

A SURVEY OF THE CLOTHING  
PREFERENCES AND BUYING PRACTICES OF  
ONE HUNDRED GIRLS OF ROOSEVELT  
HIGH SCHOOL IN CHICAGO, ILLINOIS

Thesis for the Degree of M. A.

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*Hazel B. Strahm*  
Major professor

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A SURVEY OF THE CLOTHING PREFERENCES AND BUYING  
PRACTICES OF ONE HUNDRED GIRLS OF  
ROOSEVELT HIGH SCHOOL IN  
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By  
Anne T. Rosner

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## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION AND STATEMENT OF THE PROBLEM . . .	1
II. REVIEW OF LITERATURE . . . . .	5
III. METHODS AND PROCEDURE . . . . .	29
IV. FINDINGS AND INTERPRETATIONS . . . . .	35
Buying Practices . . . . .	61
Wardrobe Adequacy . . . . .	82
Sensitivity to Appropriate Dress . . . . .	90
Color, Type and Style Preferences . . . . .	99
V. SUMMARY . . . . .	103
VI. CONCLUSIONS . . . . .	113
BIBLIOGRAPHY . . . . .	116
APPENDIX . . . . .	120

## LIST OF TABLES

TABLE	PAGE
I. Age Distribution of Participating Students . .	36
II. Distribution of Intelligence Quotients of Ninety-four Participating Students . . . . .	36
III. Analysis of Size of Families . . . . .	38
IV. Occupational Classification of Fathers . . . .	41
V. Employment of Mothers . . . . .	42
VI. Types of Student Employment . . . . .	44
VII. Rate of Pay of Employed Students . . . . .	44
VIII. Expenditure of Earnings of Employed Girls . . .	46
IX. Activities Girls Shared with Their Parents . .	54
X. Activities Girls Shared with Other Girls . . .	55
XI. Activities Girls Shared with Boys . . . . .	57
XII. Desired Sources of Approval . . . . .	60
XIII. Garments Made at Home . . . . .	62
XIV. Extent of Freedom of Choice in Selection and Purchase . . . . .	64
XV. Factors of Influence Affecting Choices in Clothing . . . . .	66
XVI. Sources of Fashion Information . . . . .	67
XVII. Analysis of Clothing Purchasing Practices . . .	68
XVIII. Garments Tried On Before Purchasing . . . . .	71
XIX. Factors of Influence in Selection of Skirt and Blouse . . . . .	72

# LIST OF TABLES (CONT.)

	Page
XX. Information Desired on Slip Labels . . . . .	74
XXI. Comparison of Chicago and Milwaukee Findings on Slip Labels . . . . .	75
XXII. Fabric Identification . . . . .	77
XXIII. Financial Responsibility for Clothing Expenditure . . . . .	81
XXIV. Methods of Payment Used . . . . .	82
XXV. Wardrobe Adequacy for Desired End Use . . . . .	83
XXVI. Quantitative Comparison of Wardrobes . . . . .	85
XXVII. Garments Worn for Specific Occasions . . . . .	91
XXVIII. Appropriateness of Fabric to Design . . . . .	96
XXIX. Comparison of Girls' Selection of Appropriate Fabrics with Accepted Selection . . . . .	98
XXX. Wardrobe Color Preferences . . . . .	99
XXXI. Reasons for Preferences of Favored Garments . .	101

## CHAPTER I

### INTRODUCTION

Modern society is finally accepting the teen-ager as an individual - an individual who counts. In 1952 there were estimated to be 15,175,000<sup>1</sup> teen-agers living in the United States. In spite of their large numbers, research on adolescents has lagged far behind research in other fields of human development. According to Reid, little is "known of how members of families in the United States are clothed and what effect clothes have upon the personality of individual family members."<sup>2</sup> We perhaps know even less concerning what the adolescent girl regards as clothing needs which meet her varied activities and social requirements and her buying preferences and practices.

This study had as its primary purpose an investigation of the clothing preferences and practices of one hundred teen-age girls in Chicago. The specific objectives in this survey are:

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<sup>1</sup> "Current Census Reports - Population Estimates, Series P-25, No. 85 (Washington, D.C.: Bureau of Census, 1953), p. 5.

<sup>2</sup> Doris Jean Reid, "A Study of the Clothing Practices of Urban High School Senior Girls," (unpublished Master's thesis, Virginia Polytechnic Institute, Blacksburgh, 1951), p. 1.

- (1) To determine and compare their expressed clothing preferences and buying motives with actual buying practices.
- (2) To determine what factors influence their clothing choices.
- (3) To determine the degree of independence of choice shown in their shopping practices.
- (4) To evaluate the girl's concept of wardrobe adequacy as it is affected by the socio-economic status of her family and the kind and amount of her social participation with her family and peers.
- (5) To determine the extent to which this group has developed a sensitivity of appropriateness of dress for specific occasions.
- (6) To compare teen-age indicated preferences in color, type and style with the garments which they own.
- (7) To relate the findings in this survey with those of a study done in Milwaukee, Wisconsin, which had comparable objectives.

The investigation for this survey was carried on at Roosevelt High School, Chicago, Illinois, in the winter and spring of 1952-53.

Twenty-five freshman, sophomore, junior and senior volunteers who had taken or were currently taking a high-school course in clothing participated in this survey. The



school is located in a better-than-average neighborhood, the students representing upper-middle or middle-class families. The average annual earnings of their fathers was \$5,200 for a family of four as determined by a survey made in the home management classes in the spring of 1952. The school records show the enrollment to be approximately 2,000 students whose scholarship and attendance was better than the average for other high schools in Chicago.

Simultaneously a comparable study was being carried on at West Division High School in Milwaukee, Wisconsin, by Grace Leask. Miss Leask and the writer developed and used the same questionnaire and interview schedule. Miss Leask's description of West Division High School follows:

This school of 1,400 students was located in a transient neighborhood, with twenty-two percent of the enrollees, as shown by school records, characterized by truancy and early drop out. An average home in this neighborhood was considered to be rather unstable in that parental supervision was often lacking during a large percentage of the day. This was thought to be due to the fact that fifty percent of the homes were broken, and also to the fact that in fifty-five percent of the homes, both parents were employed. Additional factors observed about the students of this school and community were that sixty percent of them had part-time employment and that the majority of their fathers were employed as skilled and unskilled laborers. <sup>3</sup>

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<sup>3</sup> Grace J. Leask, "A Survey of the Clothing Preferences and Buying Practices of One Hundred Girls of West Division High School in Milwaukee, Wisconsin," (unpublished Master's thesis, Michigan State College, East Lansing, 1953), p. 4.

The differences in the socio-economic background of these two groups of one hundred girls provided the opportunity for noting similarities and differences in their clothing preferences and buying practices.

From these two surveys there should evolve suggestions helpful in the planning of new or revisions of existing curriculum units in home management as well as units dealing with clothing and personal development. It, likewise, may provide information which will enable teachers and school administrators to better understand certain behavior patterns of these teen-age students. It may also contribute to better understanding in parent-pupil-teacher relationships.

## CHAPTER II

### REVIEW OF LITERATURE

In any survey or study one of the most interesting and important aspects is the comparison of its findings with those of former investigations. The writer found this particularly true when comparing these data with those of Leask<sup>1</sup> as the same schedule was used in both surveys. The differences in the clothing preferences and buying practices in these two groups composed of individuals representative of different economic and social status was, in some cases, noteworthy, and in others, negligible. In order to make a more direct and complete comparison of the findings of the two investigations references to the Leask survey have been incorporated into Chapter IV, Findings and Interpretations.

The review of literature, likewise, revealed some differences and similarities. Most investigators agree that "adolescence is the period of life in which clothes assume the greatest importance."<sup>2</sup>

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1 Grace J. Leask, "A Survey of the Clothing Preferences and Buying Practices of One Hundred Girls of West Division High School in Milwaukee, Wisconsin," (unpublished Master's thesis, Michigan State College, East Lansing, 1953), 117 pp.

2 Elizabeth B. Hurlock, Motivation in Fashion, (Archives of Psychology, No. 111. New York: Columbia University, 1929), p. 69.

Read observed, "clothes may make growing up easier or harder. They may become a symbol of security, an extension of self, a way of identifying with someone else, or a means of real satisfaction."<sup>3</sup>

"When dressed like other members of the group the individual identifies himself with the group and feels that he belongs to it."<sup>4</sup>

In addition to being an aid in developing a sense of security Enty stated that the clothes of adolescents are "extremely important in creating a good frame of mind for academic achievement."<sup>5</sup>

Clothes have a significant social value. "The presence of others, especially if they are not members of one's immediate family, seem to be a great incentive to carefulness about appearance."<sup>6</sup>

In order for young people to enjoy continued favor and approval, according to Averill, they "must pay an

<sup>3</sup> Katherine H. Read, "Clothes Help Build Personality," Journal of Home Economics, 42:348, May, 1950.

<sup>4</sup> Elizabeth B. Hurlock, Adolescent Development, (New York, McGraw-Hill Book Company, Inc., 1949), p. 246.

<sup>5</sup> Jane E. Enty, "The Effect of Clothing on the Social Adjustment of Adolescent Girls," (unpublished Master's thesis, Howard University, Washington, D. C., 1950), p. 37.

<sup>6</sup> Hurlock, op. cit., p. 54.

absurdly exaggerated amount of attention and time to dress, coiffure, make-up and personal appearance."<sup>7</sup>

Cannon and his associates sought to determine the extent personal appearance was a factor in the social acceptability of 437 elementary and high school pupils. They reported, "all of the most popular girls from the seventh through the twelfth grades excel or conform closely to the norm found for personal appearance."<sup>8</sup>

The psychological effects of clothing were studied by Ryan at Cornell University. In surveying the opinions of college girls she found there was a relationship between the girl's feeling of general security and self-confidence in her appearance. However, she was unable to determine which was the cause and which was the effect, or whether both characteristics were due to some third factor.<sup>9</sup>

Later a comparison was made by Ryan of college with high school students; and rural with urban students and boys with girls. She reported finding "no significant difference between the rural and the city girl in self-

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<sup>7</sup> Lawrence A. Averill, Adolescence - A Study of the Teen Years (New York, Houghton-Mifflin Company, 1936), p. 125.

<sup>8</sup> Kenneth L. Cannon, Ruth Staples, and Irene Carlson, "Personal Appearance as a Factor in Social Acceptance," Journal of Home Economics, 44: 712, November, 1952.

<sup>9</sup> Mary S. Ryan, "Psychological Effects of Clothing," Part I Survey of the Opinions of College Girls, Bulletin 882, (Cornell University Agricultural Experiment Station, Ithaca, 1952), p. 15.

confidence in appearance," although the urban girl tends to have more clothes and more expensive ones, and to be more conscious and interested in clothing than the rural girl.<sup>10</sup>

Self choice in clothing was also found to be related to a feeling of confidence. Ryan's data disclosed that those who always chose their own clothes were more apt to feel better dressed than those who had their clothing selected for them.<sup>11</sup>

The extent of independence exercised in the purchase of clothing, recreational supplies, etc. by 510 girls and 475 boys from twenty-seven high schools in various parts of the country was studied by Wilson. She reported that there was a relationship, too, between the extent of independent selection and the source of spending money. The boys and girls who earned their own spending money were most independent, while those who had an allowance were a little less independent, and finally those who had no regular or fixed source of spending money made the least number of independent selections.<sup>12</sup>

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10 Mary S. Ryan, "Psychological Effects of Clothing," Part II Comparison of College Students with High School Students, Rural with Urban Students, and Boys with Girls, Bulletin 898 (Cornell University Agricultural Experiment Station, Ithaca, 1953), p. 26.

11 Mary S. Ryan, "Psychological Effects of Clothing," Part I Survey of the Opinions of College Girls, Bulletin 882 (Cornell University Agricultural Experiment Station, Ithaca, 1952), p. 11.

12 Gertrude V. Wilson, "Responsibilities of High School Students in Buying," (unpublished Master's thesis, University of Chicago, Chicago, 1939), p. 74.



In studying the apparel buying habits of five hundred high school girls in Des Moines, Iowa, Smith indicated that seven percent earned all of their clothing money and eighteen percent most of it. She reported further that twenty-seven percent of those employed purchased all, and forty-six percent purchased most, of their own clothing.<sup>13</sup>

Wolfe made a study of clothing purchases of one hundred junior college women. Thirty-seven of the forty-nine employed students spent part of their earnings for clothing and twelve used all of their earnings for clothing purchases. Fifteen percent of these purchased all of their own clothing while three-quarters of the total group bought their clothing with some assistance. Wolfe further reported that an only child was slightly more independent in her purchasing than a child from larger families.<sup>14</sup>

According to Hurlock the adolescent's interest in clothes extends beyond selection to concern in their care "so that they will remain fresh and attractive."<sup>15</sup>

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13 Alma Marie Smith, "Apparel Buying Motives and Habits of High School Girls of Des Moines, Iowa," (unpublished Master's thesis, Drake University, Des Moines, 1950), p. 106.

14 Helen Wolfe, "A Study of the Spending Responsibilities of a Selected Group of Junior College Women with Particular Reference to Their Clothing Purchases," (unpublished Master's thesis, Florida State University, Tallahassee, 1951), p. 82.

15 Elizabeth B. Hurlock, Adolescent Development, (New York, McGraw-Hill Book Company, Inc., 1949), p. 247.

This interest in care of clothing was confirmed by Reid in her investigation of seventy-seven senior high school girls. Two-thirds of these students reportedly pressed their own clothes regularly and about one-half brushed and aired them.<sup>16</sup> Colvin likewise noted in a study of the clothing practices of one hundred high school girls from De Kalb, Illinois, that one-third "always" mended and "always" laundered their clothing while one-half "always" pressed them.<sup>17</sup>

Research literature on the leisure time activities of teen-agers seemed to be very limited. Young people are constantly being accused of not making intelligent use of their leisure time. However, not enough studies and investigations seem to have been made to confirm or deny this accusation.

Rosencranz found that memberships in clubs and organizations has a bearing upon women's and girl's interest in clothing.<sup>18</sup>

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<sup>16</sup> Doris Jean Reid, "A Study of the Clothing Practices of Urban High School Senior Girls," (unpublished Master's thesis, Virginia Polytechnic Institute, Blacksburg, 1951), p. 23.

<sup>17</sup> Yolande McCaskill Colvin, "A Study of the Clothing Practices of One Hundred High School Girls of DeKalb, Illinois," (unpublished Master's thesis, University of Colorado, Boulder, 1948), 62 pp.

<sup>18</sup> Mary Lou Rosencranz, "A Study of Interest in Clothing Among a Selected Group of Married and Unmarried Women," (unpublished Master's thesis, Michigan State College, East Lansing, 1948), p. 160.

The dating behavior of college freshmen and sophomores was studied by Connor and Hall. The data from 267 anonymous questionnaires disclosed that "movies, dances, and parties were the most frequently mentioned places for dating."<sup>19</sup>

Hurlock, too, found "going to the movies" a popular leisure time activity for both boys and girls.<sup>20</sup>

The significance of clothing in family relationships was studied by King through a series of personal interviews. She observed that "the adolescent had little interest in adult companionship."<sup>21</sup>

To determine the activities participated in by two or more family members Hawkins and Walters interviewed eighty-five families of varied economic status living in Stillwater, Oklahoma, in 1952. Their investigation revealed that listening to the radio, visiting friends, entertaining friends, attending movies, auto riding for pleasure, eating outside of the home, picnicking and barbecues, and caring for home grounds were the activities most frequently mentioned by the participants.<sup>22</sup>

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19 Ruth Connor and Edith Flinn Hall, "The Dating Behavior of College Freshmen and Sophomores," Journal of Home Economics, 44: 279, April, 1952.

20 Hurlock, op. cit., p. 219.

21 Bernice King, "A Study of the Role of Clothing in Family Relationships in Twenty-five Selected Families," (unpublished Master's thesis, Michigan State College, East Lansing, 1949), p. 102.

22 Harold Hawkins and James Walters, "Family Recreation Activities," Journal of Home Economics, 44:623-626, October, 1952.

In 1948 a survey was made of 274 families living in Hempstead, Long Island, to study the social and psychological effects of television. One hundred thirty-seven of the families had, and a like number did not have, television sets. The data indicated that the television families showed a considerably lower level of participation in most other types of activities, as watching television preempts time and attention given to hobbies, radio, movies and other leisure time activities. The television families engaged in fewer activities outside the home than the comparable control families. Coffin concluded that, "television tends to pull the family together as a unit once more."<sup>23</sup>

Among the studies investigating the socio-psychological effects of clothing, Hurlock made the interesting observation that the presence of friends, and to a lesser degree strangers, were a "necessary" stimulus in one's appearance.<sup>24</sup>

Many of the participants in Ryan's study of the opinions of college girls felt the need to define "well dressed." She reported that most frequently "well dressed" implied

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<sup>23</sup> Thomas E. Coffin, "Television's Effects on Leisure Time Activities," Journal of Applied Psychology, 32: 550-558, October, 1948.

<sup>24</sup> Elizabeth B. Hurlock, Motivation in Fashion, (Archives of Psychology, No. 111, New York: Columbia University, 1929), p. 41.

factors inherent in the social contributions made by clothes. The reasons next most frequently cited she classified under social achievement. Being well dressed was considered important to these girls "because people are judged by their appearance... [clothes help] in gaining desired ends socially, attracting the opposite sex, or obtaining a job." The less frequently mentioned connotations of "well dressed" were: it expressed personality, it compensated for deficiencies in other areas, and affected the individual's mood.<sup>25</sup>

One of the conclusions made by Hurlock in her study of 1,452 men and women and boys and girls was that more people dress for their own sex and for both sexes than for the opposite sex alone. In the case of the 384 girls of her investigation, who ranged in age from sixteen to twenty-seven years, twice as many dressed for their own sex and for both sexes than for the opposite sex alone.<sup>26</sup>

Seventy-six percent of the group studied by Enty preferred to please themselves rather than their friends in the selection of clothes. Forty-four percent indicated a desire for masculine approval.<sup>27</sup>

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<sup>25</sup> Ryan, op. cit., p. 31.

<sup>26</sup> Hurlock, op. cit., p. 41.

<sup>27</sup> Enty, op. cit., p. 32.

Adolescents prefer approval of their peers. According to Hurlock, adult approval is of little importance to them.<sup>28</sup>

Buying practices in general and teen-age buying practices in particular have been the subject of many investigations.

One phase of these buying practices deals with extent of home sewing and purchase of ready-made garments. Smith reported 14.8 percent of the five hundred girls who took part in her investigation purchased all of their clothing ready-made while 11.8 percent purchased none. About seventy percent of the respondents indicated that most or some of their clothes were ready-made.<sup>29</sup>

In analyzing her data, Reid found that of the total garments in the high school girl's wardrobe that could have been constructed at home, eighty-seven percent were ready-made and thirteen percent were made at home. Evening, sport, and school dresses were more often made at home although the participating students made few of these garments.<sup>30</sup>

Ryan reported "there was no difference between the relative numbers of rural and urban girls wearing home made

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28 Elizabeth B. Hurlock, Adolescent Development, (New York: McGraw-Hill Book Company, Inc., 1949), p. 240.

