

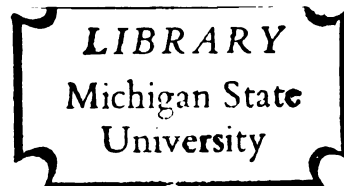
BUYING PRACTICES FOR SPECIFIED APPAREL
ITEMS OF FIFTY COLLEGE GIRLS

Thesis for the Degree of M. A.
MICHIGAN STATE UNIVERSITY
Blossom Church Engen

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This is to certify that the

thesis entitled

Buying Practices for Specified
Apparel Items of Fifty College Girls

presented by

Blossom Engen

has been accepted towards fulfilment
of the requirements for

M.A. degree in Textiles & Clothing

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BUYING PRACTICES FOR SPECIFIED APPAREL ITEMS
OF FIFTY COLLEGE GIRLS

(An Abstract)

By Blossom Church Engen

The purpose of this survey was to investigate the buying practices of fifty college sophomores at Emmanuel Missionary College and to determine satisfactions and dissatisfactions derived from five specified garments, namely blouses, skirts, winter coats, "other occasion" dresses, and formals. A questionnaire and an interview were used in this study.

Most of the participants came from middle income families having an average of three to four children. Nearly 60% of the mothers of the girls were employed full-time or part-time outside of the home. The girls, who averaged nineteen years of age, had all been employed in some type of job. Their earnings, aside from church offerings and tithe, were used by thirty-one for school expenses and by seventeen for their personal clothing.

The majority of the clothing items which the girls owned had been purchased ready-made, largely from independent or chain department stores and specialty shops. The types of stores at which apparel items were purchased were most often determined by the quality and price of the merchandise carried, the availability of styles and the fashionableness of the apparel.

Eighty-five per cent of the girls had several garments in their wardrobes which had been made for them and half currently had skirts which had been made for them. Blouses and school dresses were the next most

frequently home-sewed articles of apparel. Those who preferred home-sewed garments felt that through home construction they saved money, secured better fitting garments and were assured of better quality.

Pleasing style was most often mentioned as the reason for satisfaction with specified garments. Other reasons given in decreasing number of times mentioned were becomingness of color, good fit, ease of care, comfort, and a liking for the material and workmanship. The most frequently indicated reasons for dissatisfaction were poor fit, dislike of the style, inferior material and workmanship, problems of care, being tired of the garment or displeased with its color.

It was evident that the participants at the age level used in this study liked to have clothing that was comparable to others but at the same time individualistic in its styling. The need for approval of friends was not as strong in this age group as had been indicated for younger teen-age girls.

In general, the buying practices of the participants expressed self-reliance. In teaching clothing selection and/or construction to this age group several points apparently need emphasis, such as more careful pre-planning of clothing purchases to assure garments which better fit into existing wardrobes, and less impulsive selection in color so that the buyer could more effectively utilize and coordinate her clothing. Inasmuch as poor fit was a common reason indicated for dissatisfaction with seldom worn items of clothing, more understanding of what constitutes a well-fitted garment and the inherent changes which could be made through alterations might help the students purchase better fitting garments. The importance of purchasing clothing which can be more easily and less expensively taken care of, and which is of better quality and workmanship appeared to need more emphasis.

BUYING PRACTICES FOR SPECIFIED APPAREL ITEMS
OF FIFTY COLLEGE GIRLS

By
Blossom Church Engen

A THESIS

Submitted to the College of Home Economics
of Michigan State University
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CHAPTER I

INTRODUCTION

Statement of the Problem

This study is concerned with the clothing purchasing habits and satisfactions derived from five specified garments of fifty sophomore girls attending Emmanuel Missionary College. It was designed to compare family practices with regard to types of stores patronized, shopping practices, and price ranges in purchasing clothing for these girls. Information as to reasons for satisfaction and/or dissatisfaction with currently worn blouses, skirts, winter coats, "other occasion" dresses and formals was to be secured by interview. Factors of style, color, fit, quality of workmanship, fabric performance such as ease of care, durability, etc., as well as determination of which garments in their wardrobes were purchased ready-made or made at home were expected to be secured in the interview.

Purpose of the Study

The decision to undertake this investigation was made because it was felt that there was a lack of information regarding buying practices among the students enrolled in any of the Seventh-day Adventist colleges. It was believed that increased understanding of the types of problems which these girls have relative to the selection of clothing would be beneficial in analyzing the present home economics clothing curriculum. It was also believed that student interest could be stimulated in pre-planning

purchases of clothing which would provide greater satisfaction. Information concerning what constitutes satisfactions could be integrated into courses in clothing selection and/or construction, clothing budgets, and consumer problems in buying clothing, which would be helpful in meeting the needs of the students.

