, the surgeons formed their own guild with oversight by the Barber’s Guild that lasted until 1462 (Figure 2-5). Although there is reason to believe that competition and antagonism existed between the two organizations, a parliamentary act united the two groups in 1450, but separated the practices of each profession. Barbers were limited to the practices of bloodletting, cauterization, tooth pulling, and tonsorial services, and the surgeons were forbidden to act as barbers. The merged guilds became the Company of Barber-Surgeons (Figure 2-6).

In 1540, Henry VIII reunited the barbers and surgeons of London through an Act of Parliament by granting a charter to the Company of Barber-Surgeons. The Company commissioned Hans Holbein the Younger, a noted artist of the time, to commemorate the event (Figure 2-7).

With the advancement of medicine, the practice of bloodletting became all but obsolete. Although the barber-surgeons’ medical practice dwindled in importance, they were still relied upon for dispensing medicinal herbs and pulling teeth. Finally, in 1745, a law was passed in England to separate the barbers from the surgeons and the alliance was completely dissolved.

Barber-surgeons had also flourished in France and Germany. As previously mentioned, the first barber-surgeons’ corporation was formed in France in 1096. Later, French barber-surgeons who were under the rule of the king’s barber formed another guild in 1371, which lasted until about the time of the French Revolution (1789). It is interesting to note that Ambroise Pare (1510–1590), who began his work as a barber-surgeon, is considered the greatest surgeon of the Renaissance period and the father of modern surgery.
During the eighteenth and early nineteenth centuries (1700–1800s), wigs became so elaborate and fashionable that a separate corporation of barber-wigmakers was founded in France. Not until 1779 was a similar corporation formed in Prussia, but this was disbanded in 1809 when new unions were started.

Many Europeans had become so dependent upon the services of the barber-surgeons that Dutch and Swedish settlers brought barber-surgeons with them to America to look after the well being of the colonists.

**THE BARBER POLE**

The symbol of the **barber pole** evolved from the technical procedures of bloodletting performed by the barber-surgeons. The pole is thought to represent the staff that the patient would hold tightly in order for the veins in the arm to stand out during bloodletting. The bottom end-cap of modern barber poles represents the basin that was used as a vessel to either catch the blood during bloodletting or to lather the face for shaving. The white stripes on the pole represent the bandages that were used to stop the bleeding and were hung on the staff to dry. The stained bandages would then twist around the pole in the breeze, forming a red-and-white pattern. One interpretation of the colors of the barber pole is that red represented the blood, blue the veins, and white the bandages. Later, when the Barber Surgeon’s Company was formed in England, barbers were required to use blue-and-white poles and surgeons red-and-white poles. It is also thought that that the red, white, and blue poles displayed in the United States originated in deference to the nation’s flag. Modern barbers have retained the barber pole as the foremost symbol of the business and profession of barbering. In fact, it is prohibited in some states to display a barber pole at any establishment that is not a licensed barbershop with licensed barbers employed (Figure 2-8).

**TIP FROM THE NABBA**

The barber pole is a symbol that belongs to the barbering profession. If your state laws do not protect this professional icon, go to your state barber board and ask them to pass legislation that protects the barber pole in your state.

_Eloy Maestas,_
_NABBA Executive Board, Nevada_

**Modern Barbers and Barbering**

By the end of the nineteenth century, barbering had completely separated from religion and medicine and began to emerge as an independent profession. During the late 1800s, the profession’s structure changed and it began to follow new directions. The formation of employer organizations known as **master barber groups** and employee organizations known as **journeymen barber groups** were the first steps toward upgrading and regulating the profession. During this era the emergence and growth of these organizations helped to establish precedents and standards that are part of today’s barbering profession.

The Barbers’ Protective Association was organized in 1886. In 1887, it became the Journeymen Barbers’ International Union of America at its first convention in Buffalo, New York, and affiliated with the American Federation
of Labor. By 1963 the name had changed again to the Journeymen Barbers, Hairdressers, Cosmetologists, and Proprietors International Union of America (Figure 2-9).


Minnesota was the first state to pass a barber-licensing law. This legislation, passed in 1897, set standards for sanitation and minimum education and licensing requirements for barbers and barbershops in that state. The setting of standards was important because at the time it was common for towels, shaving brushes, and other barbering tools to be used on more than one customer without the benefit of being disinfected inbetween. These practices provided ample opportunity for bacteria or parasites like ringworm, herpes, or head lice to be spread from one person to another, casting a bad light on barbers and barbershops overall. Similar laws that included hand washing, powdered (rather than stick) astringents, regular floor sweeping, and the disinfection of tools were soon passed in other states as result of the need to protect the public from infectious conditions.

Awareness of the importance of cleaning practices in preventing disease became so prevalent that the Terminal Methods system was enacted in 1916 in New York City. At that time, it was common to see barbershops, beauty shops, and other small business enterprises at the main railway terminals in larger cities. The Terminal Methods system included strict disinfection and cleaning practices, such as boiling tools in view of customers and the airtight storage of disinfected implements. The system soon spread to other shops throughout New York, providing customers with sanitary and superior service.

In 1924, the Associated Master Barbers of America was organized in Chicago, Illinois. The name was changed in 1941 to the Associated Master Barbers and Beauticians of America (AMBBA) and represented barbershop and beauty salon owners and managers.
By 1925, the AMBBA established the National Educational Council with the goal of standardizing and upgrading barber training. The council was successful in standardizing the requirements of barber schools and barber instructor training, establishing a curriculum, and promulgating the passage of state licensing laws.

The National Association of Barber Schools was formed in 1927. Working in cooperation with the Associated Master Barbers and Beauticians of America, the association developed a program that standardized the operation of barber schools.

By 1929, the National Association of State Board of Barber Examiners was organized in St. Paul, Minnesota. Its purpose was to standardize the qualifications required for barber examination applicants and the methods of evaluation to be used. The Associated Master Barbers and Beauticians of America adopted a Barber Code of Ethics to promote professional responsibility in the trade (Figure 2-10) and later published a barbering textbook.

Did You Know...

Elijah Pierce began woodcarving as a young boy. As an adult, he became a minister and barber, working in both fields for the rest of his life. Elijah would carve during the down times between customers in his barbershop and eventually started displaying his work there. His work became nationally known during the 1970s and, after numerous exhibitions and awards, he is known as one of America’s most prominent folk artists. The National Association of Barber Boards of America inducted Elijah Pierce into the Barbersing Hall of Fame in 1991 (Figure 2-11).

A statement of the responsibility of this shop to its patrons.

We recognize the fact that you are entitled to every possible protection against infection and contagion while in this establishment, and we endeavor to discharge this responsibility by scrupulous adherence to all sanitary precautions.