29 Smith, op. cit., p. 114.

30 Reid, op. cit., p. 13.



or ready-made dresses. Almost ninety percent of both groups wore ready-made clothes.<sup>31</sup>

Ryan also compared the satisfaction experienced in wearing a ready-made dress with one made at home. She reported no significant difference between the two in terms of satisfaction, although "there seemed to be a tendency for the girl to feel better dressed in the dresses made at home."<sup>32</sup>

Approximately three-quarters of the girls who took part in the Colvin study reported they preferred skirts, blouses and school dresses made at home because they could have more clothes. Seventy-five to ninety-seven percent of these same girls preferred ready-made suits, coats and underwear because of their better style.<sup>33</sup>

In view of similar data the Third Clothing and Textile Seminar questioned the worthwhileness of existing curricula that teach women and girls to construct clothing at home when there seemed to be a greater need for helping

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31 Mary S. Ryan, "Psychological Effects of Clothing," Part II Comparison of College Students with High School Students, Rural with Urban Students, and Boys with Girls, Bulletin 898 (Cornell University Agricultural Experiment Station, Ithaca, 1953), p. 16.

32 Mary S. Ryan, "Psychological Effects of Clothing," Part I Survey of the Opinions of College Girls, Bulletin 882 (Cornell University Agricultural Experiment Station, Ithaca, 1952), p. 16.

33 Colvin, op. cit., 62 pp.

them increase their ability to buy personal and family clothes wisely.<sup>34</sup>

Coleman,<sup>35</sup> and Colvin<sup>36</sup> as a result of studying the wardrobes of high school girls concluded that more time in clothing classes should be allocated to the buying of ready-to-wear.

One of the most comprehensive studies on buying practices was made by the MacFadden Publications, Inc., in 1948-49. The data for this study was secured from the Wage Earner Forum which was composed of 1,500 representative wage earner families distributed throughout the United States.

While the data of Smith,<sup>37</sup> Reid,<sup>38</sup> and Ryan<sup>39</sup> agree that most clothing worn by teen-agers today is ready-made the Macfadden study reports that 100,000,000 store sales of patterns were made in 1948 while 18 to 20 million newspaper sales of patterns are made annually. The Needlecraft Bureau,

34 Stephanía Bayor and Marjory Wybourn, "Third Clothing and Textile Seminar," Journal of Home Economics, 42:803, December, 1950.

35 Frances Coleman, "How High School Girls Buy Clothing," Journal of Home Economics, 31:100, February, 1939.

36 Colvin, op. cit., 62 pp.

37 Smith, op. cit., p. 114.

38 Reid, op. cit., p. 13.

39 Mary S. Ryan, "Psychological Effects of Clothing," Part II Comparison of College Students with High School Students, Rural with Urban Students, and Boys with Girls, Bulletin 898 (Cornell University Agricultural Experiment Station, Ithaca, 1953), p. 16.

according to Macfadden, estimates that ninety-five percent of all American housewives do some home sewing - fifty-two percent are "creative" sewers while the rest do mostly mending and darning.<sup>40</sup>

In a study made for the Simplicity Pattern Company, and quoted by Macfadden, it was reported that fifty-four percent of city women sew at home and that forty-nine percent of them were in the upper-middle class.<sup>41</sup>

Macfadden also referred to a survey made by Parent's Magazine which found its reader mothers had made more garments for their daughters than for themselves - forty-three percent as compared to thirty-one percent.<sup>42</sup>

The garments most frequently made at home by the Wage Earner wives were dresses - approximately sixty-nine percent as compared to blouses, the next most frequently made item, which constituted seven percent of the total. Less than five percent of the total garments made at home were skirts.<sup>43</sup>

Van Syckle investigated family practices in buying large expenditure items of clothing, furniture and equipment. Miss Van Syckle found that clothing items for children twelve and over were most frequently planned by the husband, wife

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<sup>40</sup> The Apparel and Accessories Market, (New York: Macfadden Publications, Inc., 1950), p. 20.

<sup>41</sup> Ibid., p. 22.

<sup>42</sup> Ibid., p. 23.

<sup>43</sup> Ibid., p. 24.

and child concerned. These teen-agers usually participated in the purchase of their own clothing and in a few cases did it alone. About three-fifths of the families who reported a clothing purchase for an adolescent were cognizant of a personal preference by the girl for a particular color, style or other detail among the values which they wanted to get.<sup>44</sup>

Independent choice, King found, was a very significant factor in parent-child relationships but significantly more important in teen-age-parent relationships.<sup>45</sup>

Sister Eugenia Clare reported in her survey of home management practices of fifty-one high school girls that one girl in seven made her own decision as to when new clothing should be purchased. In three of every five cases mother and daughter, together, made the decision, and in six of the total cases, the mother alone decided.<sup>46</sup>

Ryan, in interpreting the data on the opinions of college girls observed that "those who always choose their

<sup>44</sup> Calla Van Syckle, "Practices Followed by Consumers in Buying 'Large Expenditure' Items of Clothing, Furniture and Equipment," Technical Bulletin 224, (East Lansing, Michigan State College Agricultural Experiment Station, 1951), p. 14.

<sup>45</sup> King., op. cit., p. 115.

<sup>46</sup> Sister Eugenia Clare, O. P., "Home Management Practices of a Group of High School Girls," Journal of Home Economics, 46: 38, January, 1954.

own clothing were more apt to feel well dressed than those who have their clothing chosen for them.<sup>47</sup>

In respect to independent purchases, Ryan found approximately eighty-five percent of both rural and urban high school girls always or usually chose their own clothing.<sup>48</sup>

Coleman,<sup>49</sup> Wolfe,<sup>50</sup> Wilson,<sup>51</sup> and Reid<sup>52</sup> all reported that teen-agers usually make their own clothing purchases of less expensive items as underwear, blouses, skirts, etc. but had assistance in the purchase of coats, suits, etc.

One-fourth of the Wage Earner's teen-age daughters earned their own clothing money and seven of the one hundred, according to the Macfadden study, had an allowance. Therefore, approximately one-third of these girls had the economic wherewithal to choose their own clothing and accessories

<sup>47</sup> Mary S. Ryan, "Psychological Effects of Clothing," Part I Survey of the Opinions of College Girls, Bulletin 882 (Cornell University Agricultural Experiment Station, Ithaca, 1952), p. 11.

<sup>48</sup> Mary S. Ryan, "Psychological Effects of Clothing," Part II Comparison of College Students with High School Students, Rural with Urban Students, and Boys with Girls, Bulletin 898 (Cornell University Agricultural Experiment Station, Ithaca, 1953), p. 15.

<sup>49</sup> Coleman, op. cit., p. 99.

<sup>50</sup> Wolfe, op. cit., p. 82.

<sup>51</sup> Wilson, op. cit., p. 73.

<sup>52</sup> Reid, op. cit., p. 16.

but only eighteen of the one hundred shopped alone. Mothers were the favorite shopping companion for seventy percent of these girls.<sup>53</sup>

Hurlock, too, was of the opinion that few adolescents are satisfied with garments selected for them. She believed that they wanted a voice in the selection of their clothing because they knew what was correct. Their judgments were "based on information from fashion magazines, from displays in shop windows, from the movies and from radio reports."<sup>54</sup>

It was reported by Reid that ninety percent of her senior high school girls read fashion magazines so that they would keep themselves informed on fashionable goods.<sup>55</sup>

Barr concluded, "Advertising seems to be more potent as a source of fashion ideas than as a direct stimulus to buying."<sup>56</sup>

Macfadden also made a study of the factors influencing clothing selection by teen-agers. In the category of social class influences approximately two-thirds of the girls twelve-to-fourteen years and one-half of the girls from fifteen-to-seventeen years mentioned their classmates as

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53 The Apparel and Accessories Market, op. cit., p. 83.

54 Hurlock, op. cit., p. 247.

55 Reid, op. cit., p. 25.

56 Estelle D. Barr, A Psychological Analysis of Fashion Motivation, (Archives of Psychology, No. 171, New York: Columbia University, 1934), p. 99.



a factor of influence. Thirty-eight percent of the younger group and approximately twenty-five percent of the older girls named their mother as an influence in the selection of clothing. It was interesting to note that twenty-three percent of the eighteen-to-twenty year group also mentioned their mother as being influential in their selection of clothing.

To nineteen percent of the twelve-to-fourteen year old girls, and to twenty-six percent of the fifteen-to-seventeen year olds, and to thirty percent of the group who were eighteen-to-twenty years of age, price was an influential factor. Price was a more significant factor for this latter group probably because at the older age many girls were on "their own."

Magazine styles were the most dominant type of advertising for the teen-agers according to the Macfadden investigation. It doubled its effectiveness from approximately twenty-eight percent in the group twelve-to-fourteen years old to about fifty-seven percent in the eighteen-to-twenty year old group. The awareness of advertising as such abruptly rose from almost three percent for the younger group to approximately seventeen percent for those in the fifteen-to-twenty year group.<sup>57</sup>

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57 The Apparel and Accessories Market, op. cit., p. 82.

Various studies have investigated the types of stores from which teen-agers buy their clothing. Macfadden,<sup>58</sup> Smith,<sup>59</sup> and Coleman<sup>60</sup> found that adolescent girls most frequently make their clothing purchases in department stores, although the Macfadden survey reported that value stores as Sears, Penny, Grant, Woolworth, Lerner and Three Sisters, etc. were also frequently patronized.<sup>61</sup>

Two studies, those of Reid<sup>62</sup> and Anderson<sup>63</sup> reported that ninety to ninety-eight percent of the teen-agers in their studies tried on garments before making a purchase.

A number of investigations have included data on quality factors considered in the purchase of clothing. A project sponsored by the American Home Economics Association interrogated 3,545 consumers, of whom 2,175 were students, on characteristics desired in the selection of a skirt. The summary of the data revealed that these consumers showed most interest in the fabrics used. Materials accounted for forty-five percent of the votes on characteristics desired, and

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58 Ibid., p. 19.

59 Smith, op. cit., p. 117.

60 Coleman, op. cit., p. 99.

61 The Apparel and Accessories Market, op. cit., p. 19.

62 Reid, op. cit., p. 25.

63 Myrtle J. Anderson, "Who Pays for Returned Goods," Journal of Home Economics, 44:646. October, 1952.

eighty percent of those polled on "Information Wanted on Labels." Good workmanship figured prominently in the votes cast by these consumers. Design, fit, and size received fewer votes yet enough to indicate them as real problems in consumer satisfaction.<sup>64</sup>

In a survey of brands sponsored by Women's Wear Daily and quoted by Macfadden, it was found that sixty-three percent of the stores reported that less than one-half of the customers asked for blouses by brand name.<sup>65</sup>

Miss Smith found that high school students had an interest in reduced merchandise. "Basement specials," "buying at the end of the season" and "buying marked down goods" were most frequently mentioned. These students indicated little interest in "slightly soiled" merchandise.<sup>66</sup>

In purchasing ready-made garments there is frequent need for alteration. In a survey of teen-age figures, Wilkens found them to be different from the accepted "junior." "They were shorter, thicker through the waist and hips, shaped entirely different from the way they would be a few years later."<sup>67</sup>

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64 T. Faye Mitchell and Jane C. Wilbur, "Consumers Speak on Separate Skirts," Journal of Home Economics, 42: 194, March, 1950.

65 The Apparel and Accessories Market, op. cit., p. 37.

66 Smith, op. cit., p. 111.

67 Emily Wilkens, Here's Looking at You (New York: G. P. Putnam's Sons, 1948), p. 40.

Smith confirmed this observation when she reported that almost sixty-three percent of her students had to have their ready-mades altered.<sup>68</sup> Anderson found that only thirty-one percent of her group required alterations. Yet, she felt this lower figure was significant enough to indicate the need for more standardization in sizing.<sup>69</sup>

Among the numerous investigations that included data on methods of payment in the purchase of clothing, Anderson,<sup>70</sup> Smith,<sup>71</sup> Van Syckle,<sup>72</sup> and Coleman<sup>73</sup> all reported that cash ranked highest in methods of payment. The use of the charge account was the next preferred method of payment mentioned. Most studies reported that approximately two percent of the purchases were made by installment payments.

Wardrobe adequacy is a much more intangible factor than buying practices in that standards and opinions vary - to some a few garments of good quality is preferred to a larger wardrobe of less expensive items. It is personal in that it reflects the individual's participation in various activities. The wardrobe must be judged in terms of the

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68 Smith, op. cit., p. 116.

69 Anderson, op. cit., p. 646.

70 Loc. cit.

71 Smith, op. cit., p. 119.

72 Van Syckle, op. cit., p. 30.

73 Coleman, op. cit., p. 99.

needs of a particular person. Therefore comparison can be only relative.

Ryan found when investigating the opinions of college girls that "those with the most clothes felt they were better dressed than those with fewer."<sup>74</sup>

According to Hertzler, who investigated the problems of 2,000 normal adolescent girls, twenty-one percent felt their clothes were not adequate for their needs. For some, this lack of proper clothing gave rise to feelings of inferiority. Other girls were kept from joining the group of which they wanted to be a part.<sup>75</sup>

Reid reported that sixty-seven percent of the participants of her survey felt they had enough clothes and ninety-five percent expressed the belief that their clothes were as good as those of their best friend.<sup>76</sup>

Over ninety percent of the high school students felt about as well dressed as the average, according to Ryan.<sup>77</sup>

<sup>74</sup> Mary S. Ryan, "Psychological Effects of Clothing," Part I Survey of the Opinions of College Girls, Bulletin 882, (Cornell University Agricultural Experiment Station, Ithaca, 1952), p. 12.

<sup>75</sup> Alverda E. Hertzler, "Problems of the Normal Adolescent Girl," California Journal of Secondary Education, 15: 114-119, February, 1940.

<sup>76</sup> Reid, op. cit., p. 27.

<sup>77</sup> Mary S. Ryan, "Psychological Effects of Clothing," Part II Comparison of College Students with High School Students, Rural with Urban Students, and Boys with Girls, Bulletin 898 (Cornell University Agricultural Experiment Station, Ithaca, 1953), p. 27.

It was Hurlock who made the observation that the adolescent is no longer

satisfied with clothing that resembles the crowd. It must be made of equally good material, it must come from equally good stores, and it must be as expensive a wardrobe as that of the adolescent friend.<sup>78</sup>

The last group of studies relates to specific clothing preferences. Included in these preferences are those relating to color, type and style.

While the review of literature revealed that much has been written on the subject of color, few studies have related color to clothing preferences.

When colors are chosen for color's sake alone, that is, without considering their use, pure colors are more generally preferred than tints and shades. Furthermore, blues, purples and reds are more preferred than greens, yellows and oranges. Blue is the favorite color among men and red among women. Red and blue are the respective second choices.<sup>79</sup>

This was Luckiesh's conclusion after studying the color preferences of 236 college men and women. Cheskin made similar observations on color preferences.<sup>80</sup>

Smith related color preferences to clothing. Almost three-quarters of her participants preferred white as a blouse color. Miss Smith also reported that blue was the

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78 Hurlock, op. cit., p. 137.

79 Matthew Luckiesh, Color and Colors, (New York: D. Van Nostrand Company, Inc., 1938), p. 54.

80 Louis Cheskin, Colors - What They Can Do For You, (New York, Liveright Publishing Corporation, 1947), p. 61.

avored dress and suit color by more than half the students. Red was the second choice of a dress color but did not appear on the list of favorite suit colors. Grey was the second most frequently mentioned suit color. Her data also indicated that blue or green was twice as popular as red or wine for coats. Grey, brown and black were the other specific colors mentioned as being favored for coats. More than one-half of the students indicated preference for pastels for sweaters.<sup>81</sup>

Helman asked her students to indicate first, second and third choices of colors they would like to wear. She found a preference for light blue. Pink, aqua, black, red, yellow, white and dark green were also mentioned in that order of frequency.<sup>82</sup>

Blue and green, Barr found to be the preferred colors as well as her group's choice for becomingness.<sup>83</sup>

One of the conclusions reached by Hurlock was that women's chief motivation in selection of clothing was the becomingness of the color.<sup>84</sup>

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<sup>81</sup> Smith, op. cit., 132 pp.

<sup>82</sup> Lois G. Helman, "The Relationship of Color and Line of Dress to the Personality of the High School Girl," (unpublished Master's thesis, Drexell Institute of Technology, Philadelphia, 1948), p. 31.

<sup>83</sup> Barr, op. cit., p. 61.

<sup>84</sup> Elizabeth B. Hurlock, Motivation in Fashion, (Archives of Psychology, No. 111. New York: Columbia University, 1929), p. 68.

The findings of the Smith survey revealed that one-color sweaters and skirts were preferred to those which were made of fabrics with woven or applied design.<sup>85</sup>

Two of the investigations that included indicated preferences in type of clothing agreed that casual and tailored clothes were much preferred over the frilly or "dressy" type.<sup>86, 87</sup>

Research on preferences of specific articles of clothing is very limited. The Macfadden study reported that approximately fifty percent of the girls twelve-to-fourteen years old wore nylon hose. There was an increase from ninety percent in the fifteen-to-seventeen year group to ninety-seven percent among girls from eighteen-to-twenty years of age.<sup>88</sup>

Hager, in a study of teen-agers' preferences in socks, found in analyzing the questionnaires returned from thirteen Florida high schools that the majority of the girls preferred cotton socks for school wear but wore nylon hosiery for special occasions.<sup>89</sup>

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<sup>85</sup> Smith, op. cit., 132 pp.

<sup>86</sup> Ibid., p. 68.

<sup>87</sup> Helman, op. cit., p. 35.

<sup>88</sup> The Apparel and Accessories Market, op. cit., p. 82.

<sup>89</sup> Leila V. Hager, "Project on Teen-agers' Preferences," Journal of Home Economics, 43: 370, May, 1951.



## CHAPTER III

### METHODS AND PROCEDURE

An explanation of the purpose of, and reasons for, this survey of the clothing preferences and buying practices of teen-age girls was presented to the students in the Home Economics classes at Roosevelt High School, Chicago. A request was made for volunteers to participate in the survey. The only limiting factor was previous or current enrollment in high-school clothing.

The first twenty-five freshman, sophomore, junior and senior girls who volunteered were used for this investigation. While each age group was necessarily small, it was hoped that evidences of maturity would be revealed by this class year grouping.

The schedule prepared consisted of two parts. Part one, the Personal Data Questionnaire was administered by the investigator to groups of eight or ten girls in December of 1952. The investigator administered the second part, Clothing Preferences and Buying Practices, in the winter and spring of 1953. This latter questionnaire became part of a personal interview as it was thought that this method would give better understanding and cooperation

on the part of the girl and that the data obtained would be more valid. A copy of the complete schedule will be found in the Appendix, pages 122-148.