Others who might be interested and find this study of benefit would be the Emmanuel Missionary College dormitory administrators who advise future students on their college clothing needs, and also production and retail organizations who would be interested in clothing preferences and buying practices of college-age groups.

The fifty volunteers cooperating in this study were sophomores at Emmanuel Missionary College, Berrien Springs, Michigan, during the school year of 1956-57, where the investigator had been on the Home Economics department staff since 1953. The college is one of nine Seventh-day Adventist coeducational liberal arts colleges in the United States. The student personnel of approximately one thousand students are essentially from a four state area--Michigan, Indiana, Illinois, and Wisconsin. Approximately one hundred students from outside of this area are enrolled.

These church related colleges do not use a uniform dress. Suggested criteria for clothing is only that it be modest and simple, of good quality, becoming in color and suited for service: in other words, the type of outer apparel worn by girls on this campus is similar to that found on the campus of any state supported school.

CHAPTER II

REVIEW OF LITERATURE

Introduction

A great deal of emphasis has been placed on the importance of clothing in attaining social and professional prestige. What do studies in this area actually indicate? What constitutes the habits of the American families in clothing preferences and buying practices which would help their college-age daughters to feel accepted? Why is this public satisfied with some purchases and dissatisfied with others? The findings of several investigations previously done provide some interesting information as to preferences and practices of different age groups.

The Review

Clothing has traditionally been one of the primary needs of the individual and the family. Rapid technological developments have taken place which have increased the supply and modified the character of textiles and clothing.¹ The three main purposes of clothing are decoration, modesty, and protection,² but possession of clothing has come to play an important role in a sense of belonging and of feeling secure.

¹ _____, "Clothing and Textiles Move Forward," Journal of Home Economics, XLVIII (October, 1956), pp. 635-39.

² Bernice King, "A Study of the Role of Clothing in Family Relationships in Twenty-five Selected Families." Unpublished Master's Thesis, Michigan State University, East Lansing, 1949, p. 12.

Psychological Implications of Clothing

"To adolescent girls, appearance and clothing are a major interest," according to Silverman.³ Shively and Roseberry indicated of the college girl, "She must have a sufficient number (of garments) for her needs. Right clothes help give her a feeling of security and thus help her adjust to college life."⁴ Crawford states that the age factor is probably the most important reason why clothing is such an important item to the college students, especially to women. The fact that men students have control over the marriage proposal and have been conditioned to rate women primarily in terms of "attractiveness" has made women students much more clothes conscious than men, and anxious to improve their appearances and personal charm. Women must compete for male attention and must dress to attract men so that they will stand out in contrast to other women.⁵

The traditional view on better social participation because of being well dressed has been questioned by Ryan who, in a study at Cornell University found that there was no significant correlation between how a girl rated herself on dress and the number of organizations to which she belonged or how many offices she held.⁶

³Sylvia Silverman, Clothing and Appearance--Their Psychological Implication for Teen-Age Girls, New York: Bureau of Publications, Teachers' College, 1945, p. 2.

⁴A. E. Shiveley and E. D. Roseberry, "Adequacy of College Wardrobes Judged," Journal of Home Economics, XL (February, 1948), p. 81.

⁵Mary M. Crawford, Student Folkways and Spending at Indiana University, New York: Columbia University Press, 1943.

⁶Mary S. Ryan, "Psychological Effect of Clothing," Part IV, Perception of Self in Relation to Clothing, Bulletin 905, Cornell University Agricultural Experiment Station, Ithaca, 1954, pp. 1-19.

Rosencranz also reported in a study with Michigan State University veterans' wives that social participation and number of garments for a given occasion had no significance or relationship.⁷

Factors Affecting Purchase of Family Clothing

Socio-economic factors as age, education, number and sex of children in the family, social activities, whether or not the wife is employed outside of the home and what kind of a job she has are all related to the purchases of clothing for the family. Residential and geographical locations are also important factors.