We believe that you are entitled to the same courteous, careful and conscientious treatment from every practitioner in this establishment, whether you wish all of the services we have to offer or only one, and we sincerely try to carry out this principle.

The preparations dispensed in this establishment and sold for home use are all standard merchandise of the highest quality, bearing the original manufacturer’s label.

We consider it our professional duty to suggest and explain to our patrons such services and applications as we think may be needed in any particular case. However, we do not mean to be offensive, overbearing or insistent, and will at all times respect the wishes of our patrons.

We regard the cosmetics for sale in our shop as legitimate aids to the preservation and beautification of hair and the proper care of the skin and scalp.

We feel that we owe the responsibilities enumerated above to every patron of this establishment, regardless of the frequency of his, or her, visits, and the owner would appreciate having called to his attention any lapse on his or her part or on the part of any of our co-workers.
State Barber Boards

Since 1929, all states, with the exception of several counties in Alabama, have passed laws regulating the practice of barbering and hairstyling. The state boards are primarily concerned with the protection of the health, safety, and welfare of the public. They do this through the maintenance of high educational standards to assure competent and skilled service, the licensing of individuals and shops, and the enforcement of infection control laws. Today’s state barber boards meet up to twice a year as members of the National Association of Barber Boards of America (NABBA). The NABBA established the month of September as National Barber Month “in recognition of the contributions of the barbers to the fabric of our society.” The mission and objectives of the NABBA, as posted at http://www.nationalbarberboards.com, are as follows:

- The National Association of Barber Boards of America represents over 300,000 and the icon of the independent businessperson.
- The tonsorial arts have been a tradition in the United States of America since its inception.
- The time-honored tradition of the neighbor barbershop continues to grow and prosper.

Objectives:

1. To promote the exchange of information between state barber boards and state agencies examining, licensing, and regulating the barber industry.

2. To develop standards and procedures for examining barbers.

3. To develop standards for licensing and policing the barber industry.

4. To develop curriculum for educating barbers.

5. To promote continuous education in the barber industry.

6. To develop and promote procedures for insuring that the consumer is informed and protected.

In this chapter we have seen the progression of barbering from early man to today’s regulatory agencies. As a profession, barbering has risen from tribal beginnings to carry the practice of haircutting, styling, and shaving to all parts of the world. Barbers have served as surgeons, dentists, and wig-makers. They have adapted to the eras into which they were born by using the tools at hand (Figure 2-12), from the earliest scissors to the hand clippers of the 1890s or the high-quality electrical tools available today. Barbers have had to adapt to trends, politics, and technological advances to maintain their profession and their livelihoods. Some of these changes were challenging, such as the change brought about by kings who mandated the wearing of wigs, while other

Dream, plan, and act to become a professional barber. Your career will be what you make it.

Charles Kirkpatrick,
NABBA Executive Director
changes have served the profession in a beneficial way. Some of the changes that improved the practice of barbering during the twentieth century include:

1. The implementation of regulatory and educational standards.
2. Improved cleaning practices in the barbershop.
3. The availability and use of better implements and tools.
4. The availability and use of electrical appliances in the shop.
5. The study of anatomy dealing with those parts of the head, face, and neck serviced by the barber.
6. The study of products and preparations used in facial, scalp, and hair treatments.

The enforcement of state barber laws, the advancement of the industry, and the protection of the health, safety, and welfare of the public in the performance of barbering services must rest with today’s barbers and their schools, shops, associations, and state boards. As a student of barbering, you are now a member of this profession with its long and established history ([Figure 2-13]). Along with that membership comes a responsibility to maintain and enhance standards, continue the quest for knowledge, and to perfect the technical and social skills so necessary to this profession.

### HISTORY OF BARBERING TIMELINE

<table>
<thead>
<tr>
<th>BC or BCE</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5 million years ago</td>
<td>Stone Age; refers to man’s technological history predating the use of metal, which varies in different parts of the world up to 5000 BC; early cutting tools of bone, flint, antler, and shell are produced 600,000 to 700,000 years ago.</td>
</tr>
<tr>
<td>1300–900 BC</td>
<td>Iron Age: Smelting processes and metallurgy are refined.</td>
</tr>
<tr>
<td>700–800 BC</td>
<td>Greek-Sicilian barbers from Messina introduce shears to Rome for cutting hair.</td>
</tr>
<tr>
<td>595 BC</td>
<td>The Biblical prophet Ezekiel writes of a “barber’s razor.”</td>
</tr>
<tr>
<td>500 BC</td>
<td>Barbers are prominent and well-trimmed beards fashionable in Greece.</td>
</tr>
<tr>
<td>500–300 BC</td>
<td>The Golden Age of Greece.</td>
</tr>
<tr>
<td>334 BC</td>
<td>Alexander the Great prohibits the wearing of beards in battle.</td>
</tr>
<tr>
<td>1391–1271 BC</td>
<td>Barbering becomes available to general populace of the Middle East by Moses’ time.</td>
</tr>
<tr>
<td>100 BC–AD 100</td>
<td>Being clean-shaven is a rule in Rome.</td>
</tr>
<tr>
<td>9000–6000 BC</td>
<td>Middle East Neolithic communities develop (late Stone Age).</td>
</tr>
<tr>
<td>500–300 BC</td>
<td>Alexander the Great prohibits the wearing of beards in battle.</td>
</tr>
<tr>
<td>100 BC–AD 100</td>
<td>Being clean-shaven is a rule in Rome.</td>
</tr>
</tbody>
</table>

**[FIGURE 2-13]**

History of Barbering Timeline
<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AD</td>
<td>Anno Domini (Latin: “In the year of our Lord”); the era following the birth of Jesus Christ.</td>
</tr>
<tr>
<td>30–325</td>
<td>Early Christian era; barbers practice shaving throughout Europe and assist physician-clergy until the twelfth century (AD 1100–1199).</td>
</tr>
<tr>
<td>1–100</td>
<td>Galen writes of medical practices, hair treatments, and cosmetic customs in Greece. Cross-bladed shears developed in Rome.</td>
</tr>
<tr>
<td>117–138</td>
<td>Hadrian grows his beard to hide scarring and sets a new fashion trend.</td>
</tr>
<tr>
<td>400–1500</td>
<td>Considered to be the millennium of the Middle Ages.</td>
</tr>
<tr>
<td>400–500</td>
<td>Cross-bladed shears developed with center pivot in Rome.</td>
</tr>
<tr>
<td>700–800</td>
<td>Charlemagne sets the trend for long, flowing hair.</td>
</tr>
<tr>
<td>1096</td>
<td>William, Archbishop of Rouen (France), prohibits wearing of beards, resulting in formation of the first known barber organization; barber-surgeons travel and practice throughout Europe.</td>
</tr>
<tr>
<td>1163</td>
<td>Council of Tours prohibits clergy to draw blood or act as physicians; barber-surgeons assume medical duties of the clergy, including dentistry.</td>
</tr>
<tr>
<td>1200–1290</td>
<td>School of St. Cosmos and St. Domain established by barber-surgeons in Paris to instruct barbers in surgery.</td>
</tr>
<tr>
<td>1371</td>
<td>French barber-surgeons form a guild under the rule of the king’s barber.</td>
</tr>
<tr>
<td>1368</td>
<td>Surgeon group of Worshipful Company of Barbers form separate guild with oversight by Barber’s Guild until 1462.</td>
</tr>
</tbody>
</table>