To evaluate objectively the clothing preferences and buying practices of these adolescents, consideration had to be given to the girl, her family, her economic status as determined by her parents' and her own employment, and her participation in religious services, sports, clubs and sororities and other activities in which she took part. This made up the Personal Data Questionnaire.

The personal interview was designed to gain insight into teen-age preferences as to color, type and style of garments, the adequacy of her wardrobe in terms of her needs, and the appropriateness of her clothes for special occasions. It was likewise designed to determine specific characteristics revealed in her buying practices.

### Scales and Ratings

The following scales and rating devices were used in analyzing data:

1. Terman's<sup>1</sup> classification of intelligence quotients:

Above 140	"Near" Genius or Genius
120-140	Very Superior Intelligence
110-120	Superior Intelligence
90-110	Normal, or Average Intelligence
80- 90	Dullness
70- 80	Borderline Deficiency
Below 70	Feeble-mindedness

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<sup>1</sup> Lewis M. Terman, The Measurement of Intelligence. (New York: Houghton Mifflin Company, 1916), p. 79.

2. The Dictionary of Occupations<sup>2</sup> was used to classify the father's occupation. A summary of the definitions follows:

0---Professional and Managerial Occupations

a. Professional

Professional occupations include those that require a high degree of mental ability by the worker and are concerned with the theoretical and practical aspects of complex fields of human endeavor. Typical professional occupations are those of doctor, lawyer, architect, mechanical engineer and chemist.

b. Semi-professional

Included in this group are occupations concerned with the theoretical and practical aspects of fields of endeavor that require rather extensive educational or practical experience, or a combination of such education and experience for the proper performance of the work. Chiropodists, tree surgeons, draftsmen, aviators and laboratory technicians are typical semi-professional occupations.

c. Managerial and Official Occupations

This group included occupations that are involved primarily with responsible policy-making, planning, supervising, coordinating, or guiding the work activities of others, usually through intermediate supervisors. Typical of these occupations are managers or presidents of business enterprises, superintendents of construction projects and purchasing and advertising agents.

1---Clerical and Sales Occupations

a. Clerical and Kindred Occupations

Those occupations are concerned with the preparation, transcribing, transferring, systematizing, or preserving of written

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<sup>2</sup> "Dictionary of Occupational Titles," Volume II Occupational Classification and Industry Index (Washington, D. C. United States Government Printing Office, March, 1949), 783 pp.

communications and records in offices, shops and other places of work where such functions are performed.

b. Sales and Kindred Occupations

Included in this group are occupations concerned with the sales of commodities, investments, real estate and services and occupations that are very closely identified with sales transactions even though they do not involve actual participation in these transactions.

2---Service Occupations

a. Domestic Service Occupations

These occupations are concerned with the usual functions in the maintenance of household and their environs, the cooking of meals, the care of children, and similar services that are performed in private homes.

b. Personal Service Occupations

These occupations are concerned with performing services for persons that require predominantly either direct contact or close association with the individual. Typical examples are barbers, waiters and practical nurses.

c. Protective Service Occupations

In this group are those concerned with the protecting or guarding of the country or its political units, of buildings and other property and of individuals. Workers range from watchmen, to traffic policemen or detectives or to those of soldiers or sailors.

d. Building Service Workers and Porters

These occupations are concerned with cleaning the interior and equipment of buildings, offices, stores and similar places and with moving and carrying equipment, baggage and other articles.

3---Agricultural, Fishery, Forestry and Kindred Occupations

a. Agricultural and Horticultural Occupations

These occupations are directly associated with the processes of growing and harvesting vegetables, fruits, grains and other farm crops; in the raising of poultry, livestock

and other animals and fowls for consumption, their products, for pets or exhibition; and the various phases of horticultural activities.

b. Fishery Occupations

These workers earn their livelihood by activity engaging in catching or gathering all types of seafoods, aquatic shells and plants.

c. Forestry, Hunting and Trapping Occupations

These occupations are concerned with the development and care of forests and the growing and gathering of forest products, also occupations of workers who guide hunting and trapping parties or who engage in the hunting and trapping of wild animals and game.

4 and 5---Skilled Occupations

This group includes craft and manual occupations that require predominantly a thorough and comprehensive knowledge of processes involved in the work, the exercise of considerable independent judgment, usually a high degree of manual dexterity, and in some instances, extensive responsibility for valuable product or equipment. Workers in these occupations usually become qualified by serving apprenticeships or completing extensive training periods.

6 and 7---Semi-skilled Occupations

Occupations that are characterized by one or a combination of parts, of the following requirements: the exercise of manipulative ability of high order, but limited to a fairly well defined work routine; major reliance, not so much upon the worker's judgment or dexterity, but upon vigilance and alertness, in situations in which lapses in performance would cause extensive damage to product or equipment.

8 and 9---Unskilled Occupations

These occupations involve the performance of simple duties that may be learned within a short period of time and that requires the exercise of little or no independent judgment. Characteristically such occupations

do not require previous experience in the specific occupation in question.

3. In the analysis and interpretation of answers to questions thirty-one through thirty-four in which the students were asked to indicate fabric preferences for specific designs of blouses, skirts, school and "dressy" dresses it became evident that a rating scale was necessary. These identical questions were given to twenty-two graduate students majoring in Home Economics at Michigan State College. Majority agreement by these graduate students as to the most appropriate fabrics for the different garments pictured were used as a basis for rating the student's preferences.

The choices of acceptable fabrics were:

Garment	<u>Fabric Choice</u>		
	1st	2nd	3rd
Blouse	1	F	A
	2	B	F
	3	D	E
Skirt	1	E	B
	2	A	F
	3	B	D
School Dress	1	C	F
	2	B	C
	3	F	C
"Dressy" Dress	1	D	G
	2	E	H
	3	H	E

## CHAPTER IV

### FINDINGS AND INTERPRETATIONS

In reporting the findings and their interpretations a comparison will be made with the Leask<sup>1</sup> survey whenever significant differences and similarities occur.

The Personal Data Questionnaire was designed to provide background information for the interpretations of findings relating to clothing preferences and buying practices of the participating students. Small groups of the twenty-five freshman, sophomore, junior and senior girls who were previously or currently enrolled in clothing classes at Roosevelt High School in Chicago were given these questionnaires.

These questionnaires revealed the age distribution of the group as shown in Table I. The ages ranged from thirteen to eighteen years with slightly more than fifty percent of the students being in the fifteen and sixteen year age group.

Eighty percent of the students included in the survey were in the average grade placement for their age; seven percent were a year or less younger while twelve of the

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<sup>1</sup> Grace J. Leask, "A Survey of the Clothing Preferences and Buying Practices of One Hundred Girls of West Division High School in Milwaukee, Wisconsin," (unpublished Master's thesis, Michigan State College, East Lansing, 1953), 117 pp.

one hundred students were a year or less over the average age-grade placement. One junior girl was more than one year older than the average for her group.

TABLE I  
AGE DISTRIBUTION OF PARTICIPATING STUDENTS

	Years					
	13	14	15	16	17	18
Freshmen	2	19	4	-	-	-
Sophomores	-	1	20	4	-	-
Juniors	-	-	2	21	1	1
Seniors	-	-	-	2	20	3
TOTALS	2	20	26	27	21	4

According to the school records the Kuhlman-Anderson Test of Mental Maturity had been given to ninety-four of these one hundred students. No record could be found that

TABLE II  
DISTRIBUTION OF INTELLIGENCE QUOTIENTS OF  
NINETY-FOUR PARTICIPATING STUDENTS

I.Q.	Number	Percent
Below 70	-	0
70-80	1	1
80-90	12	13
90-110	60	64
110-120	15	16
120-140	6	6
TOTALS	94	100



this test or a similar test had been given the remaining students. Table II shows that the intelligence quotients ranged from seventy-seven to 127, the average being, 101. Eighty-six percent of the volunteers were high school youngsters with average, superior or very superior intelligence quotients.

No attempt has been made to correlate the intelligence quotients with any data obtained.

An analysis of the data revealed that ninety-three of the one hundred girls who participated in the survey, or twenty-three freshmen, twenty-two sophomores, twenty-three juniors and all seniors were born in Chicago or a suburb. Eighty-nine of the ninety-three girls born in Chicago or environs had never lived elsewhere. Eight of the remaining students had lived in Chicago the major portion of their lives, while three resided in other communities the greater part of the time. All of the latter group spent most of their childhood in communities of two thousand or less population.

Clothing preferences and buying practices of these three non-urban teen-agers might have been influenced by their residence in these small communities. However, this probably is not a significant factor as inhabitants of non-urban areas are becoming increasingly style conscious. Radio, television, fashion magazines, advertising,

merchandising and improved transportation have created in the small town shopper a knowledge of and demand for fashionably styled clothing.

An analysis of the composition of the families of the respondents showed that the average family consisted of 4.76 members. The Leask<sup>2</sup> survey reported an average of 5.2 members.

TABLE III  
ANALYSIS OF SIZE OF FAMILIES

	Number in Family									Average
	3	4	5	6	7	8	9	10	11	
Freshmen	3	11	6	3	2	-	-	-	-	4.6
Sophomores	4	7	3	7	3	-	-	1	-	5.1
Juniors	1	12	7	2	3	-	-	-	-	4.4
Seniors	3	12	8	1	-	-	-	-	1	4.4
TOTALS	11	42	24	13	8	-	-	1	1	4.76

Eighty percent of all students in this survey, or twenty-one freshmen and juniors and nineteen sophomores and seniors, lived with both parents. Six of the remaining girls had step-fathers. Divorce had broken eight of the one hundred homes, as compared with thirty-one in the Leask<sup>3</sup> survey. The fathers of eight and mothers of three of the Chicago

<sup>2</sup> Ibid., p. 35.

<sup>3</sup> Ibid., p. 34.

students were deceased. In ten families the mother was the head of the household. One senior girl lived with an aunt and uncle as she had lost both parents. In tabulating subsequent data the aunt and uncle have been classified as parents.

Twelve of the one hundred participants of the survey were the only child. Thirty-three were the only girl in the family, and in twenty-three cases the participants were the oldest daughter. Therefore, sixty-eight or more than two-thirds of the respondents came from families where "hand-me-down" clothing from an older sister was an impossibility.

The average number per household, which according to the Bureau of Census<sup>4</sup> includes any relative or boarder living with the family, was 4.35.

In four households the two grandparents lived with the family. Seven homes include one grandmother while a grandfather was a member of four other family groups. One household included an aunt and another a cousin. A married sister and two nieces lived in the homes of two of the students. In all, eighteen families included relatives as permanent members. In none of the homes were there boarders or lodgers.

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<sup>4</sup> "1950 Census of Population," Volume II Characteristics of the Population, Part I, U. S. Summary (Washington, D.C.: United States Government Printing Office, 1953), p. 43.

The data also revealed that both parents of sixty-five percent of the girls were American born. In thirty-five cases, or more than one-third of the entire group, both parents were born in Chicago. Ten of the students included in this survey were first generation Americans. Twenty-five girls had one parent who was foreign born.

All respondents indicated that English was spoken in their home. A foreign language was spoken only a part of the time in the homes of forty-one students so it can be reasonably assumed that considerable Americanization had taken place in those homes.

An analysis of the occupations of the fathers and information on employment of mothers and participating students gave an insight into the socio-economic status of these families.

A summary of the occupations of the fathers is found in Table IV.

Table IV shows twenty-one percent of the fathers were engaged in professional or managerial occupations, while thirty-five percent were classified as skilled and sixteen percent as semi-skilled workers. Nine of the fathers did clerical or sales work while five were employed in some service capacity. One father was classified as an unskilled worker.

No attempt was made in this investigation to determine the salaries or wages of the fathers of the participating

TABLE IV  
OCCUPATIONAL CLASSIFICATION OF FATHERS

	Freshmen	Sophomores	Juniors	Seniors	Total
<u>Occupations</u>					
Professional and Managerial	3	4	9	5	21
Clerical and Sales	3	1	1	4	9
Service	2	2	1	-	5
Agricultural, Fishery, Forestry	-	-	-	-	-
Skilled	9	10	7	9	35
Semi-skilled	5	4	4	3	16
Unskilled	-	-	-	1	1
<u>Retired</u>	1	-	1	2	4
<u>Deceased</u>	-	4	2	1	7
<u>Unknown (Divorced)</u>	2	-	-	-	2

girls. However, in a survey made by the girls in the Home Management classes in the spring of 1952, in which many of the respondents of this survey took part, it was found that their fathers' average yearly earnings were \$5,200.

In view of the occupational classification and the average yearly earnings of the fathers it is assumed that the majority of the participants came from upper-middle or middle-class families.

Leask<sup>5</sup> made the assumption that the majority of her girls came from middle or lower-middle class families, as the fathers of only six of her respondents were engaged in professional or managerial occupations and seventy-one in

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<sup>5</sup> Leask, op. cit., p. 32.

skilled and semi-skilled occupations. Her data further revealed that of the remaining fourteen, six were engaged in service capacities and five were classified as unskilled workers.

Although the average yearly earnings of the fathers of the girls in this survey were quite high, it is rather significant that thirty-six mothers felt the need or desire to be employed outside the home. See Table V.

TABLE V  
EMPLOYMENT OF MOTHERS

	Full Time	Part Time	Total
Freshmen	7	2	9
Sophomores	7	2	9
Juniors	5	2	7
Seniors	8	3	11
TOTALS	27	9	36

Of this thirty-six, twenty-seven mothers were employed full time and nine worked part time outside the home. While this is above the national average - for the Bureau of Census<sup>6</sup> estimated that twenty-nine percent of the married women in the United States were gainfully employed in 1950 - it is considerably lower than the number of working mothers reported in the

<sup>6</sup> "1950 Census of Population," Employment and Personal Characteristics, Special Report Volume 4, Part 1, Chapter A (Washington, D.C.: United States Government Printing Office, 1953), p. 1A-15.

Leask<sup>7</sup> survey. In her study forty-one mothers were employed full time and eight were engaged in part-time employment outside the home.

In twenty-five of the Chicago families both mothers and daughters were employed. In all, seventy-two of the participating students had been employed during the preceding year.

Eleven of the students in the Chicago survey were employed only after school. Ten worked on Saturdays only and six had been gainfully employed only during vacations.

Seventeen other girls worked both after school and on Saturdays; or after school and during vacations; or only on Saturdays and during vacations. Another twenty-six, or more than one-fourth, of these teen-agers were employed after school, Saturdays and during vacations.

"Baby sitting" was the most common type of employment for the freshmen students while selling was the most frequent type of work after the freshman year. These results are similar to those of the Milwaukee survey. However,  
<sup>8</sup>  
 Leask reported thirty-two percent of the total group, or twice as many of her students had been employed as "baby sitters."

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7 Leask, op. cit., p. 33.

8 Ibid., p. 37.

TABLE VI  
TYPES OF STUDENT EMPLOYMENT

	Freshmen	Sophomores	Juniors	Seniors	Total
Baby sitting	9	5	1	-	15
Clerical and Office	1	-	1	6	8
Ice Skating Instructor	-	-	-	1	1
Nurse's Aid	-	-	2	1	3
Packaging and Wrapping	-	-	4	1	5
Piano Accompanist	-	-	-	1	1
Sales	5	8	12	7	32
Sales and Clerical	-	-	-	4	4
Stock Girl	-	-	-	1	1
Teacher of Ballroom Dancing	-	-	-	1	1
Telephone Operator	-	-	-	1	1
TOTAL	15	13	20	24	72

"Baby sitting" was the lowest paid type of work in which the students were engaged. Most of the girls so employed received fifty cents an hour. Nurse's aid and some sales work paid under seventy-five cents an hour. Other students employed in sales received from seventy-five cents to a dollar per hour as did those engaged in clerical, office and stock work.

TABLE VII  
RATE OF PAY OF EMPLOYED STUDENTS

Hourly Wages	Freshmen	Sophomores	Juniors	Seniors	Total
Under 75¢	9	6	5	4	24
75 to 99¢	6	7	13	12	38
\$1.00 and over	-	-	2	8	10
TOTAL	15	13	20	24	72



As the girls became more experienced and skilled their rate of pay tended to increase. The two highest paid, were seniors, who earned \$1.50 per hour, one as a teacher of ball-room dancing and the other as a piano accompanist. The long distance telephone operator, ice skating instructor, I.B.M. operator, stenographer and some other office workers received over \$1.00 an hour.

In summarizing the weekly earnings of these students it was found that fourteen girls averaged less than five dollars per week, seven between five and ten dollars. The wages of fifteen of the students were between ten and fifteen dollars a week while twenty-six or more than one-third of the employed girls earned in excess of \$15.00 per week. Ten juniors and fourteen seniors belonged to this latter group.

Full time employment during the summer months greatly increased the yearly earnings of the respondents. The seven reporting full-time summer employment earned an average of \$32.21 per week. One girl received \$45.00 per week. It is rather significant that these girls were willing to give up these relatively lucrative summer jobs to return to school.

A blouse and skirt, such as the girl would wear to school, would be appropriate for many of the above-named positions. For some of the skilled jobs special clothing suitable to the specific type of work was needed.

TABLE VIII  
EXPENDITURE OF EARNINGS OF EMPLOYED GIRLS\*

	Fresh- men	Sopho- mores	Juniors	Seniors	Total	Percent
Clothing	13	11	20	22	66	91
School Expenses	11	11	17	20	59	82
Entertainment	12	10	13	11	46	64
Gifts	5	3	11	16	35	49
Savings	5	2	7	16	30	41
Personal Needs	7	3	6	12	28	39
Church and Charity	1	1	3	1	6	8
Family Support	1	1	-	1	3	4
Music Lessons	-	-	1	-	1	1

\*Not all girls listed five items for which their earnings were used.

The fact that ninety-one percent of the employed girls spent part of their earnings for clothing indicates the importance clothes have for these youngsters. It can be assumed that one of the primary reasons for working was to provide themselves with more or different types of clothing than their parents could or have provided for them.

While ninety-one percent of the employed students used part of their wages for clothing, eighty-two percent used a part for school expenses, including transportation and lunch money. It was apparent that most of the students felt the social need for buying their lunches rather than bringing them from home. The ability of some of the students to defray part or all transportation, lunch and other school

costs may well account for the fact that eighty percent of all students attending Roosevelt High School, graduate. It is interesting to note that more than twice as many students in the Chicago survey contributed to their school expenses as Leask<sup>9</sup> reported in her investigation.

Sixty-four percent of the employed Chicago students paid for a part of their own entertainment costs and fifty percent used a part of the earnings for gifts for their family and friends. It was, likewise, interesting that forty-one percent of the employed girls set aside a part of their earnings as savings. Sixteen of the seniors indicated that they planned to use their savings for college expenses.