In 1954, 90% of the men in the United States were employed while 46% of the women worked outside of the home. Income of women was higher for urban and rural non-farm families than for the women of farm families.⁸ Forty per cent of the families had incomes between \$3,000 and \$4,000 annually; 30% earned more than \$6,000; 30% less than \$3,000 with the yearly median income of \$4,410 during the period between 1950 and 1953.⁹ Women in the higher income groups spent nearly twice as much for their clothes as those in the lower income bracket.¹⁰ According to a study by Schurr at the University of Maryland 45% of the college freshmen did not know their

⁷M. L. Rosencranz, "Social Aspects of Clothing Studies," Journal of Home Economics, XLIII (March, 1950), p. 206.

⁸U. S. Department of Commerce, Current Populations Report of Consumer Income (Washington: U. S. Government Printing Office, August, 1955), pp. 1,2.

⁹S. F. Goldsmith, "Income Distribution in the United States, 1950-53," Survey of Current Business, XXXV (March, 1955), pp. 15-27.

¹⁰Margaret L. Brew, Roxanne R. O'Leary, and Lucille C. Dean, Family Clothing Inventories and Purchases, Household Economics Research Branch, U. S. Dept. of Agriculture (Washington: U. S. Government Printing Office, April, 1956), p. 9.

families' incomes; 21% stated their incomes to be over \$8,000; 17% between \$6,000 and \$8,000 and 17% with annual incomes under \$4,000.¹¹

Differences in climate affected both the clothing inventories and purchases as indicated by a study by the U. S. D. A. comparing differences between Minneapolis-St. Paul and Birmingham buying practices.¹² Farm husbands and wives owned less clothing than city husbands and wives, possibly because of the lower income of farm families and differences in occupations.¹³

In comparing numbers of garments considered necessary in an adequate college wardrobe at the University of Maryland and at the University of Nebraska, eighteen of the twenty-six specified garments were owned in larger quantities by Maryland students than by the Nebraska students.¹⁴

R. H. Myers in the Miami Business Review suggests that it is time surveys become realistic regarding what is actually spent for clothing the family. He cites in this article, a cost study done in Cincinnati, Ohio, in which the cost of three-fifths of the women's dresses was less than \$8.50. Only 5% to 6% paid more than \$20.00 for their dresses.¹⁵ He believes that the usual figures quoted by women are basicly overstated as to cost.

¹¹Mary S. Schurr, "A Study of Wardrobes of the Freshmen Women Attending the University of Maryland (1951-52) with an Investigation of Certain Factors Influencing the Acquisition of These Wardrobes." Unpublished Master's Thesis, University of Maryland, College Park, 1953, p. 29.

¹²U. S. Bureau of Human Nutrition and Home Economics, U. S. Dept. of Agriculture, Family Clothing Inventories by Income (Washington: U. S. Government Printing Office, June 1950).

¹³Schurr, op. cit., p. 12.

¹⁴Ibid., p. 22.

¹⁵R. H. Myers, "Dress Purchases in Cincinnati in 1952-53," Miami Business Review, XXVI (October, 1954), pp. 1-4.

Teen-agers are influenced more by style and color than by material and workmanship in purchasing clothing according to a report in Consumer Report.¹⁶

Those college girls who keep a record of expenses are in a minority. Lee of Stout Institute reported that 17% of the 100 girls she interviewed kept a record of expenditures¹⁷ while a junior college survey by Wolfe showed 30% keeping such records.¹⁸ Obviously clothing plans were not often made with budgeting in mind.

Schurr reported that 67% of the freshmen girls at the University of Maryland earned at least part of the money spent on their wardrobes. Clothing expenditures were planned by only 75% of these girls.¹⁹

College women are in a peak expenditure bracket in the purchase of clothing. A study by Brew, O'Leary, and Dean indicated that peak expenditures occurred in the age class of women under thirty-five years of age.²⁰

Nelson states that "after a study of wardrobes one point of agreement is usually reached. The college girl has too many clothes."²¹

¹⁶ _____, "Teen-age Consumers," Consumer Report, XXII (March, 1957), pp. 139-42.

¹⁷Marian S. Lee, "A Study of the Clothing Expenditures of Fifty Senior and Fifty Sophomore Home Economics Students Attending the Stout Institute." Unpublished Master's Thesis, Stout Institute, Menominee, 1949, p. 38.

¹⁸Helen 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. 48.

¹⁹Schurr, op. cit., p. 36.

²⁰Brew, O'Leary and Dean, op. cit., p. 14.

²¹Lois Nelson, "Integrating Personal and Family Clothing Experiences," Journal of Home Economics, XLIX (January, 1957), pp. 29,30.