English surgeon and barber guilds merge and become the Company of Barber-Surgeons until 1745; barbers restricted to bloodletting, tooth drawing, cauterization, and tonsorial services. Europeans colonize America. Henry VIII of England reunites the barbers and surgeons through an Act of Parliament to set up the Company of Barbers and Surgeons of London. Painting by Hans Holbein the Younger depicts Henry VIII granting charter to the Company of Barber-Surgeons. Dutch and Swedish settlers bring barber-surgeons to America. Indentured servants and black barbers perform tonsorial services. Surgeons again separate from the barbers and form the Company of Surgeons (becomes Royal College of Surgeons in 1800); complete separation of barbers from surgeons enacted by law; barbers keep the barber pole as the sign of their profession. Wigs in vogue in Europe and worn in the American colonies by the upper classes; barbers add wig-making and maintenance to tonsorial services. American Civil War (1861–1865); beards become popular; barbershop established in towns by English, French, German, and Italian immigrants. Barbers’ Protective Union represented at AFL founding convention in Columbus, Ohio. Journeymen Barbers’ International Union formed at convention in Buffalo, New York (later renamed the Barbers, Beauticians, and Allied Industries International Association).
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1888</td>
<td>Official AFL charter issued to Journeymen Barbers’ International Union.</td>
<td>1943</td>
<td>Barbers and Beauty Culturists Union holds first convention in New York City.</td>
</tr>
<tr>
<td>1893</td>
<td>A. B. Moler opens first barber school in Chicago and publishes first barbering textbook.</td>
<td>1948</td>
<td>International Barber Schools Association formed in Indianapolis, Indiana.</td>
</tr>
<tr>
<td>1897</td>
<td>Minnesota passes the first barber licensing laws.</td>
<td>1950</td>
<td>William Marvy begins manufacture of barber poles.</td>
</tr>
<tr>
<td>1916</td>
<td>The Terminal Methods system is established in New York City.</td>
<td>1958</td>
<td>National Barber Show held in New York City.</td>
</tr>
<tr>
<td>1921</td>
<td>Matthew Andis, Sr. develops working model of an electric clipper and sells it door-to-door to barbershops; opens Andis Company in 1922.</td>
<td>1959</td>
<td>Edmond (“Pop”) O. Roffler develops the Roffler Sculptur-Kut based on European razor-cutting techniques.</td>
</tr>
<tr>
<td>1924</td>
<td>Associated Master Barbers of America (AMBA) organized in Chicago, Illinois; John Oster invents motor-driven hand clipper.</td>
<td>1960s</td>
<td>Social and cultural influences set the stage for the “long hair revolution.”</td>
</tr>
<tr>
<td>1925</td>
<td>Associated Master Barbers of America establishes the National Education Council to improve and standardize barbering education.</td>
<td>1975</td>
<td>Over 6,000 barbers have been trained in the Roffler Method; still used today.</td>
</tr>
<tr>
<td>1927</td>
<td>National Association of Barber Schools organized in Cleveland, Ohio.</td>
<td>1980</td>
<td>Barbers, Beauticians, and Allied Industries International Association (formerly the Journeymen Barber International Union) merges with the United Food and Commercial Workers International Union (UFCW).</td>
</tr>
<tr>
<td>1929</td>
<td>National Association of Barber Examiners organized in St. Paul, Minnesota.</td>
<td>1985</td>
<td>Over 50 percent of barber students reported to be female.</td>
</tr>
<tr>
<td>1935</td>
<td>John Oster invents Stim-U-Lax massager, and Oster Lather machine in 1937.</td>
<td>1995</td>
<td>Over 50 percent of barber students reported to be African American.</td>
</tr>
<tr>
<td>1940–1949</td>
<td>Flat top, butch cut, crew cut, and Princeton cut become popular hairstyles.</td>
<td>2000–</td>
<td>Resurgence in barbering taking place; new schools opening in many states; new barbershops, both independent and franchised, feature traditional skills and an atmosphere geared to the male consumer.</td>
</tr>
<tr>
<td>1941</td>
<td>Associated Master Barbers of America changes name to Associated Master Barbers and Beauticians of America.</td>
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<td></td>
</tr>
</tbody>
</table>

▲ FIGURE 2-13
(Continued)
THE ED JEFFERS BARBER MUSEUM

The Ed Jeffers Barber Museum is located in Canal Winchester, Ohio, and is open to the public by appointment. A virtual tour is available at http://www.edjeffersbarbermuseum.com.

Entering the Ed Jeffers Barber Museum is like taking a step back in time. The first thing that catches the eye is the number and variety of barber poles, including a one-of-a-kind antique red-and-white barber pole that must stand over 6 feet tall. Beautiful oak barber stations with red plush-upholstered seats invite one to sit down and relax while having a good old-fashioned “shave and a haircut.”

The Ed Jeffers Barber Museum was started in Canal Winchester in 1988 with fewer than a dozen pieces. Today it has grown to several thousand individual artifacts from as early as the 1700s. Housed in over 3,500 square feet, the museum was created to preserve the roots and document the progression of the barbering profession. “It’s important to know where we’ve come from and how we’ve progressed, in order to know where we’re going,” said museum founder Ed Jeffers in a brief interview.

Since its beginning, the museum has welcomed visitors from more than 44 states and 10 countries. It has been featured on television shows on the Discovery Channel and the Family Channel, as well as on television in Japan. The museum has also been featured in journals such as Smithsonian magazine and on the front page of the Wall Street Journal (July 30, 1999).