Cosmetics, beauty-shop, stationery, dry-cleaning and music lessons were paid out of the earnings of forty percent of the employed students. Eight girls reported donations to church and charity.

Another interesting difference between the Chicago and Milwaukee surveys was in respect to contributions toward the support of the family. Only four of the Chicago participants made such contributions as against fourteen in the Milwaukee<sup>10</sup> investigation.

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9 Ibid., p. 38.

10 Ibid., p. 38.

While the students were not requested to indicate the proportion of earnings allocated for any specific purpose it seems noteworthy that so many of the Chicago students presumably felt the need for remaining in school. Likewise, approval of their peers in respect to their standard of dress as well as in the buying of school lunches appears to be among the significant reasons for their part-time employment.

An analysis of the home responsibilities showed only forty girls checked five or more items so classified. Thirty of the employed students were among this group. Of the sixty teen-agers who had less than five home responsibilities only one-third of their mothers were employed outside the home.

Sixty-eight percent of the youngsters indicated that they were regularly responsible for cleaning their own room, sixty-one percent cleaned up after meals and forty-five percent were regularly responsible for cleaning the house. Fifty-four percent took their own clothing to the dry cleaner and forty-three percent did their own ironing. Less than one-third laundered their own clothing regularly.

On the whole, these teen-agers did not have many home responsibilities. It is rather significant that thirty of the forty girls who had five or more home responsibilities were also employed.

The next five questions of the Personal Data Questionnaire dealt with the student's participation in church, sports, clubs and other activities shared with family and friends. These questions were designed to determine whether the kind and extent of their social participation was indicated as a contributing factor in the girl's concept of the adequacy of her wardrobe.

Approximately one-half of the respondents attended religious services regularly, and one-fourth, frequently. The remaining fourth indicated that they seldom or rarely attended services.

Data in the Leask<sup>11</sup> survey revealed a much higher regular church attendance - sixty-six percent as contrasted with fifty percent. This difference may, in part, be explained by the fact that many of the students included in this investigation are of the Jewish faith and their regular religious services are more frequently attended by the men and the boys of the family.

The students showed a great deal of interest in sports outside of school. Fourteen of the one hundred girls participated regularly or frequently in five or more sports. Twenty indicated active participation in four sports and twenty-two in three sports activities, while twenty-four took part in only two sports. Sixteen students took part

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11 Ibid., p. 39.

in but one, while only four did not actively participate in any sport outside of school.

This sports participation on the part of the Chicago girls was significantly different than that of the Milwaukee students reported by Leask.<sup>12</sup> She characterized their participation as "comparatively insignificant."

Roller skating was the most popular sport for the Roosevelt High School students as sixty percent of the respondents indicated that they skated. Swimming was enjoyed by fifty-seven percent. Bowling and ice skating ranked third and fourth with forty and thirty-six percent respectively, of the students participating in those sports. Volley ball, baseball and tennis ranked next in popularity. Other sports in which the girls took part to a lesser degree were riding, basketball, bicycling, captainball, hiking, ping-pong, golf, fishing, fencing, calisthenics, tobogganing and badminton.

Special sports clothes needed by the participant of specific activities included bathing suits, caps, bowling shoes, tennis shoes, shorts, "gym" suits, riding breeches, "jeans" and boots.

The data from question nineteen revealed the fact that these girls were members and participants of many organized clubs and sororities. Seventy girls were members in one or more organizations. One junior had membership in four

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<sup>12</sup> Ibid., p. 40.

different groups while ten girls belonged to three. Twenty-two had memberships in two organizations, and thirty-one girls had membership in but one. In total, these seventy students held memberships in 159 organizations.

Fifty-seven of the seventy indicated they attended meetings regularly. Thirty-nine indicated that they held an office while ten had been president of their respective groups.

The Milwaukee survey<sup>13</sup> showed that fifty-six of the one hundred girls had never held club memberships. Of the forty-four who reported club memberships, few had ever held office.

There were sixty-three different organizations in which the Chicago students held memberships. Thirty-six of these were social clubs many of which were connected with neighborhood social centers. Nine of the organizations were sororities and were predominantly social in character. Nine others were affiliated with religious organizations. Two indicated memberships in organizations primarily for health and body development and one named Junior Achievement.

Every girl reported she attended two or more of the social activities sponsored by her group. The majority of functions listed were either dances or social in character. Approximately one-fourth of the functions were sporting events as splash parties, bowling parties, hikes, etc. Less than one-fifth of the activities were luncheons, teas,

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13 Ibid., p. 39.

banquets, etc. Charity programs, pajama parties, fashion shows, theater parties, Parent's Night, talent shows and conventions were other events listed.

While skirts and blouses would be appropriate for some of these activities, many more of the occasions listed required a dressier type of garment. As the same "crowd" would be together for many of these different events the girls did not want to be seen in the same garment too often. Therefore, several suitably styled garments were a social necessity to give the wearer the prestige and approval she desired.

Responses to the question, "Do you date?" again showed that these adolescents were definitely social-minded. Forty-two of the girls dated regularly; thirty-six frequently; twelve seldom and ten reported that they did not date. Five freshmen, three sophomores and two juniors reported they never dated. All seniors indicated that they had boy friends.

Responses from thirty-four girls, or more than one third of the girls who dated, reported that they were "going steady." As this included five freshmen, eight sophomores, thirteen juniors and eight seniors these responses might imply that their concept of "going steady" meant dating one boy only. Probably some of the older girls interpreted the meaning in its accepted sense.

To summarize: the average girl participated in 3.24 of the four activities listed, namely, church, sports, clubs



and dating. This shows great social mobility on the part of these students. In order for the girl to be happy in her participation in the various activities of the social groups, she felt the need for different types of garments suitable for the varied activities in which she took part. As many of the events included the same group of friends she also felt the need for an adequate number. Probably it was this feeling of need for appropriate number and type of garments, many of which the parent would not or could not provide, which gave the incentive to engage in part-time employment.

In activities shared with parents there was again a high participation. The findings are summarized in Table IX.

It is rather significant that so many teen-agers have joined their parents in enjoying television and, to a lesser degree, radio programs. Television has been especially successful in bringing families together in sharing leisure-time activities. For the entire family apparently television has developed into a "social necessity." In order to belong to the group and be a good participant in conversation, whether he be an adult, a teen-ager or a six-year-old, it seems that one must be acquainted with television programs and stars.

Eating together, dining out and going on picnics were activities that seventy girls shared with their parents. Fifty-one girls reported they went shopping with their

TABLE IX  
ACTIVITIES GIRLS SHARED WITH THEIR PARENTS

	Freshmen	Sophomores	Juniors	Seniors	Total
Television and Radio	21	26*	21	24	92
Eating, dining out, picnics	15	22	20	13	70
Shopping	14	12	12	13	51
Visiting or enter- taining relatives	15	11	10	14	50
Talking and planning	7	9	9	11	36
Movies	9	10	10	6	35
Visiting or enter- taining friends	11	4	7	7	29
Sing, dance, play cards, read	4	5	7	5	21
Riding for pleasure	3	5	6	6	20
Athletics activities as bowling, fishing, etc.	1	3	12	2	18
Church	2	2	3	4	11

\*Some students indicated that they participated in both activities with their parents making total more than 25.

parents. Only seventeen of the one hundred girls in the Milwaukee survey<sup>14</sup> included shopping as a family activity. Leask also found that personal independence in shopping increased for the older school year groups. In the Chicago investigation the four school year groups responded rather similarly to shopping as a family activity.

Seventy-nine participants included visiting and entertaining relatives and friends as an activity shared with their families. This, in addition to the fact that more than one-third of the students listed "talking and planning" as

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<sup>14</sup> Ibid., p. 41.

a family activity, indicates a feeling of security and understanding between these girls and their parents.

Going to the movies as a family group was a regular activity in thirty-five families. The other activities which these girls listed gave further evidence that they belonged to families that "did things together." The home apparently was an important part of their world.

Although most teen-agers reported they watched television with their parents, they preferred to attend movies with their girl friends. Sports were second in popularity as an activity shared with other girls. Sixty-five of the one hundred respondents went roller or ice skating, bowling, or played tennis, etc., with their girl friends. Only six listed spectator sports as an activity shared with other girls.

TABLE X  
ACTIVITIES GIRLS SHARED WITH OTHER GIRLS

	Freshmen	Sophomores	Juniors	Seniors	Total
Movies	23	19	20	17	79
Sports- active and spectator	18	19	20	14	71
Visiting and enter- taining friends	10	9	11	19	49
Shopping	11	9	11	12	43
Records, radio, television	8	13	8	8	37
Club meetings	7	7	11	9	34
Walks	6	12	3	4	25
Homework	5	5	7	4	21
Cokes, sodas	3	6	3	2	14
Dances	5	4	-	1	10
Cards	-	3	2	3	8
Church	4	1	-	2	7

Since visiting and entertaining friends was mentioned by forty-nine girls, it was further evidence that teen-agers and their activities were welcomed in their homes. In turn, the girls were not ashamed either of their homes or their parents.

Forty-three girls shopped with their friends and thirteen reported they spent part of their leisure time with their friends at club and sorority meetings. As seventy students reported they had club and sorority memberships it would seem that a number of them neglected to list club meetings as an activity shared with their girl friends.

School homework was listed as being done with friends by twenty-one girls. This is a sufficient number to assume that good scholarship was not looked down upon by the group. The other activities listed further indicated a wide range of interests.

There was less variety in the types of activities girls shared with their dates than with their family and girl friends. Table XI summarizes the activities girls shared with their boy friends.

Attending movies and drive-ins were most frequently mentioned as the social activity on dates. Dancing, sports, parties and other socials ranked second, third and fourth respectively in popularity.

The average number of activities which the girls and their parents enjoyed together remained fairly constant for

each of the four class year groups. The average number of activities in which girls participated with other girls decreased during the junior and senior years while the number of activities with boys increased steadily.

TABLE XI  
ACTIVITIES GIRLS SHARED WITH BOYS

	Freshmen	Sophomores	Juniors	Seniors	Total
Movies and Drive-ins	20	22	23	24	89
Dancing	13	15	20	20	68
Sports-Active and spectator	11	11	20	16	58
Parties and Socials	12	11	15	14	52
Eating out	2	9	10	10	31
Car riding	6	7	7	11	31
Visiting and talking	7	1	6	10	20
Television	-	2	4	8	14

The respondents listed an average of 4.61 activities shared with their parents and 5.52 with girl friends. Girls who dated indicated an average of 4.65 different activities shared with their boy friends.

Since the events listed were so varied specific types of clothing were necessary if the girl was to be appropriately dressed for every occasion. Her repetitive participation in these activities, especially if they were shared with the same person or group would necessitate a number of different garments suitable for these occasions.

Except for church attendance the group in this survey showed much greater participation in social affairs than their Milwaukee counterparts.

Douglass and Grieder state:

There can be no doubt that by making secondary and higher education widely accessible, the American people have made social mobility one of the distinguishing characteristics of American life.<sup>15</sup>

The data suggests that membership and participation in diverse social activities may be a factor influencing continuation and desire for completion of high school, and, if possible, some college training. The data, likewise, suggests more than average social mobility for the one hundred girls in this Chicago group.

Questions twenty-two through twenty-five further attempted to give an insight into the girl's social participation by showing the relationship of the importance of her personal appearance for specific social occasions both to herself and to those from whom she desires approval.

In answering the question, "For what occasions are you particularly interested in being well dressed?" the students indicated that it was for special events at which "dressy" clothes were appropriate or on the occasion of a date. The frequency of these activities required that a sizable portion of their clothing would necessarily have to be suitable in type and style for such occasions.

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<sup>15</sup> Harl R. Douglass and Calvin Grieder, American Public Education, New York: Ronald Press, 1948, p. 7.

Adequate and appropriate clothing, therefore, played a significantly important role in the lives of these girls. In order to secure approval of their peers they were willing to work if necessary, so as to be able to present an appearance which they felt necessary for their social progress. They have told the investigator repeatedly that they did not think it was their parent's responsibility to provide them with the kind of wardrobes which they personally regarded a "social necessity." Since they did not feel it was their parent's duty they were willing to assume the responsibility for supplementing their wardrobes through their own efforts.

The participants sought advice on what to wear more frequently for "dress up" events than for any other activity. Parties, proms, weddings and dinners were the events most frequently named. Mother and girl friend were invariably named as the persons from whom an opinion was sought.

"For whom do we dress?" has traditionally been a controversial topic. These four class-year groups of students were fairly consistent in their responses concerning from whom they preferred to receive compliments on their appearance. The girls most desired approval from the boy friend; second from their girl friend, although their mothers were mentioned almost as frequently. There was considerable less expressed desire for approval from their fathers than from their mothers. Moreover, the girls indicated that they were more desirous of receiving compliments from their

TABLE XII  
DESIRED SOURCES OF APPROVAL

	Freshmen	Sophomores	Juniors	Seniors	Total
Boy friend	19	16	20	24	79
Girl friend	15	16	14	17	62
Mother	13	18	17	13	61
Father	13	11	9	7	40
Brother	5	6	3	10	24
Sister	4	3	7	1	15
Family friend	2	4	2	-	8
Teacher	1	1	2	-	4
Grandmother	2	-	-	-	2
"Boss"	-	-	-	2	2
Aunt	-	-	1	-	1
Uncle	-	-	-	1	1

brothers than from their sisters. Table XII lists the individuals from whom compliments concerning their appearance were desired.

The numerous social functions attended by the girls in this study helped in the development of poise and self-confidence in respect to their own judgment of their personal appearance. Ninety-one of the one hundred girls approved of their own appearance. The reasons most commonly given were: "I am clean and neat at all times"; "I always try to look my best"; "I am appropriately dressed for the occasion" and "I wear what looks best on me."

The reasons given by the nine who did not approve of their own appearance indicated that they had too few clothes; that they were too heavy or that they didn't wear the right



colors and right color combinations. One girl felt she did not know how to dress well as yet, and another said she looked "sloppy."

### Buying Practices

Part II of the questionnaire was administered by the investigator during individual personal interviews in order to get a truer picture of the teen-ager's buying practices and clothing preferences. While it was much more time consuming than if group administered, it was felt that the girls would better understand the meaning of the questions and with some prodding would give more complete and accurate responses than by group administration.

The significant need for developing good buying practices was established when the data of the survey revealed that fifty-one of the one hundred participants purchased all of their clothing ready-made. Leask<sup>16</sup> reported that approximately twenty-five percent of her respondents, likewise, purchased all of their clothing ready-made.

In both studies the respondents had taken or were taking high school clothing. The above data on buying practices suggests that there was currently little carry over of the construction skills learned in the classroom. It, therefore, seems advisable, on the basis of these data, that

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<sup>16</sup> Leask, op. cit., p. 48.

factors inherent in the intelligent purchase and use of ready-to-wear clothing should be given greater emphasis in the clothing curriculum if it is to best serve the girls' need.

TABLE XIII  
GARMENTS MADE AT HOME

Garment	Number		
	All	Part	None
Coats	2	1	97
Suits	3	4	93
School Dresses	-	19	81
Date Dresses	1	15	84
Blouses	1	34	65
Skirts	2	43	55
Lingerie	-	1	99
Active Sports	1	26	73

Table XIII lists blouses and skirts as the items most frequently constructed at home. However, only one girl reported that all of her blouses were home sewn and two girls indicated that all of their skirts were made in the home.

A summary of the reasons given for home sewing follows: twenty-one felt it was cheaper; sixteen said she or her mother got enjoyment out of sewing; eleven stated that garments such as skirts, blouses and sport clothes were easy to make; and ten said they fitted better. Eight girls liked the styles or fabrics better than in ready-to-wear garments and four gave better workmanship as their reason for home sewing.

Although Laird<sup>17</sup> says women make many impulsive purchases, it is assumed in this survey that buying practices begin with the recognition of need.

Ninety-eight of the one hundred participants indicated that there was consultation with someone regarding their need of major clothing items such as coats, suits, dresses, and shoes. Seventy of these ninety-eight students listed their mother as the only person with whom they consulted. Four mentioned both mother and father and six consulted both mother and sister. Mother and girl friend; mother and aunt; aunt and cousin and girl friend only were also named. Two junior girls reported that they conferred with no one concerning their clothing needs.

The answers to question three, "Are you allowed to buy what you like?" revealed that fifty-eight of the students were always permitted freedom of choice in their clothing purchases. Thirty-seven indicated that they frequently could buy what they liked and only five seldom enjoyed this privilege. Except for seniors, this independence increased as the girl grew older. See Table XIV.

The reasons most frequently given for this independence of choice were: "I have to wear the clothes"; "I earn my own clothing money"; "my mother feels that I have good judgment"; and "I have good judgment."

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17 Donald A. Laird, What Makes People Buy, New York: McGraw-Hill, 1935, p. 138.

TABLE XIV  
EXTENT OF FREEDOM OF CHOICE IN SELECTION AND PURCHASE

	Freshmen	Sophomores	Juniors	Seniors	Total
Always	11	13	18	16	58
Frequently	12	10	6	9	37
Seldom	2	2	1	-	5
Never	-	-	-	-	0

The frequency with which the students purchased what they liked and the reasons given were similar to those reported in the Leask<sup>18</sup> survey.

Probably the reason many of the Chicago students made their purchases with confidence was due to the fact that half of the students reported that they frequently went shopping with their parents so that the shopping activity became a learning experience. Often the girls might feel that they were purchasing what they liked, whereas, actually they were being guided by the parents to make the most appropriate choice.

While ninety-eight percent of the students indicated there were varying degrees of consultation regarding their clothing requirements, sixty-three students responded that they sought their mother's advice on the selection and purchase of specific clothing garments. Eleven girls reported that they sought the opinion of their mothers and girl

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<sup>18</sup> Leask, op. cit., p. 52.

friends, while eight listed the girl friend as the only person from whom she would seek advice. Mother and sister were mentioned by seven girls and the sister of six other students assisted with problems in selection and specific clothing purchases. Father, aunt, boy and girl friend were also mentioned as persons from whom they sought advice. A junior reported that she sought no one's advice on her selections and purchases.

It will be noted from these data that the parents were a significant factor in the consultation on needs and opinions sought in specific selections and purchases and, as shown in Table XV, as an important influence in making clothing choices.

Two-thirds of the participants named parents as a factor of considerable influence in the choice of their clothing. Best girl friend, store window displays, clothing ads in magazines and clothing worn by classmates were mentioned by more than half of the students as influential factors in determining choices of clothing.