The department store was the source for the largest proportion of clothes purchased by participants in the Milwaukee, Chicago and Ithaca studies, according to Leask,²² Rosner,²³ and Ryan,²⁴ respectively.

Specialty shops were listed next in order of frequency in each study. In a study at Kansas State University, 10% of the interviewees regularly purchased clothing by mail-order²⁵ and each of the three preceding studies indicated some garments were purchased by this method.

Laird reported that women make impulsive purchases.²⁶ The choice of store where purchases are made may be as a result of impulse, but Lee reported that generally college girls bought where they did because of the good selection, the easy accessibility, the price of merchandise carried or the enjoyment derived from shopping in the store.²⁷ The term "enjoyment" was not clarified.

In none of the studies consulted was there inference that the majority of the participants usually shopped alone. Relatives were most

²²Grace 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 University, East Lansing, 1953, pp. 58,59.

²³Anne T. Rosner, "A Survey of the Clothing Preferences and Buying Practices of One Hundred Girls of Roosevelt High School in Chicago, Illinois." Unpublished Master's Thesis, Michigan State University, East Lansing, 1954, p. 70.

²⁴Mary S. Ryan, "A Study of Factors in the Selection and Care of Blouses Which Relate to Consumer Satisfaction," Journal of Home Economics, XLVI (March, 1954), pp. 150,151.

²⁵Mary M. Windhorst, "An Analysis of the Clothing Expenditures of a Selected Group of College Women." Unpublished Master's Thesis, Kansas State College of Agriculture and Applied Science, Manhattan, 1943.

²⁶Donald A. Laird, What Makes People Buy, New York: McGraw-Hill, 1935, p. 138.

²⁷Lee, op. cit., pp. 33,34.

often mentioned as the person with whom they frequently shopped; girl friends were listed next in order of frequency. According to Wolfe reasons for not wishing to rely on their own judgments in making decisions were "Do not have confidence in my own judgment," "Mother gets better values," or "Mother's taste is better than mine."²⁸ Expensive items of apparel were nearly always purchased when another person was with the purchaser.

Eighty-five to ninety per cent of the high school students usually shopped more than one place before purchasing garments in the Leask²⁹ and Rosner³⁰ studies. In a broader study covering all ages of women it was found by Hockstim that four out of ten went to more than one store before purchasing garments.³¹

Rosner found that 99% of the Chicago girls always or frequently tried on coats, suits, cotton dresses and wool skirts before purchasing while only 19% always tried on blouses and sweaters and 45% did not try on these specific articles of apparel.³²

A number of studies showed that "hand-me-downs" were used to stretch the family wardrobes. In the Florida study by Wolfe there was used clothing in the wardrobes of 6% of the interviewees.³³ In the high school study by Rosner 61% reported having "hand-me-downs," with nearly half of

²⁸Wolfe, op. cit., p. 40.

²⁹Leask, op. cit., pp. 60,61.

³⁰Rosner, op. cit., pp. 70,71.

³¹Esther M. Hockstim, Women's Attitudes Toward Wool and Other Fibers, Marketing Research Division, U. S. Dept. of Agriculture (Washington: U. S. Government Printing Office, 1957), pp. 25,26.

³²Rosner, op. cit., p. 71.

³³Wolfe, op. cit., p. 51.

the clothes received from sources other than older sisters. Twelve per cent disliked the garments which they had.³⁴ In one survey done for the U. S. D. A., 35% of the women reported that they supplemented their clothing with "hand-me-downs."³⁵

In this study just mentioned an appreciable amount of clothing was received as gifts, but such clothing was not considered to be any great "wind fall" by many of those interviewed.³⁶ Rosner stated that two-thirds of the participants in her study received gifts of new clothing.³⁷

Teen-agers as a general rule did not contribute greatly to the return-goods market.³⁸ As a group they did not return purchases for exchange or credit.

Purchase of sale merchandise was a common method of stretching the wardrobe dollar. Wolfe found that 20% of the interviewees in her study bought clothes on seasonal clearance.³⁹ Rosner indicated that 51% usually and 39% frequently purchased garments at reduced prices.⁴⁰

Leask reported that Milwaukee girls almost always paid cash for minor apparel items. Forty per cent always and 43% frequently purchased these items with cash. Only 7% bought major items on lay-away, and none suggested that they always bought clothing by installment payment although 5% indicated that they frequently did. Not more than 5% always

³⁴Rosner, op. cit., p. 89.

³⁵Brew, O'Leary, and Dean, op. cit., p. 2

³⁶Ibid., p. 5.