Jeffers was able to collect rare items from all over the country due to the positions he held during his lifetime. A barber for over 48 years, he was a member of the Ohio State Barber Board for over 36 years and an officer with the National Association of Barber Boards of America for over 33 years. Edwin C. Jeffers passed away on July 5, 2006, but many remember him with affection and respect for his dedication and contributions to the barbering industry.
1. What is the origin of the word barber?
2. What is the name of the Egyptian barber commemorated with a sculpture?
3. Which country is credited with being the first to cultivate beauty in an extravagant fashion?
4. Name the person credited with bringing barbering and shaving to Rome.
5. Explain the duties of Egyptian barbers associated with the priests of that culture.
6. List the human characteristics sometimes associated with the wearing of a beard.
7. Explain the duties of the barber-surgeons.
8. Explain the origin of the modern barber pole.
9. Which ethnic groups brought barber-surgeons to America?
10. Identify the name of the early barber employer organizations.
11. Identify the name of the early barber employee organizations.
12. In what year did A. B. Moler open the first barber school in America?
13. Who was the author of the first barbering textbook?
14. Name the first state to pass a barber licensing law and the year in which it was passed.
15. Explain the primary function of state barber boards.
16. What does NABBA stand for?
A. B. Moler wrote the first barbering textbook; opened the first barber school in Chicago in 1893

**AMBBA**  Associated Master Barbers and Beauticians of America

**Ambroise Pare**  French barber-surgeon who became known as the father of surgery

**barba**  Latin for beard

**barber pole**  most often a red, white, and blue striped pole that is the iconic symbol of the barbering profession

**barber-surgeons**  early practitioners who cut hair, shaved, and performed bloodletting and dentistry

**journeymen barber groups**  barber employee unions

**master barber groups**  barber employer unions

**Meryma’at**  Egyptian barber commemorated with a statue

**National Association of Barber Boards of America**  the association of the state barber boards

**Ticinius Mena**  Sicilian credited with bringing barbering and shaving to Rome in 296 BC

**tonsorial**  related to the cutting, clipping, or trimming of hair with shears or a razor

**tonsure**  a shaved patch on the head

**Glossary**

**Chapter 2**  The History of Barbering
3 Professional Image

CHAPTER OUTLINE
- Your Professional Image
- Human Relations
- The Psychology of Success
- Guidelines for Student Success
Learning Objectives

AFTER COMPLETING THIS CHAPTER, YOU SHOULD BE ABLE TO:

1. Define professional image.
2. Discuss the ways in which life skills, values, and beliefs influence your professional image.
3. Explain the relationship between personality and attitudes and the demonstration of professional behavior.
4. List the guidelines to maintaining personal and professional health.
5. Demonstrate an understanding of effective human relations and communication skills.
6. List the rules of professional ethics.
7. Discuss the basic principles of personal and professional success.
8. Explain the concepts of motivation and self-management.
9. Create short-term and long-term goals.
10. Discuss time-management skills.

Key Terms

PAGE NUMBER INDICATES WHERE IN THE CHAPTER THE TERM IS USED.

attitude / 36
diplomacy / 36
ergonomics / 40
ethics / 44

beliefs / 35
compartmentalization / 46
diplomacy / 36
ethics / 44

goal setting / 48
life skills / 34
motivation / 47
personal hygiene / 37
personality / 36
professional image / 34

rapport / 41
receptivity / 36
self-management / 47
values / 35
Do you know that you are a unique and complex individual? Indeed, we are all unique and complex due to both the many similarities and the many differences each of us has with regard to others. In this chapter, you will explore a variety of factors that originate from your innermost self—factors that have the ability to influence your professional image.

Your Professional Image

The image you project to others is a reflection of you as an individual. Your personality, attitude, abilities, appearance, and moral character all help to create emotional and mental pictures in the hearts and minds of every person you interact with in daily life. This image is the impression you make on others in your personal and professional lives. And although your personal image may differ somewhat from your professional image, the values and beliefs that guide you in both capacities stem from the inner source of the real and authentic you.

In this chapter, we define your professional image as the impression that you project as a person engaged in the profession of barbering. Your professional image consists of the outward appearance, attitude, and conduct that you exhibit in the workplace. In addition, it reflects your prior learning and the life experiences or life skills that continually add to your total professional development. Ultimately, the professional image you project to coworkers and clients will impact your present and future success (Figure 3-1).

LIFE SKILLS

We begin our discussion of your professional image with some insights into what are known as life skills. Life skills are an important basis from which to begin because they are the tools and guidelines that prepare you for living as a mature adult in a challenging and often complicated world. Life skills provide the foundation that will help you face life’s difficulties, successfully manage situations you find challenging, and empower you to reach your full personal and professional potential.

Life skills are developed through learning and experience. As such, many life skills are learned through our parents and families. Being considerate of others’ feelings or valuing honesty are life skills that many of us have been taught from an early age. Other life skills, such as patience or adaptability, may have been learned from actual experiences or situations that required the application of these particular skills in order to benefit from the experience or handle the situation. In either scenario, once a life skill has been learned and practiced, it can become part of your personal foundation so that you are better prepared to successfully manage future life experiences.

While there are many life skills that can provide you with a solid foundation from which to support your personal and professional journey through life, some of the most important are:

- Genuine concern and caring for other people
- The ability to adapt to different situations
• The development and achievement of goals
• Persistence and a “can-do” attitude
• Follow-through in the completion of jobs, tasks, and commitments
• The development and use of common sense
• The establishment of positive and healthy relationships
• Approaching everything with a strong sense of responsibility and a positive attitude
• Feeling good about yourself
• Being cooperative
• Being organized
• Maintaining a sense of humor
• Being patient with yourself and others
• Being honest and trustworthy
• Striving for excellence

You are now at the beginning of your barbering education and training. Each student embarks upon this training with a set of life skills based on prior learning environments and opportunities that should grow and expand with new experiences. New experiences can be used as stepping stones toward the development and enhancement of your personal and professional life skills. The attitude with which each individual meets and learns from each new experience originates from his or her personal values and beliefs.

• Values: The deepest feelings and thoughts we have about ourselves and about life are called values. Values consist of what we think, how we feel, and how we act based on what we think and feel. For example, let’s say you value loyalty. You think it is important in a friendship and expect it in your relationships. One day you overhear a friend sharing with someone else something you’ve said to him or her in confidence and you feel hurt and betrayed. The way in which you react to the situation is an action that is taken in response to what you are thinking and feeling.

• Beliefs: Specific attitudes that occur as a result of our values and that have a strong influence on how we act or behave in situations are called beliefs. For example, if you value responsibility, you probably take on more than your share of commitments to your family, school, workplace, or community. This example shows us the link between a positive belief and a resulting positive behavior; however, beliefs can be negative in nature as well.