Since store window displays were listed in the first five influences it reiterates the importance of shopping as a significant activity for the girls. Also mentioned were the best boy friend, articles in magazines, style shows and clothing advertisements in newspapers. Interior store displays, pattern books and newspaper articles were less frequently factors of influence. Mail order catalogs were more

TABLE XV  
FACTORS OF INFLUENCE AFFECTING CHOICES IN CLOTHING

Influences	Responses
Parents	66
Best girl friend	57
Store window displays	56
Clothing ads in magazines	55
Clothing worn by classmates	55
Best boy friend	29
Articles on clothing in magazines	28
Style shows	26
Clothing ads in newspapers	24
Interior store displays	21
Store pattern books	20
Articles on clothing in newspapers	19
Clothing ads in mail order catalogs	14
Movies	11
Television programs	8
Sales clerk	7
Others - brother, model, family friends	4
Teachers	-

influential than movies or television. The sales clerk apparently was an insignificant factor in determining selections made by these teen-agers. None of the participants listed the teacher. The teacher might be indirectly influential through class discussion on basic principles of color and line in dress, workmanship and/or fabric suitability and serviceability. The extent to which the teacher was a factor of influence might be limited, in part, to the emphasis she put on buymanship in the classroom.

TABLE XVI  
SOURCES OF FASHION INFORMATION

Sources	Number of Responses
Magazine Advertisements	93
Magazine Articles	76
Newspaper Advertisements	72
Store Window Displays	63
Newspaper Articles	57
Clothing Worn by Others	47
Television Shows	42
Style Shows	24
Store Pattern Books	22
Mail Order Catalogs	15

The validity of Barr's observation that, "advertising seems to be more potent as a source of fashion ideas than as a direct stimulus to buying,"<sup>19</sup> seems to be confirmed by these data as shown in Table XVI. Ninety-three percent of the participants indicated that magazine advertisements were sources of fashion information. The fact that more than three-quarters of the students also mentioned magazine articles would indicate that such periodicals as Vogue, Seventeen, Charm, etc., were not only accessible to the girls but also actually helped determine their concept of fashion trends and ultimately their purchases. The same is true of newspaper advertisements and articles, but to a lesser degree. These data further indicate the

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<sup>19</sup> Estelle D. Barr, A Psychological Analysis of Fashion Motivation, (Archives of Psychology, No. 171, New York: Columbia University, 1934), p. 99.

TABLE XVII

## ANALYSIS OF CLOTHING PURCHASING PRACTICES

		Selected By					
		Girl Alone		Parent Only		Girl and Parents	
		Alone	Only	Alone	Only	Alone	Parents
<u>Winter Coat</u>							
Freshmen	1	1		23		8	15
Sophomores	-	1		24		8	17
Juniors	1	-		24		10	15
Seniors	2	-		23		11	14
<u>Suits *</u>							
Freshmen	3	1		19		23	1
Sophomores	1	1		21		21	4
Juniors	4	-		21		25	-
Seniors	4	-		20		23	1
<u>Blouses</u>							
Freshmen	20	-		5		20	3
Sophomores	21	1		3		24	1
Juniors	25	-		-		25	-
Seniors	24	-		1		23	-
<u>Sweaters</u>							
Freshmen	23	-		2		17	7
Sophomores	21	-		4		16	8
Juniors	23	1		1		20	5
Seniors	25	-		-		20	5
<u>Skirts</u>							
Freshmen	15	1		9			
Sophomores	19	1		5			
Juniors	21	-		4			
Seniors	22	-		3			

\* Some girls did not have suits.



importance of shopping as an activity in the lives of these girls.

Forty of the forty-seven girls who listed "clothing worn by others" were specific and named their peers. Enough of the participants mentioned television shows that television is indicated as an important media in fashion information.

Analysis of the buying practices of specific garments disclosed that the respondents purchased such major items as coats, suits and dresses, and to some extent shoes, with the assistance of their parents. In general, more independence was shown by the junior and senior girls as seen in Table XVII.

More independence was shown in the purchase of winter coats, suits and dresses by the Milwaukee<sup>20</sup> students than by the Chicago group. However, the Chicago girls gave more evidence of independence in the purchase of the other items listed.

Some of the Chicago respondents indicated that their parents purchased some items of clothing for them. When questioned, the girls explained that these items of apparel were secured through wholesale outlets. The parents made the initial pre-selections on such garments as coats, suits, blouses, skirts and shoes, but the girl, herself, made the final choice.

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20 Leask, op. cit., p. 55.

When the girls were asked to specify the types of stores from which they purchased their clothes, seventy-nine indicated that they most frequently patronized department stores. The neighborhood specialty shop ranked as a second choice. Thirty-five teen-agers frequently bought their clothing in downtown specialty shops while only ten used mail order facilities frequently. Twelve students frequently made clothing purchases from a wholesale outlet.

Only seventeen students signified that they shopped by telephone. The items most frequently purchased by this method were lingerie, hosiery, blouses and sweaters.

In frequency of mention the stores patronized by the Milwaukee students were the department store; the downtown specialty shop; the neighborhood specialty shop and mail order companies.<sup>21</sup>

In response to the question as to whether or not they shopped in several stores before purchasing, forty-five Chicago students reported they "always" shopped in several stores before purchasing. Another forty-five frequently shopped several stores before buying. Only two girls indicated that they seldom looked in several stores before making a purchase.

In the Milwaukee study fifty-eight girls gave indication that they shopped in several stores before making

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21 Ibid., p. 59.

a final selection and another thirty-nine, frequently did.<sup>22</sup>

The findings of the Chicago study show that the four groups responded similarly to the question as to which garments they tried on before purchasing. There was almost unanimous agreement that coats, suits and date dresses should be tried on. Eighty-seven students mentioned that they would not buy a wool skirt except after determining whether or not it was satisfactory in fit and line. More than two-thirds of

TABLE XVIII  
GARMENTS TRIED ON BEFORE PURCHASING

Item	Always	Frequently	Seldom	Never
Coat	99	1	-	-
*Suit	89	10	-	-
Cotton Dress	67	25	7	1
Date Dress	93	5	-	2
Blouse	14	56	25	5
Sweater	19	36	25	20
Wool Skirt	87	10	3	-

\* Not all girls had suits

the respondents "always" tried on cotton dresses before buying and the majority tried on blouses before purchasing. However, one-fourth said they seldom tried on blouses.

There was less agreement in respect to purchasing sweaters. Nineteen girls "always" tried them on, whereas,

<sup>22</sup> Ibid., p. 60.

thirty-six frequently did. One-fourth said they seldom tried sweaters on while a fifth would make this purchase without trying on.

Responses to the question in which the girls were asked to indicate what they considered the three most important factors in the selection of a skirt and blouse are summarized in Table XIX.

TABLE XIX  
FACTORS OF INFLUENCE IN SELECTION OF SKIRT AND BLOUSE

Factors	Number of Responses			
	Skirt	Rank	Rank	Blouse
Style	78	1	1	80
Price	62	2	3	50
Workmanship	54	3	4	49
Color	49	4	2	54
Fiber	21	5	6	19
Care	16	6	5	28
Upkeep	7	7	9	4
Brand	6	8	8	6
Labels	6	9	7	10
Fit	1			

Style was the most significant factor in selecting both skirts and blouses. Price was second in importance for skirts, and third, in the selection of blouses. It was also rather significant that workmanship ranked so importantly as a factor influencing their selections for both of these garments. These responses suggest the need for further study in order to determine the teen-agers meaning of good

workmanship. Color, too, had an important place in their selection of blouses and skirts. The adolescent has learned "mixing and matching" greatly increases her wardrobe.

As the majority of girls indicated that they either always or frequently washed and ironed their own apparel it was surprising that only twenty-eight and sixteen respectively mentioned ease of care as factors influencing their choice in blouses and skirts.

Fiber content was more significant in choosing a skirt than a blouse. Informative labels, cost of upkeep and brand names were of less importance. One girl indicated that fit was a determining factor and added it to the list. There is no doubt that fit should have been included in the list of factors.

To gain further insight into the buying practices of teen-agers, they were asked to list information that should be included on a good informative label for a slip. Table XX summarizes the findings.

The majority of these students indicated type of material, size and washing directions as essential information which should be provided on the labels for slips. Information regarding "shrinkage" was mentioned as desirable by approximately one-third of the students. To a lesser degree the manufacturer's name, ironing instructions, price, quality or guarantee, colorfastness and brand name were deemed necessary for an adequate informative label for slips.

TABLE XX  
INFORMATION DESIRED ON SLIP LABELS

Item	Number
Type of Material	85
Size	61
Washing Directions	52
Shrinkage	32
Manufacturer's Name	23
Ironing Instructions	19
Price	14
Quality or Guarantee	13
Colorfastness	12
Brand Name	10
Proportional or Length	4
Percent of Fiber	4
Style Number	4

Only four students mentioned fiber content. Many more probably meant fiber when they listed type or kind of material since rayon, nylon and silk are textile terms more commonly used among teen-agers than fabric terms such as crepe and satin. Four also indicated that they would want to know if the garment was proportioned in regard to length.

Throughout this section on buying practices there has been considerable similarity in the responses of the Milwaukee and Chicago groups. This has been true on influences, opinions sought, dependence in purchasing and other practices. It was especially interesting to compare the responses concerning what constituted a good informative label for slips.

These data seem very significant as the question appeared on the interview schedule as an open end question.

TABLE XXI  
COMPARISON OF CHICAGO AND MILWAUKEE FINDINGS ON SLIP LABELS

Milwaukee <sup>23</sup>		Chicago	
Item	Number	Item	Number
Fabric	74	Type of material	85
Size	58	Size	61
Laund <del>e</del> ring Instructions	52	Washing instructions	52
Ironing Instructions	39	Shrinkage	32
Sanfori <del>z</del> ed Shrunk	38	Manufacturer's Name	23
Price	23	Ironing Instructions	19
Manufa <del>c</del> turer	21	Price	14
Durabi <del>l</del> ity	16	Quality or Guarantee	13
Colorfa <del>s</del> tness	11	Colorfastness	12
Style o <del>r</del> cut of garment	7	Brand Name	10
Fiber c <del>o</del> ntent in percent	6	Proportional or length	4
Brand Na <del>m</del> e	6	Percent of fiber	4
Other I <del>t</del> ems	5	Style Number	4

The items mentioned are almost identical and while the number of similar responses differ, the numerical order or rank of the specific factor is practically the same.

The Chicago girls showed considerable interest in merchandise which had been reduced in price. Fifty-one students indicated that they looked through racks of skirts on sale while thirty-nine only frequently followed this practice. Eight infrequently shopped for sale merchandise and only two reported that they never looked through racks of reduced

<sup>23</sup> Ibid., p. 56

skirts . The girls showed less interest in "clearance table" merchandise. Twenty-seven "always" looked at these sale items and fifty-one did so frequently. Eighteen reported that they were seldom interested in such merchandise and four were never interested.

As part of this same question the girls were asked to indicate whether or not they made purchases from such tables and racks. Three sophomores reported that they "always" made purchases from sales racks or clearance tables. Forty-two frequently and forty-nine infrequently purchased clothing items from tables and racks featuring reduced merchandise. Six students never purchased clearance priced items.

The use of synthetics and new finishes on fabrics made of natural fibers is making recognition of fabrics by appearance and feel increasingly difficult, even for the textile specialist. It is, however, important that the modern consumer be able to recognize at least a few standard fabrics. Question thirty was designed to test the girl's ability to recognize fiber content of four standard fabrics and one new fabric blend. The fabrics shown were:

- Fabric A - Forty percent wool and  
                  sixty percent dacron
- Fabric B - Rayon gabardine
- Fabric C - One hundred percent wool flannel
- Fabric D - Denim
- Fabric E - Velveteen



TABLE XXII  
FABRIC IDENTIFICATION

Fabric and Fiber	Freshmen	Sophomores	Juniors	Seniors	Total
<u>Fabric A</u>					
1. 100% Wool	-	-	1	2	3
*2. Wool and Synthetic Blend	19	17	18	18	72
3. 100% Rayon	6	8	6	5	25
<u>Fabric B</u>					
1. 100% Wool	-	1	1	1	3
2. Wool and Cotton Blend	20	19	17	19	75
*3. 100% Rayon (Gabardine)	5	5	7	5	22
<u>Fabric C</u>					
*1. 100% Wool (Flannel)	20	19	19	20	78
2. Wool and Rayon Blend	5	6	4	4	19
3. 100% Rayon	-	-	2	1	3
<u>Fabric D</u>					
1. 100% Wool	-	-	-	1	1
2. 50% Wool and 50% Cotton	14	14	13	6	47
*3. 100% Cotton (Denim)	11	11	12	18	52
<u>Fabric E</u>					
1. Cotton and Silk	9	11	6	9	35
2. Rayon and Cotton	12	12	18	14	56
*3. All Cotton (Velveteen)	3	2	1	2	8
Don't know	1	-	-	-	1

\* Indicates the correct answer.

It is impossible to determine the part chance played in their identification and recognition of these fabrics. The fact that seventy-two girls were able to recognize the wool and synthetic blend, but that only eight were able to correctly identify the velveteen and only twenty-two gave the correct answer for the rayon gabardine would indicate that the element of chance was significant.

The wool flannel was correctly recognized by seventy-eight girls. Fifty-two students identified cotton denim but forty-seven indicated that they thought it was fifty percent wool and fifty percent cotton.

Leask<sup>24</sup> reported that three-fourths of her group correctly identified Fabric A, the wool and synthetic blend and Fabric C, the one hundred percent wool. Forty-four percent recognized that Fabric D, denim, was made of cotton. Fabric B, the rayon gabardine and Fabric E, the velveteen, were particularly confusing to the girls both in Milwaukee and Chicago.

Because of the difficulty even specialists have in the recognition of today's synthetic fabrics, multiple blends, and new finishes on blends and/or standard fabrics, it is more important than ever that both ready-to-wear and piece goods be adequately labeled so that the consumer may better judge the performance characteristics of the item in relation to its price.

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<sup>24</sup> Ibid., p. 58.

Eighty-nine of the one hundred participating students reported that it was necessary for them to have their ready-made garments altered. Leask<sup>25</sup> found that ninety percent of the Milwaukee girls indicated need for alterations.

The findings of both studies concerning the need for alteration of ready-to-wear garments for the teen-age girl indicated that more research in the sizing of garments for that age group is necessary. Currently there is little standardization in the proportion of the so-called teen-age garments.

The character and extent of the alterations needed by the Chicago students determined who made the necessary alterations. Thirty-four girls did some of the simpler alterations themselves. Fifty-four students had their mothers or some other member of the family make any necessary adjustments. In twenty-three cases the changes were made at the store in which the purchase was made. Fifteen students reported that a dressmaker was hired.

Should our philosophy of clothing construction be re-evaluated in terms of contemporary buying practices? These data on the extensiveness of need for alterations and the amount which was done outside the home would indicate that instruction in the selection for better fit and techniques in the alteration of ready-to-wear should be given greater emphasis in the clothing curriculum.

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<sup>25</sup> Ibid., p. 62.

Mass production has reduced prices of ready-to-wear garments to the point where comparable garments made at home are not always cheaper. In many cases the fabric quality would not be dissimilar in ready-to-wear. If a consumer can buy an inexpensive garment of good fabric with good structural lines it might be more advantageous to her to alter it for better fit and by resewing seams, doing necessary hand finishing, have a garment that would give her more satisfaction than one she could make at home. Quality workmanship in ready-to-wear is often more expensive than the consumer can afford.

A further analysis of the buying practices of these teen-age girls revealed that the parents of only thirteen students assumed full financial responsibility for their daughter's clothing. The parents of five girls took no financial responsibility. Three of these five indicated that they paid for all of their own clothing. This would indicate that the other two who received no help from their parents did receive gifts of clothing.

Table XXIII further reveals that seventy-nine students paid for part of their own clothing. As only seventy-two girls reported self-employment this might seem to be a discrepancy in the analysis of the data. However, a number of girls indicated that their weekly allowance included an allowance for their clothing. More than two-thirds of the girls reported they received gifts of clothing.

TABLE XXIII  
FINANCIAL RESPONSIBILITY FOR CLOTHING EXPENDITURES

Person	Freshmen	Sophomores	Juniors	Seniors	Total
<u>Parent</u>					
All	4	4	3	2	13
Part	21	20	22	19	82
None	-	1	-	4	5
<u>Self</u>					
All	-	1	-	2	3
Part	19	18	21	21	79
None	6	6	4	2	18
<u>Gift</u>					
All	-	-	-	-	-
Part	15	15	18	19	67
None	10	10	7	6	33

The findings further disclosed that every student in this survey either always or frequently paid cash for such minor items of clothing as lingerie, hose and blouses. Ten frequently charged these items and four girls said they frequently put these garments in layaway. None were purchased on an installment payment plan.

Eighty-six of the respondents always or frequently paid cash for their coats, suits and party dresses. Approximately one-third always or frequently charged these items. Fourteen used the layaway plan while seven always or frequently paid for these more expensive items by installment payments.

TABLE XXIV  
METHODS OF PAYMENT USED

Method of Payment	Always	Frequently	Seldom	Never
<u>Minor Items</u>				
Cash	65	35	-	-
Charge	-	10	17	73
Layaway	-	4	14	82
Installment	-	-	4	96
<u>Major Items</u>				
Cash	38	48	12	2
Charge	1	30	15	54
Layaway	-	14	31	52
Installment	-	7	14	79

### Wardrobe Adequacy

The findings revealed that these teen-agers exercised considerable independence in determining what to buy as well as in making actual selections. Their buying practices seemed good. It is significant that ninety-one percent of the employed students used part of their earnings for clothing purchases. It may be assumed that the amount their parents could or had been willing to spend for clothing was insufficient either for their needs or desires. The student's own analysis as to the adequacy of her wardrobe is summarized in Table XXV.

An analysis of their responses revealed that ninety-five percent considered their school wardrobes adequate.

TABLE XXV  
WARDROBE ADEQUACY FOR DESIRED END USE

Occasion	Number				
	Freshmen	Sophomores	Juniors	Seniors	Total
<u>School</u>					
Adequate	23	24	24	24	95
Inadequate	2	1	1	1	5
<u>Informal Functions</u>					
Adequate	19	24	23	22	88
Inadequate	6	1	2	3	12
<u>Formal Functions</u>					
Adequate	10	9	19	15	53
Inadequate	15	16	6	10	47

Eight-eight girls indicated that they felt they had sufficient clothing for informal functions while fifty-three students thought their apparel for formal occasions was adequate.

Only one student, a freshman, considered her wardrobe inadequate for all occasions mentioned. Forty-three students or less than half, judged their clothing adequate for all occasions.

The findings of the Milwaukee<sup>26</sup> survey very closely paralleled the responses of the girls in the Chicago study in the adequacy of their clothing for school, for informal, and to a lesser degree for formal, functions.

Many items of clothing worn by teen-agers are appropriate for several activities in which they participate. For

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<sup>26</sup> Ibid., p. 65.

example, some school clothes can be worn with confidence to church and others are appropriate for some sports activities. Many of the dressier garments that the girls wear outside of school would also be appropriate for church. These same garments would be in good taste for some club activities while for others, only formal garments would suffice. The girls would also need both these types of garments for their dating activities.