³⁷Rosner, op. cit., p. 80.

³⁸Consumer Report, op. cit., pp. 140-42.

³⁹Wolfe, op. cit., p. 51.

⁴⁰Rosner, op. cit., p. 25.

purchased major ready-to-wear by charge account, but 32% frequently did.⁴¹ In the Chicago study 86% indicated paying cash for their coats, suits and party dresses; one third always or frequently charged these items. Fourteen per cent used lay-away and seven per cent purchased these items on extended payment plan.⁴²

Sewing practices in families cited in the literature were greatly varied. Although sewing was done by or for 50% of the girls in a study at Pennsylvania State University by Warden, the proportion of garments sewed was too small to have a major effect upon the wardrobe.⁴³ This was also thought to be true by Schurr,⁴⁴ Rosner,⁴⁵ and Leask.⁴⁶ Wood, in analyzing sewing and buying practices of students in small colleges, suggested that those individuals with an understanding of clothing construction were able to buy more wisely, however.⁴⁷ Schurr found that the girls on the University of Maryland campus who made all of their clothes had on an average, more suits, skirts, blouses, dresses, formals and coats than other girls on campus.⁴⁸

⁴¹Leask, op. cit., pp. 63,64.

⁴²Rosner, op. cit., pp. 80,81.

⁴³Jessie A. Warden, "Some Factors Affecting the Satisfaction and Dissatisfaction with Clothing of Women Students in the College of Education and the College of Liberal Arts." Unpublished Doctoral Thesis, Pennsylvania State University, University Park, 1956.

⁴⁴Schurr, op. cit., p. 42.

⁴⁵Rosner, op. cit., p. 62.

⁴⁶Leask, op. cit., pp. 48,49.

⁴⁷Amanda L. Wood, "Meeting the Clothing Needs of Students in a Small College." Unpublished Master's Thesis, Ohio State University, Columbus, 1946, p. 20.

⁴⁸Schurr, op. cit., p. 50.

Rural farm families sewed more than city dwellers. Schlaphoff and Burema reported that about one-fourth of the farm families in a Nebraska county sewed most of their clothing.⁴⁹

Lynn reported that more than one-third of the participants in the college clothing classes which she interrogated at Cornell University had had previous clothing construction in junior high school with high school classes listed as their next most frequent source of training. The next largest segment in this study had had no previous training.⁵⁰ Wolfe found that 51% had had help from their mothers in learning to sew and 11% had had clothing classes in high school.⁵¹

A general survey done by Hockstim for the U. S. D. A. indicated that 62% owned sewing machines in working order.⁵² Slaughter found that 88% in an eleven state survey owned sewing machines.⁵³

Schlaphoff and Burema said that the reasons given for sewing clothes at home were that money could be saved, outdated garments could be utilized, or that those sewing at home liked to do so.⁵⁴ Lee reported that factors influencing the making of clothing were economy, enjoyment,

⁴⁹Doretta Schlaphoff and Jeanette Burema, "Home Production by a Nebraska County," Journal of Home Economics, XLVII (June, 1955), pp. 403,404.

⁵⁰Mary Jean Lynn, "Inventories of Eighty-six Freshmen Girls' School Wardrobes to Determine Factors Relating to the Popularity of School Clothing." Unpublished Master's Thesis, Cornell University, Ithaca, 1952, p. 63.

⁵¹Wolfe, op. cit., p. 44.

⁵²Hockstim, op. cit., pp. 41,42.

⁵³Margaret Slaughter, "Home Sewing Centers," Journal of Home Economics, XLV (May, 1953), p. 325.

⁵⁴Schlaphoff and Burema, op. cit., pp. 403,404.

better choice of pattern and material, and greater individuality. Reasons for buying rather than making clothing were lack of time, immediate need, better appearance and satisfaction, lack of facilities, and lack of sewing skill.⁵⁵

Satisfactions and Dissatisfactions with Specified Apparel Items

Comparatively little information is available on what constitutes reasons for satisfactions and dissatisfactions with garments.