When you tell yourself or others that you can’t do something, you are setting yourself up for a negative self-fulfilling prophecy that comes true simply because you think it will come true. Conversely, you can initiate a positive self-fulfilling prophecy to inspire change, action, or a commitment to your goals by substituting “I can” for “I can’t.” Changing your beliefs will change your behavior, and focusing on what is rather than what is not is a much more positive approach to attaining your goals.
PERSONALITY

Your personality plays an important role in both your personal and professional life. Personality can be defined as the outward reflection of inner feelings, thoughts, attitudes, and values. It is expressed through your voice, speech, and choice of words, as well as through your facial expressions, gestures, actions, posture, clothing, grooming, and environment. Your personality defines who you are and distinguishes you from others, making you the unique individual that you are. In the people-oriented profession of barbering, your personality becomes one of the most important demonstrations of your particular style of professionalism. In this section we will explore the many personal characteristics that are expressed through one’s personality.

ATTITUDE

There is an old adage that says, “The only difference between a good day and a bad day is your attitude.” This is an effective reminder that we are in control of our attitudes and the outlook we have on life at any given point. Although one’s attitude stems from innate values and beliefs, the adage also reminds us that an attitude does not have to be stagnant or “written in stone.” Rather, attitudes can be altered or changed if we remain open minded to new insights. This ongoing process is called attitude development and it can expand with each new life experience.

Although there are times when our attitudes may be influenced by friends, family, or circumstances, the extent to which we allow others or situations to change our attitude is really up to us. We can assume positive, negative, or neutral attitudes, but we also have to live with the consequences of our reactions. We also need to remember that attitude is one of the most obvious and apparent aspects of personality. It is there for all to see in both personal and professional life. Review the following aspects of a well-developed attitude to determine how you might enhance your own attitude development.

- **Diplomacy**: Diplomacy is the art of being tactful, and being tactful means having the perception and skill to say or do the right thing without offending or being critical.

- **Emotional stability**: Learn to control your emotions. Do not reveal negative emotions such as anger, envy, and dislike. An even-tempered person is usually treated with respect.

- **Sensitivity**: Your personality shines the most when you show concern for the feelings of others. Sensitivity is a combination of understanding, empathy, and acceptance that leads to being compassionate and responsive to other people.

- **Receptivity**: Receptivity means being interested in and responsive to the ideas, feelings, and opinions of others.

- **Courtesy**: Courtesy and good manners reflect your thoughtfulness toward others. Good manners are expressed by treating other people with respect, exercising care of their property, being tolerant and understanding of their shortcomings and efforts, and being
considerate of those with whom you work. Courtesy is one of the most important keys to a successful career.

PERSONAL AND PROFESSIONAL HEALTH

In accordance with the general concept of a profession that helps others to look their best, barbers should strive to reflect their own best image. An important aspect of this representation is the barber’s personal health and physical appearance. To achieve success in this area, it is helpful to follow a set of guidelines that help to maintain both a healthy body and a healthy mind.

- **Hygiene**: Hygiene is the branch of applied science concerned with healthful living; its main purpose is to preserve health. **Personal hygiene** is the daily maintenance of cleanliness and healthfulness through certain sanitary practices. These include daily bathing or showering, shaving, using deodorant or antiperspirant, brushing and flossing teeth, using mouthwash, and maintaining clean, well-groomed hair and nails (Figure 3-2).

- **Personal grooming and appearance**: Personal grooming is an extension of personal hygiene that includes your hairstyle, facial hair or makeup design, and choice of apparel. A well-groomed barber is one of the best advertisements for the barbershop or salon. If you present a poised and attractive image, your clients will have confidence in you as a professional. Many shop owners consider appearance, personality, and poise to be as important as technical knowledge and manual skills.

- Although many shop owners do not require their barbers to wear standard uniforms, they may have a specific dress code for the shop. For example, some may require the wearing of a barber’s jacket, a smock, or even a tie! Select your outfits so that you reflect the image of the shop and dress for success. Clothes should be clean, pressed, and fit well; avoid excessively baggy clothing that can get in the way of your work. Shoes should be supportive, polished, and kept in good repair. Jewelry should be chosen with care; avoid long chains that can dangle in a client’s face or get caught on equipment. Wristwatches should be waterproof and will help you maintain your schedule on the job.

- **Rest and relaxation**: Adequate sleep is essential for good health because without it you cannot function efficiently. The body needs to be allowed to recover from the fatigue of the day’s activities and should be replenished with a good night’s sleep. Body tissues and organs are rebuilt and renewed during the sleeping process. The amount of sleep needed to feel refreshed varies from person to person. Some people function well with 6 hours of sleep while others need 8 hours. An average of 7 or 8 hours of sleep each night is recommended by medical professionals. Relaxation is also important as a change of pace from day-today routines. Going to
a movie or a museum, reading a book, watching television, playing sports, or dancing are just some ways to “get away from it all.” When you return to work, you should feel refreshed and eager to attend to your duties.

- **Nutrition:** What you eat affects your health, appearance, personality, and performance on the job. The nutrients in food supply the body with energy and ensure that the body functions properly. A balanced diet should include foods containing a variety of important vitamins and minerals. Drink plenty of water daily. Try to avoid sugar, salt, caffeine, and fatty or highly refined and processed foods.

- **Exercise:** Exercise and recreation in the form of walking, dancing, sports, and gym activities tend to develop the muscles and help to keep the body fit. Regular physical activity benefits the body by improving blood circulation, oxygen supply, and proper organ function.

- **Stress management and a healthy lifestyle:** Stress is defined as the inability to cope with a real or imagined threat that results in a series of mental and physical responses or adaptations. The way in which individuals perform under stressful situations depends on their personality type, temperament, physical health, and coping skills. Practice stress management through a combination of rest, relaxation, exercise, and daily routines that provide you with time to calm the body and its systems. To maintain a healthy lifestyle, avoid substances that can have a negative effect on health, such as tobacco, alcohol, and drugs. Live a life of moderation in which work and other activities are balanced so that you can achieve a sense of harmony in your life.

- **Healthy thoughts:** The body and mind operate as a unit; therefore thoughts and emotions can influence the body’s activities. A thought may either stimulate or depress the way the body functions. Strong emotions such as worry and fear have a harmful effect on the heart, arteries, and glands. Depression weakens the functioning of the body’s organs, thereby lowering resistance to disease.

- **Posture:** Your posture is an aspect of your physical presentation that is important to your professional image. Good posture presents your personal appearance to its best advantage, helps to create an image of confidence, lessens fatigue, and reduces the opportunity for other physical problems to occur.

Working as a barber, you will spend most of your time in a standing position. Raising your arms to work at the top of the client’s head or bending over at the shampoo bowl are repetitive motions that can create physical stress in the hand, wrist, arm, shoulder, and lower back areas. When such stresses occur, physical or movement therapies may be required to maintain proper body alignment.
Compare the barber’s posture in Figures 3-4 and 3-5; then practice the following guidelines for maintaining a more stress-free standing posture behind the chair.