Twelve of the girls who regularly or frequently attended religious services felt that their clothing was inadequate for school and informal social functions. Five who participated in two or more sports did not feel they had sufficient school clothes. Seven, who had club memberships, evaluated their wardrobes as inadequate for informal social functions and thirty-two club members felt they did not have adequate clothing suitable for formal functions. Of the girls who dated eight indicated their wardrobes inadequate for informal and thirty-two for formal activities.

Although a majority of the girls participated in a variety of social activities, the investigation revealed a high degree of wardrobe adequacy except for formal functions.

A comparison of the respondent's wardrobe with that of her very best friend and the majority of other students attending Roosevelt High School indicated that almost two-thirds rated their personal wardrobe comparable in number,



cost, style and workmanship to that of their best friend and of the majority of their schoolmates.

TABLE XXVI  
QUANTITATIVE COMPARISON OF WARDROBE

Rating	Number				
	Freshmen	Sophomores	Juniors	Seniors	Total
<u>With Best Girl Friend</u>					
Very much better	1	3	-	-	4
Somewhat better	3	1	8	3	15
Same as	12	13	16	15	56
Somewhat less than	5	7	1	7	20
Not nearly as many	4	1	-	-	5
<u>Majority of Roosevelt Girls</u>					
Very much better	1	-	-	-	1
Somewhat better	2	2	5	4	13
Same as	14	12	15	14	55
Somewhat less than	6	9	5	7	27
Not nearly as many	2	2	-	-	4

There was less feeling of adequacy in respect to number of garments than to cost, style and workmanship. See Table XXVI. One-fifth of the teen-agers reported they had fewer garments than their best friend while five felt they had not nearly as many clothes as their best friend. Twenty-seven reported having somewhat fewer and four not nearly as many clothes as the majority of Roosevelt students.

Only four students stated that they had many more clothes than their best friend while only one considered her wardrobe much larger than the majority of her schoolmates.

In regard to cost, style and workmanship most of the remaining one-third students indicated their wardrobes as superior, rather than inferior.

The Leask<sup>27</sup> survey reported that sixty percent of the Milwaukee students felt their wardrobes were the same or superior in number to that of their best friend and the majority of other girls, in comparison to sixty-six percent in the Chicago investigation. Fourteen Milwaukee students evaluated their wardrobe as inferior in number to that of their best friend as compared to twenty-five in the Chicago group. In making a comparison of their wardrobes with their schoolmates, twelve Milwaukee girls, as compared to thirty-one from Chicago indicated their wardrobes to be inferior to the majority of other students.

It is apparent from these data that the girls in Roosevelt High School were less satisfied with their wardrobes than the Milwaukee participants. The differences in social participation of these two groups is reflected in their responses.

These data would also seem to indicate that homogeneous groups of teen-agers with similar backgrounds, needs and

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27 Ibid., p. 66.

desires set up standards within their own groups that must be conformed with to be accepted.

In response to the question, "Would you like to spend more or less than you now spend on clothing?" the data revealed only eight students desired to appreciably increase their clothing allowance. Seventy-five indicated they would like to spend somewhat more. It was surprising that seventeen reported that they would like to spend somewhat less on clothing than they were spending. On further questioning, as to the reason why, the investigator was told that they felt they were not spending their clothing dollars as intelligently as they should. This again, suggests the need for greater emphasis in our high school clothing courses on selection and buymanship.

A relationship seemed to exist between the girl's concept of clothing adequacy and her buying practices. In question twenty-three, the students were asked to list the garments which they never or infrequently wore. Dresses were the garments most frequently mentioned. While thirty-five girls listed dresses in general, ten other students specifically listed cocktail dresses, party dresses, semi-formals and formals. Skirts and blouses ranked second and third as the garments never or infrequently worn. Other articles of clothing mentioned were suits, slips, coats, sweaters and blue jeans.

The main reasons given for infrequently or never wearing the apparel items they had listed were: (1) they were too small; (2) they were poorly selected; and (3) they could be worn only on special occasions. Forty girls mentioned improper size as their reason. When they indicated the garments as too tight, too small or too short, they implied that they had outgrown the garments. Seven of these forty stated that the garments were too large for them. This may have been due to poor selection at the time of purchase. Poor fit was mentioned by eight other teen-agers and might have been due to poor selection or to the fact that the garment had been outgrown.

Seven students said they didn't like to wear dresses but preferred skirts and blouses while sixteen disliked the color of the garments they wore infrequently. Two others found they had made a poor selection because the colors in the unused garment did not harmonize with other apparel in their wardrobe. One or two students gave as reasons for not wearing the particular garment that it made them look "too young"; or "too old"; or "too boyish" or "too fat"; or "too thin". Nine girls indicated that the garments were "out of style". In summary, these forty-five garments which were never or infrequently worn were probably poor selections at the time of purchase.

"Inappropriateness for general wear" was indicated by twenty-three students as the reason the garment was seldom

worn but inasmuch as party dresses and blue jeans were included they, of course, would be inappropriate for general wear.

In answer to the question asking them to list any garments in their wardrobe that had previously belonged to someone else, and to tell whether or not and why they liked or disliked the garment, sixty-one girls listed 103 garments which had previously belonged to someone else. Of this 103 garments only twelve were disliked. Eight of these disliked garments were dresses. Sixteen other girls reported they liked the dresses that had been given to them. Thirty-one skirts and seventeen blouses had also been given to these students. Two of the eleven girls who had coats that someone else had purchased, disliked them.

It should be remembered that sixty-eight of the participants in the Chicago survey did not have older sisters from whom they could get "hand-me-downs" so many of the above garments must have been received from other relatives or friends. It is rather significant, too, that only twelve of the 103 garments were disliked. The reasons given were dislike of the style of the garments, or the garment fitted poorly or the styles were "too young" or "too old" looking.

The most frequently mentioned reasons for liking these gift garments were: the styles were flattering, the colors attractive, the garments fitted well and that they supplemented their wardrobe.

Half of the girls who received these gift items had to have them altered or restyled. This was done most frequently either by the mother, the girl herself, or a dress-maker.

"Hand-me-downs" played a less important role in the wardrobes of the Milwaukee students. Leask<sup>28</sup> reported forty-two girls had only seventy-three garments that had previously belonged to someone else. Thirteen of the forty-two disliked the gift garments.

### Sensitivity To Appropriate Dress

The third objective of this survey concerns the awareness or sensitivity of the girl in respect to the appropriateness of her clothing for specified occasions or use. Seven questions, twenty-six through twenty-nine, and thirty-one through thirty-four, were designed to determine the girls' sensitivity as to the suitability of the garment design for a specific fabric as well as its appropriateness for a designated social occasion or use.

The summary of the responses on suitability for school and/or general wear is given in Table XXVII.

Every girl who participated in the survey indicated that she usually wore blouses or sweaters and skirts to school. Fifty-six students gave as their reason for this choice that

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28 Ibid., p. 68.

it was the accepted school fashion. Thirty-four preferred them because they were comfortable and casual and twenty-four because they were easy to care for. Seven participants mixed and matched blouses and skirts to achieve variety and the appearance of a larger wardrobe. Other reasons for their preference for blouses or sweaters and skirts for school wear were durability, and ease in changing into "gym" suits.

TABLE XXVII  
GARMENTS WORN FOR SPECIFIC OCCASIONS

Garment	Number				
	Freshmen	Sophomores	Juniors	Seniors	Total
<u>School</u>					
Blouses or sweaters and skirts	25	25	25	25	100
Dresses, wool	3	1	3	1	8
Dresses, silk, rayon or synthetic	-	1	-	-	1
Dresses, cotton	6	5	7	12	30
Suits	2	2	4	3	11
<u>General or Special Occasions</u>					
Blouses or sweaters and skirts	16	16	11	8	51
Dresses, wool	8	2	9	13	32
Dresses, silk, rayon or synthetic	14	14	23	20	71
Dresses, cotton	8	5	4	7	24
Suits	15	15	19	23	72





There was less agreement on garments to be worn on week ends. Choice was probably dependent upon the type of activity in which the student participated. Suits and dresses of rayon, silk or synthetics were preferred by seventy-two and seventy-one students respectively. Preference for this type of garment was apparent among the older girls. Although fifty-one students indicated they also wore blouses or sweaters and skirts on week ends their preference declined as the girl matured.

Specific reasons given by the sixty-three girls for their selection of silk, rayon or synthetic dresses and suits for week end wear were "more dressy", "more appropriate", "all purpose" - they could be dressed "up" or "down" as the occasion demanded.

The fifty-one students who indicated that they usually wore blouses and skirts on week ends gave as their reasons "more comfort", "everyone wears blouses," or "more appropriate" for their week end activities. One teen-ager said she only wore dresses on very special occasions, and another didn't have any dresses. No attempt was made to determine the type of blouses and skirts worn on week ends but it can be assumed they were "more dressy" than those worn to school.

Leask<sup>29</sup> found about the same distribution for preferred garments for school wear. However, only thirty-one of the

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29 Ibid., p. 70.

Milwaukee students indicated that they usually wore blouses or sweaters and skirts outside of school. More than half of them said they usually wore wool dresses or dresses of silk, rayon or synthetics for these occasions. In the Chicago survey greater preference was indicated for dresses of rayon, silk or synthetics than wool. As the former garments are generally more "dressy" in type they were probably more appropriate for a greater number of the girls and the more varied social activities of the Chicago students.

Appropriateness and preference for outer garments and hosiery for these same occasions was also investigated. It was found that the outer garments favored by fifty-nine of the girls for school wear were cloth jackets. Forty-seven wore untrimmed cloth coats and twenty-one wore leather jackets.

For week end wear seventy-two girls wore untrimmed cloth coats and twelve wore fur-trimmed coats. Eighteen of the girls had either a fur coat or jacket. No significant difference in preference or practice was noted in the four class year groups. However, on further analysis these data revealed that these girls averaged more than two outer garments apiece.

Of the one hundred girls who took part in this survey eighty-nine stated they wore only anklets to school. Only ten wore either anklets or nylon hosiery. One senior always

wore nylon hosiery to school. Ninety-six of the one hundred students said they wore "nylons" on general or specific occasions. Seventeen indicated that they sometimes wore anklets, depending on their week end activity.

These findings are quite different from those of the Milwaukee survey. Miss Leask<sup>30</sup> reported that sixty-five girls wore anklets and sixty-four reportedly wore "nylons" to school. These data would seem to indicate that twenty-nine percent of these students wore both nylon hosiery or anklets for school. A higher proportion of the freshmen and sophomores wore anklets to school in the Milwaukee investigation.

To gain further insight into the students' feeling of appropriateness of shoes to specific occasions the respondents were asked to list the occasions for which seven different types of shoes were most appropriate.

Saddle shoes were considered appropriate school shoes by ninety-one students. Twenty-six also approved of them for sports wear. The moccasins were favored for leisure or sports wear by eight-five students but thirty-one also considered them appropriate for school.

The ballerinas were preferred for informal social activities as dates, dances, parties and movies but "baby doll" pumps and "one-inch heels" were also considered appropriate.

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30 Ibid., p. 71.

The two- and four-inch heels were preferred for more formal occasions such as proms, weddings, formals and "very special" dates.

Four questions were designed to evaluate the girls' sensitivity in respect to the suitability of fabrics to specific designs. Pictures of blouses, skirts and dresses for school and other wear were shown along with a group of selected fabrics. See Appendix pages 141-147. The girls were asked to indicate a style preference for each type of garment and to indicate a first, second and third choice in fabric for each of the designs shown. See page 34 in Methods and Procedure for method used to determine the most acceptable choices of fabrics.

The participants indicated style preferences for blouse one, skirt two, school dress one, and style one for dress occasions. These were identical to the choices made by the students in the Milwaukee survey. These choices indicated preference for tailored or "all-purpose" garments.

Table XXVIII summarized their choice of fabrics for the specific designs shown. No attempt was made to rate the first, second and third choices of each student but rather to total the number of times a specific fabric was indicated as one of the three choices.

TABLE XXVIII  
APPROPRIATENESS OF FABRIC TO DESIGN

Garment	Number	Garment	Number	Garment	Number
<u>Blouse 1</u>			<u>Blouse 2</u>		
*Fabric	A	59	Fabric	A	26
* "	B	45	* "	B	51
"	C	17	* "	C	47
"	D	35	"	D	42
"	E	38	"	E	63
* "	F	77	* "	F	68
<u>Skirt 1</u>			<u>Skirt 2</u>		
Fabric	A	15	*Fabric	A	66
* "	B	94	* "	B	51
"	C	12	"	C	42
* "	D	95	"	D	46
* "	E	65	"	E	23
"	F	13	* "	F	71
<u>School Dress 1</u>			<u>School Dress 2</u>		
Fabric	A	59	*Fabric	A	58
"	B	36	* "	B	61
* "	C	61	* "	C	53
"	D	31	"	D	38
"	E	9	"	E	17
* "	F	41	"	F	29
* "	G	34	"	G	23
"	H	25	"	H	16
<u>"Dressy" Dress 1</u>			<u>"Dressy" Dress 2</u>		
Fabric	A	43	Fabric	A	14
"	B	27	"	B	3
* "	C	47	"	C	14
* "	D	59	* "	D	54
"	E	19	* "	E	71
"	F	17	"	F	12
* "	G	49	"	G	47
"	H	33	* "	H	77
<u>Blouse 3</u>			<u>Skirt 3</u>		
Fabric	A	9	*Fabric	A	34
"	B	10	* "	B	66
"	C	22	"	C	41
* "	D	84	* "	D	63
* "	E	89	"	E	31
* "	F	80	"	F	61
<u>School Dress 3</u>			<u>"Dressy" Dress 3</u>		
*Fabric	A	63	Fabric	A	29
"	B	40	"	B	12
* "	C	48	"	C	28
"	D	27	* "	D	46
"	E	21	* "	E	32
* "	F	43	"	F	44
"	G	38	"	G	46
"	H	14	* "	H	56

\* Considered acceptable by twenty-two graduate students in Home Economics.

For blouse one, which was a shirtwaist type of blouse, the girls unanimously chose fabric F, the cotton broadcloth. See pages 141 and 142 in the Appendix. The cotton broadcloth was the preferred fabric for style two, an "all purpose" blouse, with fabric E a close second preference. The students indicated preference for fabrics D, E, and F for style three blouse. These were the same selections as were made by the twenty-two graduate students who had been given the identical questions.

The indicated preferences for style one skirt which was pleated was fabric D, the wool plaid and fabric B, the wool flannel. Fabric F, the corduroy was chosen by the majority of girls as satisfactory for style two, a straight, tailored skirt. Flannel, fabric B, wool plaid, fabric D and corduroy, fabric F were the choices for the third style, a full flared skirt. See pages 143 and 144 in the Appendix.

The respondents made the following selections as suitable fabrics for the styles of school dresses shown. See pages 145 and 146 in the Appendix. Fabrics C and A were chosen for dress one, while the majority of students indicated preference for fabric B for style two and fabric A as appropriate for style three.

For dress occasions fabric D, the velveteen, was picked as most appropriate for style one, the dress with a bolero jacket. See pages 145 and 147 in the Appendix. Fabrics H and

E were the preferred fabrics for style two. Eight students indicated only a first and second choice as appropriate for style two, which indicates discrimination. Fabric H was preferred for style three dress.

A comparison of the girls' choices with those considered acceptable by the twenty-two graduate students will be found on Table XXIX.

TABLE XXIX

COMPARISON OF GIRLS' SELECTION OF APPROPRIATE FABRICS  
WITH ACCEPTED SELECTION

Student's Choice	Number of Students			
	Freshmen	Sophomores	Juniors	Seniors
Three out of three	4	5	4	5
Two out of three	12	12	12	12
One out of three	8	7	8	7
None	1	1	1	1

The data indicated that there was no appreciable difference in the four class groups as to discrimination or sensitivity of the relationship of the fabric to garment design. It is rather significant that two-thirds of the students indicated scores of either one hundred percent or sixty-six and two-thirds percent. These data are indicative of a high degree of discrimination on the part of these students.

The students exhibited better judgment in selecting acceptable fabrics for blouses and skirts than for dresses.

## Color, Type and Style Preferences

The fourth objective of the survey was to gain insight into teen-age preferences for color, type and style of garments and to determine to what extent their wardrobes reflected these preferences.

The respondents were asked to indicate the colors and fabric designs of their coats, suits, favorite school clothes and favorite dress for informal social functions.

Extremely few plaid, tweed or print garments were reported. A summary of the colors of their favorite garments is found in Table XXX.

TABLE XXX  
WARDROBE COLOR PREFERENCES

Garment	Colors								
	Blue	White	Gray	Green	Black	Red	Pink	Beige	Brown
<u>Winter Coat</u>	15	7	19	15	7	11	4	6	7
<u>Spring Coat</u>	28	16	6	10	2	6	9	7	1
<u>Suit</u>	27	1	15	6	3	5	2	8	6
<u>Favorite Clothes</u>									
<u>School:</u>									
Blouse	5	78	-	1	1	3	3	1	2
Sweater	29	12	10	5	5	6	4	1	2
Skirt	25	-	27	5	17	8	2	2	8
Dress	16	-	7	5	9	3	7	1	2
<u>Informal Socials:</u>									
Blouse	10	62	4	1	1	2	11	2	-
Dress	37	6	13	13	14	4	2	4	1
TOTALS	192	182	101	61	59	48	44	32	29



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These data indicate that blue was the most liked color. It was the color of their favorite garment for dress occasions, spring coat, suit, and sweater. White was the most popular color for blouses. The favorite school skirt was gray.

During the interview seventy-eight students indicated that they had a predominant color in their wardrobe. Forty-six, or more than half, reported this color to be blue; nine indicated gray as their basic color. Red, green and black were the predominant colors in the wardrobes of but six students and only two others reported brown and white as the colors around which they planned their wardrobes.

Duplication of the favorite or basic color ranged from four to ten different garments in their wardrobe. These garments usually were worn to school or for general wear.

The Milwaukee survey<sup>31</sup> reported seventy-three students as having a basic color in their wardrobe. Of these seventy-three, forty-five reported blue as their basic color. This indicates a rather high correlation between the two studies in the choice of blue as a basic color.

The investigation further disclosed that thirty-nine students had no school dresses. Twenty-five girls reported having no suits, the number decreasing as the girl grew older.

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31 Ibid., p. 75.

Black and brown were predominant colors for the girls' favorite school shoes. The preferred school styles were loafers, oxfords and saddle shoes. For dress, heels were preferred in black, blue or red. The reasons for liking both school and dress shoes were first, comfort; second, attractive style; and third, they were appropriate with many things.

TABLE XXXI  
REASONS FOR PREFERENCE OF FAVORED GARMENTS

Reasons	Number		
	School Blouse	School Skirt	"Dressy" Dress
Liked style	36	41	44
Liked color	15	17	21
Comfortable	14	8	10
Ease of care	14	3	-
Becoming	6	12	15
All purpose	-	4	12
Liked fit	-	20	8
Goes with everything	29	11	-
Neat looking	22	3	-

Style and color were the two main reasons given by these students for their favorite items of wearing apparel. Versatility in mixing and matching ranked as the third reason.