Ryan found that interviewees in the Ithaca, New York area were most pleased with blouses which were easy to care for and which went with several skirts or suits; which had such aesthetic qualities as "looking good" or having a pleasing color; and which were comfortable and fit well. White short sleeved cotton blouses were preferred. Those blouses which could be machine washed were worn most frequently.⁵⁶ In Lynn's study at Cornell the most frequently worn blouses were new blouses which had been chosen by the interviewees. Reasons for not liking one-third of the blouses which the interviewees mentioned wearing infrequently were that they had not been intelligent buys, that they had care problems, were a disliked color or fabric, that they needed repairs or that they slipped out of skirts with which they were worn.⁵⁷

Hockstim indicated that women when asked about skirts had less criticism than praise for those they owned. Frequent reasons for satisfactions with the skirts inquired about were that interviewees liked the

⁵⁵Lee, op. cit., p. 29.

⁵⁶Ryan, "A Study . . ." pp. 151-154.

⁵⁷Lynn, op. cit., pp. 34,40.

color, style, price and fit. Mentioned occasionally was the skirt's versatility, tailoring, brand, attractiveness, and its approval by friends. Major dissatisfactions with wool skirts were their scratchiness, the fact that they showed dirt, sagged or stretched, were too warm, bulky or that they were subject to moths.⁵⁸ The most frequent criticisms of the seven infrequently worn skirts that belonged to each participant in the Lynn study were that they were unwisely purchased or that they did not fit.⁵⁹

No pertinent information was found concerning the other specified garments.

⁵⁸Hockstim, op. cit., pp. 15,16.

⁵⁹Lynn, op. cit., pp. 12,20.

CHAPTER III

COLLECTION OF DATA

Fifty sophomore volunteers were used for this survey. It was felt that sophomores were typical of the girls who were established in college and who had learned from experience what was expected and desired in a college wardrobe. Initial contact was made with these girls in their dormitory assemblies. The group which volunteered was too large, but when an age limitation of eighteen to twenty years was specified, approximately fifty participants were obtained. The deficiency was filled by personal contact with the previous volunteers or by asking those who had not been in assembly that evening. The purpose of the survey and the importance of their individual contribution to the validity of the data was explained at the group meeting.

Instruments used in the survey were a questionnaire and an interview. The portion of the questionnaire covering family data such as composition of the family, employment patterns, approximate family income, etc., was filled in under a code number. The second portion which had the same code number, was signed, thus making it possible to find who had filled in the first part of the questionnaire if this information was necessary. Part II of the questionnaire was a schedule designed to secure information on individual clothing preferences and buying practices. Types of employment of the participants was obtained along with information concerning their plan for clothing expenditures, extent of parental influence in buying

practices, comparative practices in the purchase of ready-to-wear garments versus their construction in the home, etc. The questionnaire was group administered.

Information concerning satisfactions and dissatisfactions with specified apparel items were investigated during the personal interview.

The complete questionnaire and interview schedule has been bound in the appendix of this thesis.

The data obtained by these interrogations was analyzed objectively and subjectively to attempt to determine the socio-economic background of the participants along with their practices in purchasing clothing, as well as their reasons for finding specified clothing items satisfactory or unsatisfactory.

Scales

When considering parental employment, the "Distribution of Occupational Titles" published by the Bureau of Employment Security of the Department of Labor was used as an index of classification.⁵⁹

These ratings are explained as follows:

O--Professional and Managerial Occupations

- a. Professional--this group includes occupations that predominantly require a high degree of mental activity by the worker and are concerned with the theoretical or practical aspects of complex fields of human endeavor. Typical professional occupations are those of doctor, lawyer, architect, mechanical engineer, chemist, physicist, astronomer, editor, etc.
- b. Semi-professional--Included in this group are occupations concerned with the theoretical or practical aspects of fields of endeavor that require rather extensive education or practical experience, or

⁵⁹U. S. Bureau of Employment Security, Distribution of Occupational Titles, Vol. II, Occupational Classification and Industry Index (Washington: United States Government Printing Office, March, 1949).

a combination such as education and experience for the proper performance of the work. Chiropodists, tree surgeons, draftsmen, aviators, laboratory technicians and fingerprint experts are typical semi-professional occupations.

c. Managerial and official occupations--This group includes occupations that are involved primarily with responsible policy-making, planning, supervising, coordinating, or guiding work-activity 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. Work foremen are not included in this group.

1--Clerical and Sales Occupations

a. Clerical and kindred occupations--This group includes occupations concerned with the preparation, transcribing, transferring, systematizing, or preserving of written communications and records in offices, shops, and other places.

b. Sales and kindred occupations--Included in this group are occupations concerned with the sale of commodities, investment, real estate and services, and occupations that are very closely identified with sales transactions even though they do not involve actual participation in such transactions.