- Keep your head up and chin parallel to the floor.
- Keep the neck elongated and balanced above the shoulders.
- Lift your upper body so that your chest is up and out—do not slouch.
- Hold your shoulders level and relaxed.
- Stand with your spine straight.
- Pull in your abdomen so it is flat.

**FIGURE 3-3**
Posture problems.

**FIGURE 3-4**
Poor standing posture.

**FIGURE 3-5**
Good standing posture.
Just as there is a mechanically correct posture for standing, there is also a correct sitting posture. Compare the barber’s sitting posture in Figures 3-6 and 3-7; then use the following guidelines to learn to sit correctly in a balanced position.

- Keep your hips level and horizontal, not tilted forward or backward.
- Flex your knees slightly and position them over your feet.
- Lower your body smoothly into a chair, keeping your back straight.
- Keep the soles of your feet on the floor directly under your knees.
- Have the seat of the chair even with your knees. This will allow the upper and lower legs to form a 90-degree angle at the knees.
- Rest the weight of your torso on the thighbones, not on the end of the spine.
- Keep your torso erect.
- When sitting at a desk, make sure it is at the correct height so that the upper and lower parts of your arm form a right angle when you are writing.

- Ergonomics: Ergonomics is the study of human characteristics for a specific work environment that attempts to fit the tasks, equipment, and environment to the worker, rather than the worker to the job. As previously mentioned, barbers are particularly susceptible to problems of the hands, wrists, arms, shoulders, neck, back, feet, and legs.
Prevention is the key to avoiding these problems by fitting your work to your body and not your body to your work (Figure 3-8). Practice some of the following suggestions to work more comfortably and effectively.

- Do not grip or squeeze tools and implements too tightly.
- Do not bend the wrist up or down constantly when cutting hair or using a blow-dryer.
- Try to position your arms at less than a 60-degree angle when holding your arms away from your body while working.
- Avoid bending or twisting your body.
- Wear appropriate and supportive shoes or footwear.
- Adjust the height of the chair so that the client’s head is at a comfortable working level.
- Tilt the client’s head as necessary for better access during hair services.
- Keep your wrists in a straight or neutral position as much as possible.
- Keep tools and implements sharpened and well lubricated.

**Human Relations**

_Human relations_ is the psychology of getting along well with others. Effective human relations skills help you build rapport with clients and coworkers. **Rapport** may be defined as a close and empathetic relationship that establishes agreement and harmony between individuals. Your professional attitude is expressed by your self-esteem, confidence, and the respect you show others. Good habits and practices acquired during your education lay the foundation for a successful career in barbering. The following guidelines for good human relations will help you gain confidence, deal courteously with others, and become a successful professional.

- Always greet clients by name, using a pleasant tone of voice. Address clients by their last name, as in “Mr. Jones” or “Mrs. Smith,” unless the client prefers first names or it is customary to use first names in the barbershop.
- Be alert to the client’s mood. Some clients prefer quiet and relaxation; others like to talk. Be a good listener and confine the conversation to the client’s needs. Never gossip or tell off-color stories.
- Topics of conversation should be carefully chosen. Friendly relations are achieved through pleasant conversations. Let the client guide the topic of conversation. In a business setting it is best to avoid such controversial topics as religion and politics, personal problems, or issues relating to other people. Never discuss other clients or coworkers, and always maintain an ethical standard of confidentiality. Never discuss personal wages, tips, rent, or tax information.

_TIP FROM THE NABBA_

“Practice your professional image daily, as if you are going to the State Board Exam. Be on time and arrive to your work site 15–30 minutes early. Welcome and greet all customers when they enter the establishment and thank them after the service.”

_Derek Davis, NABBA Executive Board, Washington D.C._
• Make a good impression by looking the part of the successful barber and by speaking and acting in a professional manner at all times.
• Cultivate self-confidence and project a pleasing personality.
• Show interest in the client’s personal preferences and give the client undivided attention.
• Use tact and diplomacy when dealing with problems you may encounter.
• Deal with all disputes and differences in private. Take care of all problems promptly and to the client’s satisfaction.
• Be capable and efficient.
• Be punctual. Arrive at work on time and keep appointments on schedule. Plan each day’s schedule so that you manage your time effectively.

In addition to basic human relations skills, barbering students need to cultivate other aspects of a professional image that can impact their success in the profession. Some desirable qualities for effective client relations are:

• **Talking less, listening more:** There is an old saying that we were given two ears and one mouth for a reason. When you practice good listening skills, you are fully attentive to what the other person is saying. If there is something that you don’t understand, ask questions to gain understanding (**Figure 3-9**).

• **Emotional control:** Learn to control your emotions. Try to respond rather than to react. Do not reveal negative emotions such as anger, envy, and dislike through gestures, facial expressions, or conversation. An even-tempered person is usually treated with respect.

**FIGURE 3-9**
Ask questions to gain understanding.
• **Positive approach:** Be pleasant and gracious. Be ready with a smile of greeting and a word of welcome for each client and coworker. A good sense of humor is also important in maintaining a positive attitude. A sense of humor enriches your life and cushions the disappointments. When you are able to laugh at yourself, you will have gained the ability to accept and deal positively with difficult situations.

• **Good manners:** Good manners reflect your thoughtfulness toward others. Treating others with respect, exercising care of other people’s property, being tolerant and understanding of their shortcomings and efforts, and being considerate of those with whom you work all express good manners. As previously mentioned, courtesy is one of the most important keys to a successful career.

• **Mannersisms:** Gum chewing and nervous habits such as tapping your foot or playing with your hair detract from the effectiveness of your image. Yawning, coughing, and sneezing should be concealed with your hand in front of your mouth. Control negative body language—sarcastic or disapproving facial grimaces, for example. Exhibiting pleasant mannerisms and attractive gestures and actions should be your goal at all times.

### EFFECTIVE COMMUNICATION SKILLS

Effective communication is one of the barber’s most important human relations skills. Communication includes listening skills, voice, speech, and conversational ability—all of which are necessary to forming satisfying relationships with customers and coworkers.

Communication is the act of transmitting information in the form of symbols, gestures, or behaviors to express an idea or concept so that it is clearly understood (Figure 3-10). This requires sending and receiving
messages in order to establish a relationship, or rapport, with the client. The following steps can be used to help you determine your clients’ service expectations.

- **Organize your thoughts:** What question or information do you want your client to understand? For example, a client with medium-length hair that covers the top part of the ears says he wants a trim. You will need to determine just what the client’s definition of a trim is and may ask if he wants the tops of his ears covered or not.