Forty-four girls reported that they had no hats for informal social functions. The favorite color in hats for those students who reported having them were black, blue, white, and red.

To the question, "What type of garments do you prefer?" seventy-three responded, "all-purpose." Twenty-two preferred tailored types but only five mentioned "dressy" clothes as their preference.

Leask<sup>32</sup> reported that sixty-one of the girls indicated preference for tailored garments.

The data collected from the Roosevelt students indicates that a high relationship exists between the girl's expressed preferences in color, type and style and the color, type and style of garments which constituted her wardrobe.

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32 Ibid., p. 76.

## CHAPTER V

### SUMMARY

This survey had as its primary purpose an investigation of the clothing preferences and buying practices of one hundred teen-age girls in Chicago.

Twenty-five freshman, sophomore, junior and senior volunteers who had taken or were currently taking clothing were participants in this investigation.

To evaluate objectively the clothing preferences and buying practices of these adolescents, consideration had to be given to the girl, her family, her economic status as determined by her parents' and her own employment, and her participation in religious services, sports, socials and other activities which she shared with her family and peers. This made up the Personal Data Questionnaire which was group administered.

The second part of the schedule, Clothing Preferences and Buying Practices, became part of a personal interview. It was designed to gain insight into teen-age preferences as to color, type and style of garments, the adequacy of the girl's wardrobe as evaluated by her in terms of her needs, and the appropriateness of her clothes for specified

occasions. It was, likewise, designed to determine specific characteristics revealed in her buying practices.

The secondary purpose of this survey was to relate these data with those of a comparable study carried on simultaneously at West Division High School in Milwaukee, Wisconsin, by Grace Leask. Miss Leask and the writer developed and used the same questionnaire and interview schedule. As there was considerable difference in the socio-economic background of the two groups, it provided opportunity for noting similarities and differences in their clothing preferences and buying practices.

### Findings And Interpretations

These findings lend themselves to evaluation in four areas, namely, buying practices, wardrobe adequacy, sensitivity to appropriate dress for different types of use and preferences in color, type and style. Interpretation and evaluation of these data must necessarily take cognizance of the socio-economic background of these participants.

Seventy-five of the upper-middle or middle class families which these girls represented were stable, American and urban oriented. Americanization was evident to a marked degree in the remaining twenty-five families. All were desirous of social mobility and the data seemed to

indicate these parents actively encouraged social participation on the part of their children.

These teen-agers showed great interest and active participation in sports and organized clubs and sororities, often being leaders of their group. The fact that their attendance at religious services was not high was due to custom rather than disinterest. Many activities were family centered. Television was especially successful in bringing the family together as a group.

The average number of activities which the girls and their parents enjoyed together remained fairly constant for each of the four groups, whereas, activities in which they participated with other girls decreased during the junior and senior year and activities with boys, similarly increased.

In order for the girl to be happy in her participation in various social activities she felt the need for a sufficient quantity and appropriate types of garments for her varied activities which often included the same person or groups of friends. She may or may not have been cognizant of the social pressure of her peers or the social significance she attached to clothing in the kind and amount which she felt she needed but which she did not necessarily feel her parents were obligated to provide. This furnished incentive for many to engage in part-time employment. While ninety percent of the seventy-two employed students spent

part of their earnings for clothing, eighty-two percent paid for their own school expenses. Their ability to defray part or all of their school costs may well account for their remaining in school.

### Buying Practices

An analysis of the data revealed that approximately half of the participants purchased all of their clothing ready-made. Nine out of ten girls found it necessary to have their ready-to-wear garments altered. Four in ten reported these alterations were made outside the home.

Although the majority indicated that they were permitted freedom in the selection of their clothing, ninety-eight percent consulted with someone regarding their clothing needs. It was especially significant that the parents of only thirteen of the one hundred girls assumed full financial responsibility for their daughter's clothing.

Parent's advice was solicited not only in determining clothing needs but was also sought in making specific selections and purchases. More than half of the girls indicated one or both parents shopped with them. The data clearly indicated that parents significantly influenced the buying practices of their daughters.

High interest and readership of magazine and newspaper advertisements and fashion articles apparently



provided these teen-agers with confidence in respect to the "correctness" of their clothing purchases.

Other buying practices revealed that these girls most frequently patronized department stores and that ninety percent always or frequently shopped several stores before buying. Eighty-six percent always or frequently paid cash for the more expensive apparel items as coats or suits. An even higher percentage paid cash for minor apparel items as hose, lingerie, etc.

#### Wardrobe Adequacy

Wardrobe adequacy was a less tangible factor to evaluate than buying practices. However, as in buying practices, these students seemed to follow a similar pattern of thinking in respect to their concept of adequacy. This would indicate that within teen-age groups certain group-imposed standards are established and closely conformed to by each member of the group.

Almost two-thirds of the participants rated their personal wardrobes comparable in number, cost, style and workmanship to that of their best friend and the majority of their schoolmates.

The fact that ninety-five percent considered their wardrobe adequate for school and that eighty-eight and

fifty-three percent respectively considered their wardrobes adequate for informal and formal social functions could have been a significant factor in the girl's willingness, through part-time employment, to supplement her wardrobe so as to make it both quantitatively and qualitatively adequate for her requirements.

### Sensitivity To Appropriate Dress

Desire for conformity with their peers was particularly evident in the girls' clothing for school wear. All of the participants indicated that they usually wore blouses or sweaters and skirts. Almost ninety percent always wore anklets and saddle shoes and eighty percent reported they wore cloth or leather jackets to school. In other words, the acceptability of this apparel for school wear almost constituted a self-imposed uniform manner of dress.

Less agreement was indicated for garments worn outside of school. The choice was dependent upon the type of activity in which the student participated. Although seventy percent reported that they wore dresses and suits, more than half wore blouses or sweaters and skirts. Ninety-six percent reportedly wore nylon hosiery, usually with ballerinas, for social activities.

Another pertinent finding was that the older student evidenced no greater discrimination and sensitivity to the

relationship of garment design to the fabric than the freshman or sophomore. All showed better judgment in selecting appropriate fabrics for blouses and skirts than for dresses.

### Color, Type and Style Preferences

There was an indicated preference for garments of one color. White was the most popular color for blouses but blue was their favorite color and was also the predominant color in their wardrobes. Blue was the color of their favored suit, sweater, spring coat, school dress and informal dress. Gray was the indicated preference for skirts while blue and green were equally favored as winter coat colors.

These students indicated a preference for "all-purpose" and tailored rather than "dressy" garments. These data seem to indicate a high relationship existed between their expressed preferences in color, type and style with the color, type and style of garments in their wardrobe.

### Generalizations

In general, the findings in this study are similar to those of other investigators, with few exceptions. These Chicago students seemed to plan and participate in leisure time activities conducive to acceptable social behavior and to the development of both mind and body.

More participants indicated they desired approval of their appearance from boy friends than from either their girl friends or mothers.

The proportion of girls who required alterations in their ready-made garments was significantly higher in this survey than in other similar studies.

Surveys on color preferences have generally indicated red as the color preferred by women. Color preferences as revealed in this investigation as well as some others have indicated blue to be favored by girls in their clothing choices.

#### Significant Differences Noted in The

#### Chicago and Milwaukee Investigations

Prior to these investigations Miss Leask and the writer were vaguely aware of differences in the two groups. The Chicago group came from homes which showed more apparent interest in providing opportunity for the social and educational development of their daughters. They seemed to represent a higher economic level and social status than the families of the girls attending West Division High School in Milwaukee.

The two investigations have confirmed these and other significant differences as well as some important similarities. Eighty-two percent of the Milwaukee participants indicated

part-time employment during the previous year as compared to seventy-two percent of the Chicago students. More than twice as many of the Chicago students contributed to their own school expenses as the Milwaukee girls. However, fourteen of the Milwaukee students contributed to the support of their families while only four of the Chicago group made such contributions.

Except for church attendance the group in Chicago showed much greater participation in social affairs than their Milwaukee counterparts. Seventy of the Chicago students were members of 159 organizations with thirty-nine having served as officers. The Milwaukee data indicated that only forty-four held club memberships and few had held office.

In the Milwaukee study shopping independence increased in the older school year group whereas in Chicago the four groups responded similarly. More than half of the Chicago girls shopped with their parents while only seventeen percent of the Milwaukee group did.

The frequency with which the students purchased what they personally liked and the reasons given were similar in the two investigations.

More independence in the purchase of coats, suits and dresses was shown by the girls in Milwaukee but the Chicago students evidenced more independence in the purchase of less expensive apparel items.

Twenty-five percent of the Milwaukee students and fifty-one percent of the Chicago group indicated that they purchased all of their clothing ready-made. Ninety and eighty-nine percent respectively indicated need for alteration in these ready-made garments.

Except for garments suitable for formal occasions the two groups made rather similar responses on their concept of the adequacy of their own wardrobes. Sixty percent of the Milwaukee group and sixty-six percent of the Chicago group rated their personal wardrobes comparable in number, cost, style and workmanship to the wardrobes of their best friends and the majority of their schoolmates.

Leask reported that a high proportion of freshmen and sophomores wore anklets to school while eighty-nine of the one hundred Chicago respondents wore anklets to school.

Blue was the favorite color as well as the dominant color in the wardrobes of both groups. The Milwaukeeans indicated preference for tailored garments while more Chicago students designated a preference for "all purpose" garments with tailored apparel their second choice.

## CHAPTER V

### CONCLUSIONS

The findings of this survey on clothing preferences and buying practices of one hundred high school students cannot be considered typical of all teen-age girls because of the relatively small number of cases. However, the data does seem to indicate preference and buying trends which could be verified in more comprehensive research studies of other adolescent groups.

A high degree of social mobility was evident which partially explains the high degree of social participation found among the members of this group.

The comparison of the Milwaukee and Chicago surveys seemed to indicate that a relationship exists between social participation and social mobility.

When existing economic status was such that it placed self-determined limitations on social participation of these students they took action to overcome those limitations through part-time employment.

Homogeneous groups of teen-agers with similar backgrounds, needs and desires set up standards within their own group. Acceptance in the group is dependent upon unquestioned conformity.

In general, the buying practices of these students were good. Based on the findings in this survey most high school students independently purchase most of their own clothing.

Neither they nor members of their family construct an appreciable amount of the girls' apparel. The high percentage of students in both the Milwaukee and the Chicago surveys reporting need for alteration of their ready-to-wear would seem to indicate the need for investigation on sizing and standardization of sizes of teen-age garments.

Urban orientation reflects an awareness of fashion and the development of sensitivity to appropriate dress for specific occasions.

A high relationship was evident between expressed preferences in color, type and style and color, type and style of garments which constituted the wardrobes of these girls.

Re-evaluation of the curriculum in home economics seems to be indicated in terms of influences on, preferences and practices in, criteria for and selection of, clothing for teen-agers.

There is need for greater emphasis in our curriculum on buying practices in clothing as well as to provide instruction and experience in the alterations of ready-to-wear. There is also need for instruction which will develop



ability and judgment in the interpretation of the information provided on labels. It would, likewise, be desirable to stress desired performance characteristics in relation to end use requirements.

More research needs to be done on the normal adolescent and his problems. Subsequent data might reveal the influences, desires, emotions, etc. that are inherent in the age of adolescence. With this better understanding it may be possible to substantially reduce the numbers of maladjusted teen-agers who become problem adolescents.

A similar investigation would be highly desirable with similar groups of adolescents whose environmental background is rural oriented.

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## **APPENDIX**

## QUESTIONNAIRE AND PERSONAL INTERVIEW SCHEDULE

## PERSONAL DATA

CODE NUMBER \_\_\_\_\_

1. Grade classification \_\_\_\_\_
2. Are you or have you previously taken clothing in high school? Yes(\_\_\_\_) No(\_\_\_\_) If yes, how long? \_\_\_\_\_
3. Age \_\_\_\_ years \_\_\_\_ months. Date of birth \_\_\_\_\_
4. Place of birth \_\_\_\_\_
5. How long have you lived in this city? \_\_\_\_\_
6. In what other urban or rural areas have you lived?

Name of community	Length of time	Population
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

7. What is the total number in your family? \_\_\_\_\_

What is the total number living in your household? \_\_\_\_\_

8. With whom do you live? Parents(\_\_\_\_), Mother(\_\_\_\_), Father(\_\_\_\_), Step-mother(\_\_\_\_), Step-father(\_\_\_\_)

Number of sisters older than you \_\_\_\_\_ ages \_\_\_\_\_

Number of sisters younger than you \_\_\_\_\_ ages \_\_\_\_\_

Number of brothers older than you \_\_\_\_\_ ages \_\_\_\_\_

Number of brothers younger than you \_\_\_\_\_ ages \_\_\_\_\_

Others (show relationship, if any)

\_\_\_\_\_  
\_\_\_\_\_



9. How many sisters and brothers do you have who are not living at home?
- Number of sisters older than you \_\_\_\_\_.
- Number of sisters younger than you \_\_\_\_\_.
- Number of brothers older than you \_\_\_\_\_.
- Number of brothers younger than you \_\_\_\_\_.
10. Give the name of your father's occupation \_\_\_\_\_
- Describe as carefully as possible the kind of work your father does. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- Does he own his own business? Yes(\_\_\_\_) No(\_\_\_\_)
- Does he have people working for him? Yes(\_\_\_\_) No(\_\_\_\_)
- If yes, give the number \_\_\_\_\_.
11. Is your mother employed outside the home?
- Yes(\_\_\_\_) No(\_\_\_\_)
- If yes, full time? (\_\_\_\_) part time? (\_\_\_\_)
12. Birthplace of father \_\_\_\_\_
- Birthplace of mother \_\_\_\_\_
13. Languages spoken at home \_\_\_\_\_
14. Have you been employed within the last year?
- Yes(\_\_\_\_) No(\_\_\_\_)
- If yes, after school?(\_\_\_\_), Saturdays? (\_\_\_\_), last summer? (\_\_\_\_)
- Average earnings per hour \_\_\_\_\_ per week \_\_\_\_\_
- What kind of work did you do? \_\_\_\_\_

15. According to amount spent, list in order five ways in which your earnings were used.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_ 5. \_\_\_\_\_

16. What are your home responsibilities?

	Always	Frequently	Seldom	Never
Baby sitting	(__)	(__)	(__)	(__)
Cleaning house	(__)	(__)	(__)	(__)
Cleaning own room	(__)	(__)	(__)	(__)
Family laundry	(__)	(__)	(__)	(__)
Meal preparation				
Shopping	(__)	(__)	(__)	(__)
Cooking	(__)	(__)	(__)	(__)
Serving	(__)	(__)	(__)	(__)
Cleaning up	(__)	(__)	(__)	(__)
Caring for your own clothing				
Laundering	(__)	(__)	(__)	(__)
Ironing	(__)	(__)	(__)	(__)
Spot and press	(__)	(__)	(__)	(__)
Take to cleaners	(__)	(__)	(__)	(__)
Others duties				
_____	(__)	(__)	(__)	
_____	(__)	(__)	(__)	
_____	(__)	(__)	(__)	

17. Do you attend church or Sunday school?

Regularly (\_\_) Frequently (\_\_) Seldom (\_\_) Never (\_\_)

18. In what sports do you participate?

	Regularly	Frequently	Seldom
_____	(__)	(__)	(__)
_____	(__)	(__)	(__)
_____	(__)	(__)	(__)
_____	(__)	(__)	(__)
_____	(__)	(__)	(__)

19. Give the names of clubs and sororities of which you are a member.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Do you attend meetings regularly?(\_\_) frequently?(\_\_)  
seldom?(\_\_)

Are you or have you been an officer? Yes(\_\_) No(\_\_)

If yes, what was your official title? \_\_\_\_\_

What social events were sponsored by each during the last year?

Events	Did you attend?
_____	Yes (__) No (__)
_____	Yes (__) No (__)
_____	Yes (__) No (__)
_____	Yes (__) No (__)
_____	Yes (__) No (__)

20. Do you date?

Regularly (\_\_) Frequently (\_\_) Seldom (\_\_) Never (\_\_)

Is it steady? Yes (\_\_) No (\_\_)

21. What are the ways you most frequently spend time when you are:

With your family      With girl friends      Out on a date

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

22. For what occasions are you particularly interested in being well dressed? \_\_\_\_\_

Why? \_\_\_\_\_

23. Check the three people from whom you would most like to receive a compliment on your clothes.

Mother	(__)	Girl friend	(__)
Father	(__)	Boy friend	(__)
Sister	(__)	Teacher	(__)
Brother	(__)	Others (show relationship, if any)	
Family friend	(__)		

\_\_\_\_\_

24. Do you seek the opinion of others on what to wear on special occasions?

Occasion	Frequently	Seldom	Whom do you ask mother, aunt or girl friend?
Club social function	( )	( )	_____
Church	( )	( )	_____
Convention	( )	( )	_____
Dinner	( )	( )	_____
Funeral	( )	( )	_____
Football game	( )	( )	_____
Party	( )	( )	_____
Prom	( )	( )	_____
Tea	( )	( )	_____
Vacation	( )	( )	_____
Wedding	( )	( )	_____

25. As a rule, do you approve of your own appearance?

Yes ( ) No ( )

Why? \_\_\_\_\_  
\_\_\_\_\_

## CLOTHING PREFERENCES AND BUYING PRACTICES

CODE NUMBER \_\_\_\_\_

1. Do you consult anyone about your clothing needs?

Yes (\_\_\_) No (\_\_\_). If yes, whom do you consult? \_\_\_\_\_

2. For what items do you have to consult someone about clothing purchases? \_\_\_\_\_

3. Are you allowed to buy what you like?

Always (\_\_\_) Frequently (\_\_\_) Seldom (\_\_\_) Never (\_\_\_)

Explain \_\_\_\_\_

4. Whose opinion do you seek most frequently in regard to clothing selection and purchase? \_\_\_\_\_

5. Check the following clothing items most frequently

purchased by	Yourself	Parents	Together
Winter Coat	(___)	(___)	(___)
Suit	(___)	(___)	(___)
Blouse	(___)	(___)	(___)
Sweater	(___)	(___)	(___)
Skirt	(___)	(___)	(___)
Dress	(___)	(___)	(___)
Slip	(___)	(___)	(___)
Hosiery	(___)	(___)	(___)
Shoes	(___)	(___)	(___)

6. From the following list select five influences you consider most important in your choice of clothing.

<u>Clothing ads in</u>	Sales clerk	(__)
Newspapers	(__)	Style shows (__)
Magazines	(__)	Parents (__)
Mail order catalogs	(__)	Best girl friend (__)
<u>Articles on clothing in</u>	Best boy friend	(__)
Newspapers	(__)	Store pattern books (__)
Magazines	(__)	Movies (__)
Television programs	(__)	Teachers (__)
Store window displays	(__)	Others (specify)
Interior store displays	(__)	_____ (__)
		_____ (__)
Clothing worn by classmates	(__)	

7. Where are your clothing purchases made?

Type of Store	Always	Frequently	Seldom	Never
Wholesale	(__)	(__)	(__)	(__)
Retail				
Department stores	(__)	(__)	(__)	(__)
Downtown specialty shops	(__)	(__)	(__)	(__)
Neighborhood specialty shops	(__)	(__)	(__)	(__)
Mail order companies	(__)	(__)	(__)	(__)

8. Do you shop by telephone? Yes( ) No ( )

If yes, what type of item do you order by telephone?