2--Service Occupations

a. Domestic service occupations--This group includes occupations concerned with the usual functions in the maintenance of households and their environs, the cooking of meals, the care of children and similar services that are performed in private homes.

b. Protective service occupations--In this group are those specifically concerned with the protection or guarding of the country or its political units, of buildings and other property, and of individuals. Typical are U. S. servicemen, watchmen and policemen.

c. Personal service occupations--Included in this group are occupations concerned with performing services for others. Typical are barbers, waitresses, practical nurses, etc.

d. Building service workers and porters--Workers concerned with the cleaning of the interior and equipment of buildings, offices, stores, and similar places, and with moving or carrying equipment, baggage and other articles.

3--Agricultural, Fishery, Forestry and Kindred Occupations

a. The occupations included in this group are those that are directly associated with the process of growing and harvesting vegetables, fruits, grains, and other farm crops; in the raising of poultry, livestock, and other animals and fowls for consumption, for

their products, for pets, or exhibition; and in various phases of horticultural activities. Farmers and dairymen are typical.

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 trapping parties or who engage in the hunting and trapping of wild animals and game.

4 & 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 considerably independent judgment, usually a high degree of manual dexterity, and in some instances, extensive responsibility for valuable products or equipment. Textile workers, stone cutters, bakers, aircraft builders, etc., are typical.

6 & 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 a 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, and the exercise of independent judgments to meet variables in work situations. Examples might be baker's helpers, cloth winders, etc.

8 & 9--Unskilled Occupations

- This group includes occupations that involve the performance of simple duties that may be learned within short periods of time and that require the exercise of little or no independent judgment. Characteristically, such occupations do not require previous experiences in the occupations in question. Hod carriers for brick layers, bread wrappers, etc., would fall in this classification.

CHAPTER IV

FINDINGS, INTERPRETATIONS AND ANALYSES

Pertinent information concerning family backgrounds was gained from the participants through the use of the personal data questionnaire. The complete questionnaire may be found in the appendix. It was felt that having a knowledge of their background would help in the interpretation of the findings concerning individual clothing preferences and buying practices. This portion of the questionnaire was voluntarily and anonymously done. It was hoped that because it was voluntary it would be possible to obtain reasonably accurate information.

Family Composition

The first question had to do with the children in the family. It was found that the average family from which the participants came had between three and four children. In the entire group, the age range of brothers and sisters was from age forty to age two. The largest family had ten children. There were six families with only one child, namely, the interviewee. In nineteen of the fifty homes represented, the girl participating in this study was the oldest child in the family. In each of twelve households, the participant was in an intermediate age position and in six instances the only child. In nineteen families there were older sisters and this might have significance in interpreting the data on the use of "hand-me-downs," etc. In twenty-three homes the participants had younger sisters. Fourteen of the girls had older brothers and eighteen



TABLE I
COMPOSITION OF THE FAMILIES

No.	Girl's Age	Father's Age	Mother's Age	Older Bros.	Younger Bros.	Older Sisters	Younger Sisters	Total Children	
1	18	40-44	40-44	-	-	-	3	4	
2	19	45-49	40-44	-	1	1	1	4	
3	19	40-44	40-44	-	-	1	1	3	
4	19	40-44	40-44	-	1	-	1	3	
5	18	55-59	45-49	-	1	-	1	3	
6	19	50-54	55-59	-	-	-	1	2	
7	19	50-54	50-54	-	-	-	-	1	
8	19	50-54	50-54	1	-	-	-	1	
9	19	55-59	55-59	3	-	4	-	8	
10	20	40-44	40-44	-	-	-	4	5	
11	19	45-49	45-49	-	-	1	-	2	
12	18	45-49	40-44	-	-	1	-	2	
13	19	45-49	45-49	-	-	-	2	3	
14	19	40-44	35-39	-	2	-	7	10	
15	19	60-64	40-44	1	1	-	-	3	
16	22	60-64	55-59	-	2	-	1	4	
17	20	50-54	45-49	1	-	2	1	5	
18	19	40-44	35-39	-	-	-	1	2	
19	19	45-49	40-44	-	-	-	2	3	
20	19	50-54	45-49	-	-	1	1	3	
21	18	35-39	40-44	-	2	-	-	3	
22	20	50-54	50-54	-	-	2	1	4	
23	19	55-59	40-44	1	-	2	-	4	
24	19	45-49	45-49	1	-	-	1	3	
25	18	45-49	45-49	-	-	1	-	2	
26	19	45-49	40-44	-	-	-	-	1	
27	19	35-39	35-39	-	-	-	1	2	
28	19	55-59	55-59	1	-	2	-	4	
29	21	40-44	40-44	-	2	-	3	6	
30	19	50-54	50-54	1	1	-	-	3	
31	20	45-49	40-44	-	-	-	-	1	
32	18	over 65	40-44	-	-	-	1	2	
33	21	over 65	60-64	4	-	-	-	5	
34	20	45-49	40-44	-	2	-	1	4	
35	18	?	50-54	-	-	1	-	2	
36	19	45-49	40-44	0	1	-	-	2	
37	20	45-49	45-49	-	-	1	-	2	
38	19	45-49	40-44	1	1	-	-	3	
39	19	40-44	40-44	1	1	1	-	4	
40	20	55-59	40-44	-	1	-	2	4	
41	19	deceased	55-59	-	-	-	-	1	
42	18	40-44	35-39	-	-	-	-	1	
43	20	50-54	40-44	1	1	2	1	6	
44	21	60-64	60-64	4	1	1	-	7	
45	19	deceased	50-54	2	-	1	-	4	
46	19	over 65	60-64	-	-	1	-	2	
47	19	55-59	50-54	-	-	-	-	1	
48	19	45-49	40-44	-	1	-	2	4	
49	20	?	deceased	-	-	2	-	3	
50	20	55-59	55-59	-	3	-	-	4	
50 participants				Totals	23	25	38	40	176