- **Clarify:** The next step is to clarify what the client is telling you. In the preceding scenario, let’s say the client’s response to the question is that he wants his hair “over the ears.” This answer still does not provide you with the information you need to proceed with the haircut. Why? Because you now have to clarify what the client means by “over the ears.” Does it mean covering the tops of the ears, or does it mean above and/or around the ears?

- **Repeat:** Once you have an understanding of the client’s definition of “over the ears” or any other description used, repeat to the client your interpretation of what you think he told you. This communication step will provide you with further clarification and the opportunity to make other changes and to reach an understanding of the client’s expectations.

There are many ways in which effective communication skills can impact your professional success. Review the following barbershop or salon activities that benefit from effective communication skills.

- Making contacts and networking
- Meeting and greeting clients
- Understanding a client’s service needs, likes, dislikes, desires, and expectations
- Self-promotion and building a clientele
- Selling services and products
- Telephone conversations and appointment bookings
- Conversation and interaction with the shop or salon staff, clients, and vendors

**PROFESSIONAL ETHICS**

**Ethics** are the principles and standards of good character, proper conduct, and moral judgment. The governing board or commission of a particular occupation often creates a code of ethics, which specifically relates to the characteristics of that profession. For example, state barber boards set the ethical standards that all barbers must follow while working in each state.
Ethics, however, goes beyond a set of rules and regulations. In barbering, ethics is also a code of conduct that is expressed through your personality, human relations skills, and professional image.

Ethical conduct helps build the client’s confidence in you. Having clients speak well of you is the best form of advertising and helps build a successful business. All professional barbers should practice the following rules of ethics:

- Give courteous and friendly service to all clients. Treat everyone honestly and fairly; do not show favoritism.
- Be courteous and show respect for the feelings, beliefs, and rights of others.
- Keep your word. Be responsible and fulfill your obligations.
- Build your reputation by setting an example of good conduct and behavior.
- Be loyal to your employer, managers, and associates.
- Obey all the barber board laws and rules in your state.
- Practice the highest standards of sanitation and decontamination to protect your health and the health of your coworkers and clients.
- Believe in your chosen profession. Practice it faithfully and sincerely.
- Do not try to sell clients a product or service they do not need or want.
- As a student, be loyal and cooperative with school personnel and fellow students. Comply with all school policies and procedures.

Questionable practices, extravagant claims, and unfulfilled promises violate the rules of ethical conduct and cast an unfavorable light on barbers. Unethical practices affect the student, practicing barbers, schools, barbershops or salons, and the entire industry.

The Psychology of Success

Defining success is a highly individualized and personal matter. For some, money is the measure of their success; for others, career satisfaction or helping others makes them feel successful and fulfilled. Regardless of your personal definition of success, there are some basic principles that form the foundation of personal and professional success.

- Build self-esteem: Self-esteem is based on inner strength and begins with trusting in your ability to reach your goals. It is a form of self-belief that helps you feel good about yourself and what you can accomplish.
• **Visualize:** Visualize yourself in whatever scenario is relevant to the situation or environment that requires your attention. Picture yourself as a confident and competent person who earns the trust and respect of the others involved in the scenario. The more you practice visualization techniques, the more easily you can turn possibilities and dreams into realities.

• **Build on your strengths:** Spend time doing whatever it is that helps you maintain a positive self-image. Use areas of personal interest to provide incremental challenges that help you build on strengths and expand your success-building options (Figure 3-11).

• **Be kind to yourself:** Put a stop to self-critical and negative thoughts that can work against you. If you make a mistake, think about what you could have done differently, forgive yourself, and plan to do your best next time.

• **Define success for yourself:** Be a success in your own eyes and do not depend on other person’s definition of success. What is right for others may not be right for you.

• **Practice new behaviors:** Practicing new behaviors that are not a part of your regular lifestyle can help you develop personally and professionally. For example, if you are nervous about speaking in front of your classmates, practice! Take advantage of every opportunity to hone your speaking skills and create a stepping-stone path to success that will make it easier for you each time you engage in the activity. Remember that creating success is a skill that can be learned, so don’t be afraid to try new things.

• **Keep your personal life separate from your work or school life:** Another aspect of success psychology is the ability to keep your personal and professional lives separate. While we all have responsibilities and concerns that impact our multidimensional lives, it is important to know when, where, and to what extent it is permissible to talk about personal issues. In the work and school environments, the answer is almost never. People who talk about themselves (or others) at work or school can negatively impact and undermine the professional atmosphere that is an important aspect of work and learning environments. In the barbershop or salon, clients should not be subjected to comments about coworkers, personal opinions, or complaints. Clients patronize a barbershop to receive personal services and should be treated with utmost professionalism. If you find it difficult to keep your personal life out of these environments, try an exercise known as compartmentalization. Imagine that you have two filing cabinets; one is labeled Personal and the other, Professional. Visualize yourself locking the Personal file cabinet before leaving for work or school and opening the Professional
cabinet when you arrive at your destination. This exercise helps you store things away in the different compartments of the mind—and it works.

- **Keep your energy up**: Successful people know how to pace themselves. Get enough rest, exercise, eat a nutritious diet, and spend time with family and friends. Successful people know that having a clear head, a fit body, and the ability to refuel and recharge are important conditions for maintaining a successful lifestyle.

- **Respect others**: Make a point of relating to everyone you know with a conscious feeling of respect. This includes basic principles such as using good manners; using words like please, thank you, or excuse me are common courtesies that should be practiced at all times. Avoid interrupting or speaking when someone else is talking. Be respectful of others and they will be respectful of you.

- **Stay productive**: The three habits that can keep you from maintaining peak performance are procrastination, perfectionism, and the lack of a game plan. Work on eliminating these troublesome habits and you will see an almost instant improvement in your ability to achieve your goals.

- **Remind yourself**: Success is a choice—and it is your choice.

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**MOTIVATION AND SELF-MANAGEMENT**

**Motivation** originates from a desire for change and serves as the ignition for success. **Self-management** is the fuel that will keep you going on the long ride to your destination. It is important to feel motivated, especially when you are a student. The best motivation for learning comes from an inner (intrinsic) desire to know more about a particular interest or subject matter. If you have always been interested in the profession of barbering, then you are likely to be interested in the material you will be studying in barbering school. If your motivation stems from some external (extrinsic) source such as parents or friends, you may not complete your studies because you will need more than a push from others to make a career for yourself. You need to feel a sense of excitement and have a good reason that begins within yourself for staying the course. No one should have to motivate you to study other than yourself. You are in charge of managing your own life and learning!

While motivation propels you to do something and may originate from within you instinctually, self-management is a well-thought-out process for the long term. For example, since you want to be a licensed barber, you are motivated to the extent that you enrolled in a barbering program to reach that goal. But that is just the beginning, isn’t it? You’ve probably already
used some self-management skills to arrange your schedule, financing, transportation, or the like to begin this program. Now you will have to use other self-management skills to apply yourself to your studies and to complete the program.