---

9. Before making a purchase, do you shop in several stores?

Always ( ) Frequently( ) Seldom ( ) Never ( )

10. What information should be included on a good informative label for a slip?\_\_\_\_\_

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11. Number in order of importance the three most important factors which most frequently influence you in purchasing each of the following garments:

	Skirt	Blouse
Brand name	( )	( )
Color	( )	( )
Cost of upkeep	( )	( )
Ease of care	( )	( )
Fiber content	( )	( )
Informative labels	( )	( )
Price	( )	( )
Style	( )	( )
Workmanship	( )	( )



12. What garments do you try on before making a purchase?

	Always	Frequently	Seldom	Never
Coat	( )	( )	( )	( )
Suit	( )	( )	( )	( )
Dress, cotton	( )	( )	( )	( )
Dress, date	( )	( )	( )	( )
Blouse	( )	( )	( )	( )
Sweater	( )	( )	( )	( )
Wool skirt	( )	( )	( )	( )

13. Are you interested in looking through a rack of skirts that are marked down?

Always ( ) Frequently ( ) Seldom ( ) Never ( )

Would you look at a clearance table?

Always ( ) Frequently ( ) Seldom ( ) Never ( )

Do you make purchases from such tables or racks?

Always ( ) Frequently ( ) Seldom ( ) Never ( )

14. Who pays for your clothing?

	All	Part	None
Parents	( )	( )	( )
Self	( )	( )	( )
Gift	( )	( )	( )

## 15. How do you pay for your clothing?

Minor items as lingerie, hose, blouses

	Always	Frequently	Seldom	Never
Cash	( )	( )	( )	( )
Charge	( )	( )	( )	( )
Lay away	( )	( )	( )	( )
Installment buying	( )	( )	( )	( )

Major items as coats, suits and party dresses

	Always	Frequently	Seldom	Never
Cash	( )	( )	( )	( )
Charge	( )	( )	( )	( )
Lay away	( )	( )	( )	( )
Installment buying	( )	( )	( )	( )

16. Do you consider your present clothing wardrobe  
adequate for the following occasions?

	Yes	No
School	( )	( )
Informal social functions	( )	( )
Formal social functions	( )	( )

17. Would you like to spend 

considerably more	( )
somewhat more	( )
somewhat less	( )
considerably less	( )

 than  
what you now spend on clothing?

18. How do you feel your clothes compare with those of your very best friend? (Place one check in each vertical column.)

	Number	Cost	Style	Workmanship
Very much better	(__)	(__)	(__)	(__)
Somewhat better	(__)	(__)	(__)	(__)
Same as	(__)	(__)	(__)	(__)
Somewhat less than	(__)	(__)	(__)	(__)
Not nearly as well as	(__)	(__)	(__)	(__)

19. How do you feel your clothes compare with those of the majority of other girls attending this high school? (Place one check in each vertical column.)

	Number	Cost	Style	Workmanship
Very much better	(__)	(__)	(__)	(__)
Somewhat better	(__)	(__)	(__)	(__)
Same as	(__)	(__)	(__)	(__)
Somewhat less than	(__)	(__)	(__)	(__)
Not nearly as well as	(__)	(__)	(__)	(__)

20. Where do you obtain your information on current fashions? List the five sources you most frequently use.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

21. Are all of your garments purchased ready-to-wear?

Yes ( ) No ( )

What garments are not commercially made?

		All	Part	None
Coats	( )	( )	( )	( )
Suits	( )	( )	( )	( )
School dresses	( )	( )	( )	( )
Date dresses	( )	( )	( )	( )
Blouses	( )	( )	( )	( )
Skirts	( )	( )	( )	( )
Lingerie	( )	( )	( )	( )
Active sports	( )	( )	( )	( )

Why are these garments made at home?

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22. Are your ready-to-wear garments frequently altered?

At the store ( )

At home

Mother ( )

Self ( )

Other family member ( )

Dressmaker ( )

23. V

24

23. What garments in your wardrobe do you wear infrequently or never?

Garment	Reason why infrequently or never worn
---------	---------------------------------------

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

24. Do you have any items in your wardrobe which previously belonged to someone else?

Garment	Like	Dislike	Reason
---------	------	---------	--------

_____	(__)	(__)	_____
_____	(__)	(__)	_____
_____	(__)	(__)	_____
_____	(__)	(__)	_____
_____	(__)	(__)	_____

Are these garments ever altered or restyled for you?

Yes (\_\_) No (\_\_)

If yes, by whom?

\_\_\_\_\_



25. What are the colors and fabric designs of the following garments in your wardrobe?

	Color	Plain	Plaid	Small Figure	Bold Print
Winter coats	_____	(__)	(__)	(__)	(__)
Spring coat	_____	(__)	(__)	(__)	(__)
Favorite suit	_____	(__)	(__)	(__)	(__)
Favorite School Clothes					
Blouse	_____	(__)	(__)	(__)	(__)
Sweater	_____	(__)	(__)	(__)	(__)
Skirt	_____	(__)	(__)	(__)	(__)
Dress	_____	(__)	(__)	(__)	(__)
Shoes	_____	Kind _____			

Why is this blouse your favorite? \_\_\_\_\_

Why is this skirt your favorite? \_\_\_\_\_

Why are these shoes your favorite pair? \_\_\_\_\_

Favorite clothes for informal social functions

	Colors	Plain	Plaid	Small Figure	Bold Print
Blouse	_____	(__)	(__)	(__)	(__)
Dress	_____	(__)	(__)	(__)	(__)
Hat	_____	Kind _____			
Shoes	_____	Kind _____			



Why is the above dress your favorite? \_\_\_\_\_

Why are these shoes your favorite? \_\_\_\_\_

26. Check the kinds of garments you usually wear

	To School	On Week-ends
Blouses or sweaters and skirts	( )	( )
Dresses, wool	( )	( )
Dresses, silk, rayon or synthetic	( )	( )
Dresses, cotton	( )	( )
Suits	( )	( )

Why did you make this choice of garment for school wear in preference to the others listed? \_\_\_\_\_

Why did you make this choice of garment for week-end wear in preference to the others listed? \_\_\_\_\_

27. Check the outer garments you usually wear

	To School	On Week-ends
Leather jacket	( )	( )
Cloth jacket	( )	( )
Fur jacket	( )	( )
Cloth coat, untrimmed	( )	( )
Cloth coat, fur trimmed	( )	( )
Fur coat	( )	( )

28. Check the kind of hosiery you usually wear

	To School	On Week-ends
Anklelets	( )	( )
Nylons	( )	( )

29. Opposite the type of shoes listed indicate the occasions for which you consider this type of shoe most appropriate.

Saddle shoes \_\_\_\_\_

Moccasins \_\_\_\_\_

Ballerinas \_\_\_\_\_

Baby doll pumps \_\_\_\_\_

One inch heels \_\_\_\_\_

Two inch heels \_\_\_\_\_

Four inch heels \_\_\_\_\_

## IDENTIFICATION



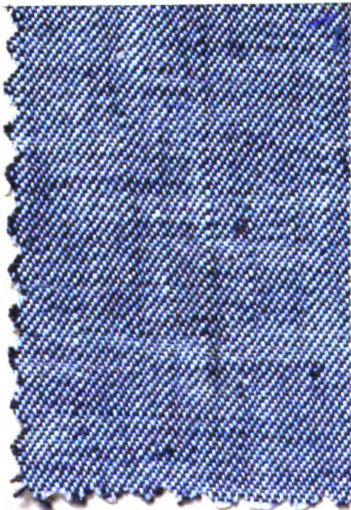
Fabric A



Fabric B



Fabric C



Fabric D



Fabric E

30. Judging by feel and appearance check the probable fiber content of the following fabrics:

**Fabric A**

- ☐ 100% wool
- ☐ Wool and synthetic blend
- ☐ 100% rayon

**Fabric B**

- ☐ 100% wool
- ☐ Wool and cotton blend
- ☐ 100% rayon

**Fabric C**

- ☐ 100% wool
- ☐ Wool and rayon blend
- ☐ 100% rayon

**Fabric D**

- ☐ 100% wool
- ☐ 50% wool and 50% cotton
- ☐ 100% cotton

**Fabric E**

- ☐ Cotton and silk
- ☐ Rayon and cotton
- ☐ All cotton

BLOUSE FABRICS



Fabric A



Fabric B



Fabric C



Fabric D

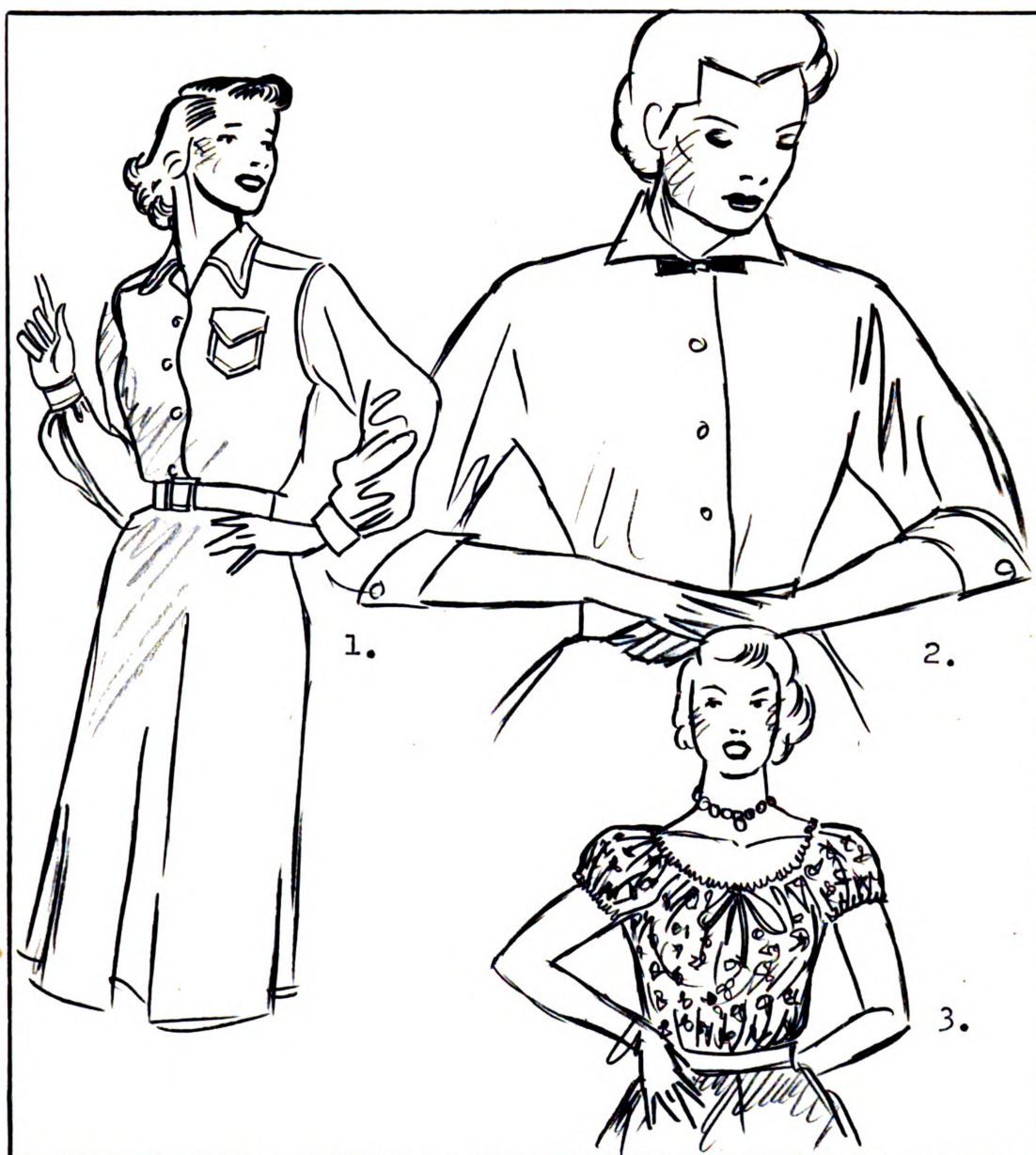


Fabric E



Fabric F





31. Disregarding color, which fabrics do you consider most appropriate for the blouses shown above? Indicate by letter your first, second and third choice.

	Choice of Fabric		
	1st	2nd	3rd
Blouse 1.	( )	( )	( )
Blouse 2.	( )	( )	( )
Blouse 3.	( )	( )	( )

SKIRT FABRICS



Fabric A



Fabric B



Fabric C



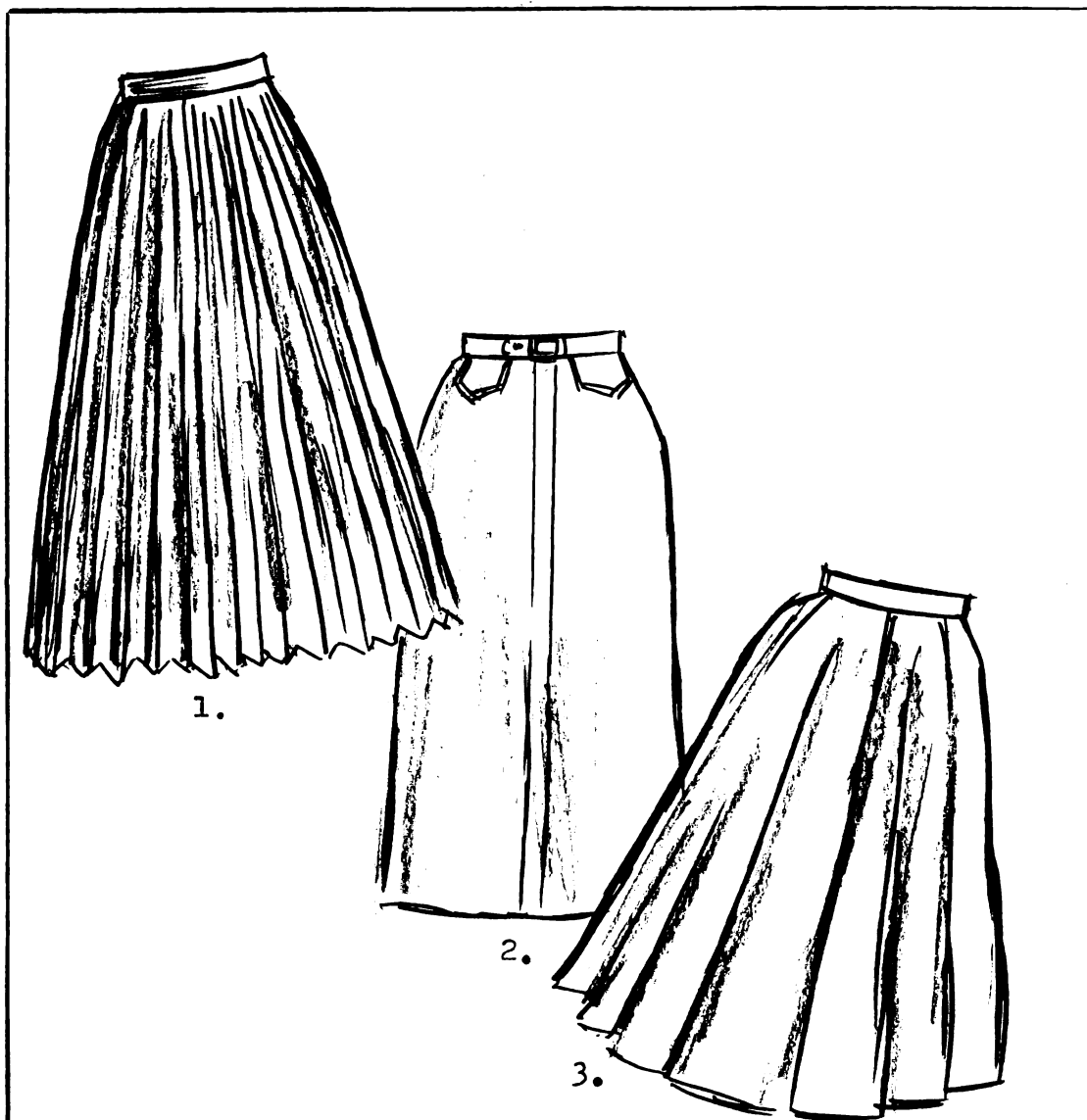
Fabric D



Fabric E



Fabric F

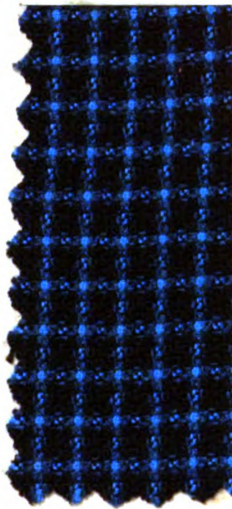


32. Disregarding color, which fabrics do you consider most appropriate for the skirts shown above? Indicate your first, second and third choice.

	Choice of Fabric		
	1st	2nd	3rd
Skirt 1.	( )	( )	( )
Skirt 2.	( )	( )	( )
Skirt 3.	( )	( )	( )



## DRESS FABRICS



Fabric A



Fabric B



Fabric C



Fabric D



Fabric E



Fabric F



Fabric G



Fabric H



33. Disregarding color, which fabrics do you consider most appropriate for the school dresses shown above. Indicate your first, second and third choice.

	Choice of Fabric		
	1st	2nd	3rd
Dress 1.	( )	( )	( )
Dress 2.	( )	( )	( )
Dress 3.	( )	( )	( )



34. Disregarding color, which fabrics do you consider most appropriate for the "dressy" dresses shown above? Indicate your first, second and third choice.

	Choice of Fabric		
	1st	2nd	3rd
Dress 1.	( )	( )	( )
Dress 2.	( )	( )	( )
Dress 3.	( )	( )	( )

35. Check the type of clothes you prefer for yourself.

☐ Dressy

☐ Tailored

☐ All-purpose (Suitable for school, work and date)

36. Do you have a predominant color in your wardrobe?

☐ Yes    ☐ No

If yes, what color is it? \_\_\_\_\_

What items of clothing are in this color?

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What other color or colors do you use with it?

_____	_____
_____	_____
_____	_____

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