ACCESS YOUR CREATIVE CAPABILITIES

In most conversations, when we use the word creative we think of particular talents or abilities in the arts such as painting, singing, acting, or even hairstyling. But being creative or having a sense of creativity is not limited to these artistic expressions. Creativity also functions as an unlimited inner resource of ideas and solutions for the many challenges you face in your lives and it can be accessed to find new ways of thinking and problem solving. To enhance your creative skills, keep the following guidelines in mind:

- **Stop criticizing yourself**: Criticism blocks the creative mind from exploring ideas and discovering solutions to challenges.
- **Refrain from asking others what to do**: In one sense, this can be a way of hoping that others will motivate you instead of you finding the motivation from within. This does not rule out the importance of mentors or of what can be learned from others, but being able to tap into your own creativity is the best way to manage your own success.
- **Change your vocabulary**: Build a positive vocabulary of active problem-solving words such as explore, analyze, determine, judge, assess, and so on.
- **Ask for help when you need it**: Being creative does not mean doing everything by yourself. The best self-managers ask for help, utilizing family, friends, peers, coaches, and mentors to stimulate their creativity. Sometimes creativity is best stimulated in an environment in which people work together, brainstorm, and pool their ideas.

GOAL SETTING

What are you working toward at this time in your life? What do you dream about doing? Turning dreams into reality is what goal setting is all about. Picture a goal in your mind. Is it working in a barbershop or salon, or do you see yourself owning your own business? Do you think you have the drive and desire to make your dreams happen? If so, do you also have a realistic plan for reaching your goals? Goal setting helps you decide what you want out of life, and when you know what your goal is, you can map the best route for getting to your destination. Setting goals is like bringing a map along on a road trip to somewhere you’ve never been before.

There are two types of goals: short term and long term. Short-term goals usually refer to those goals you wish to accomplish within a year or less.
Long-term goals are measured in longer segments of time such as 5 years, 10 years, or even longer. Both require careful thought and planning.

Goal setting is a process. The first step is to identify both your short-term and long-term goals. Then write them down! Seeing your goals in written form will help you focus on them so that you can develop a plan for achieving them. As you develop your plan, keep the following guidelines in mind:

- Express your goals in a positive way and be specific.
- Make your goals measurable and set deadlines for accomplishing each one.
- Plan for your goals and make a list of the tasks that need to be completed.
- Check off each item on the list as it is accomplished.

Remember, the important elements of goal setting are having a plan, reexamining it often so that you can make sure you are on track, and being flexible to changes that may have to be made along the way.

**TIME MANAGEMENT**

One way to reach your goals more effectively is to manage your time as efficiently as you can. According to time management experts, everyone has an “inner organizer” and can learn to manage their time efficiently. Here are some tips from the experts:

- Learn to prioritize by listing tasks in the order of most to least important.
- Schedule in blocks of unstructured time for flexibility.
- Stress is counterproductive, so pace yourself and don’t take on more than you can handle.
- Learn problem-solving techniques to save time when seeking solutions.
- Take time out when you need to reenergize.
- Carry a notepad with you to record great ideas or reminders.
- Make daily, weekly, and monthly schedules.
- Identify your peak-energy and low-energy times of the day and plan accordingly.
- Utilize to-do lists.
- Make time management a habit.
- Reward yourself for work well done.
Guidelines for Student Success

- Participate in the classroom in a courteous manner.
- School regulations are important—obey them all.
- Turn off pagers, cell phones, iPods, and other electronic devices. Personal calls interfere with teaching and learning.
- Be careful with all school equipment and supplies.
- Be clean and well groomed at all times.
- Cooperate with teachers and school personnel.
- Use notebooks and workbooks as important review aids.
- Avoid loafing as it makes a poor impression on others and wastes valuable learning time.
- Be courteous and considerate at all times.
- Be tactful and polite to faculty, fellow students, staff, and clients.
- Observe safety rules and prevent accidents.
- Develop a pleasing personality.
- Think and act positively.
- Attend trade shows and conventions to increase knowledge.
- Stay on task and carefully complete all homework assignments.
- Keep clothes and uniforms spotlessly clean.
- Follow teachers’ instructions and techniques.
- Demonstrate interest and sincerity.
- Maintain good attendance.
- Ask for clarification of anything you do not understand.
- Bathe daily and use a deodorant.
- Develop and exhibit good manners at all times.
- Be respectful to teachers and supervisors.
- Develop good work habits essential to success.
- Comply with state board laws, rules, and regulations that govern the profession. These regulations are designed to contribute to the health, safety, and welfare of the public and your community.
1. Define *professional image*. What personal elements does a professional image consist of?

2. Define *life skills*. List five life skills that you would like to enhance for your own professional growth.

3. Identify and list five values that are the most important to you personally.

4. Explain one way in which attitudes can be altered or changed.

5. List nine basic requirements for personal and professional health.

6. Define *ergonomics*.

7. Define *human relations* and list five desirable qualities for effective client relations.

8. Define rapport.

9. List three communication steps that will help determine a client’s service expectations.

10. Define *professional ethics*. Identify three actions that violate the rules of ethical conduct and cast an unfavorable light on barbers.

11. Explain the vision of professional success you have for yourself.

12. Where does the best motivation for learning originate?

13. List a minimum of three short-term goals and three long-term goals that you have developed for yourself.

14. What are state board laws, rules, and regulations designed to do?
attitude  a manner of acting, posturing, feeling, or thinking that shows a person’s mood, disposition, mindset, or opinion

beliefs  specific attitudes that occur as a result of our values

compartmentalization  the capacity to keep different aspects of your mental activity separate so you can achieve greater self-control

diplomacy  the art of being tactful

ergonomics  the study of human characteristics related to the specific work environment

ethics  principles of good character, proper conduct, and moral judgment, expressed through personality, human relations skills, and professional image

goal setting  the identification of short- and long-term goals

life skills  tools and guidelines that prepare you for living as an adult in a challenging world

motivation  a desire for change

personal hygiene  the daily maintenance of cleanliness and healthfulness through certain sanitary practices

personality  the outward expression of inner feelings, thoughts, attitudes, and values reflected through voice, gestures, posture, clothing, grooming, and environment

professional image  the impression projected by a person in any profession, consisting of outward appearance and conduct exhibited in the workplace

rapport  a close and empathetic relationship that establishes agreement and harmony between individuals

receptivity  the extent to which one is interested in and responsive to others’ ideas, feelings, and opinions

self-management  the ongoing process of planning, organizing, and managing one’s life

values  the deepest feelings and thoughts we have about ourselves and about life