had younger brothers. It is interesting to note that of the children in the fifty families, there were 128 girls but only forty-eight boys.

Eleven of the students indicated that there were other persons outside the immediate family living in their homes. In three instances, the other person was a grandmother. In two instances these individuals were grandfathers. In three homes, there were two grandparents, and in one instance a cousin lived with the family. Two households had non-relatives living in the home. In one of these families several elderly or infirm people were boarded and cared for by the parents. In the second home there was no indication as to the identity of the non-relative.

Occupations of the Wage Earners

An analysis of the fathers' occupations together with the employment of the other members of the family gives some insight into the socio-economic status of the family.

In Table II a summary of the occupations of their fathers is shown.

TABLE II
OCCUPATIONS OF FATHERS

Occupations	U. S. Occupational Employment Index Number*	Number in Group
Skilled craftsmen	4,5	13
Agricultural, Fishery or Forestry	3	12
Professional and Managerial	0	6
Clerical and Sales	1	6
Unskilled	8,9	4
Semi-skilled	6,7	2
Service	2	2
Unknown, retired, deceased		5
Total		50

*Occupational Employment Index numbers are interpreted on pages 16-18.

Twenty-five per cent were engaged in work as skilled craftsmen and a comparable number followed agricultural pursuits. Twelve per cent were professional men; 12% in clerical or sales occupations and 8% were unskilled workers. Four per cent held semi-skilled jobs and 4% were in some type of service position. One girl said that her father was self-employed but did not give the nature of his employment. Two girls did not know what occupations their fathers followed. One of these girls was living with a guardian and in the other instance, the mother and father were divorced. One father was retired and two were deceased.

Twenty-one of the interviewees indicated that their fathers had been following the same type of work for over twenty-one years. This might be an indication that at least 40% of the participants in this study came from a relatively stable background. Eight of the girls interviewed, indicated that their fathers had been employed in their present occupations between eleven and twenty years. A significant number, approximately one-fourth of the participants, indicated that their fathers had been employed at their present jobs for less than ten years. One father, because of ill health, was retired. Apparently, some of the girls had not been impressed or did not care to indicate the length of time their fathers had been employed in their present jobs as there were five who did not state how long their fathers had followed their present occupations.

Twenty-nine of the girls interviewed stated that their mothers worked outside of the home. In twenty of the homes the mothers were not employed. In one home, the mother was deceased. Of the twenty-nine mothers who were employed, twenty-two were working at full time jobs and seven were part-time employees.

In classifying the types of employment of the mothers, ten of the twenty-nine were associated in some capacity with a hospital; eight were employed in office work, seven were doing clerical work and one mother was an office supervisor. There were three mothers who were teachers; one of whom was employed as a governess; and two mothers were employed as waitresses. Other types of employment included that of florist, assistant manager in a laundry, a nursing home operator, and a housekeeper.

TABLE III
EMPLOYMENT OF MOTHERS

Amount of Employment	Number
Not employed outside of the home	20
Employed part-time	7
Employed full-time	22
Deceased	1
Total	50

Educational Background of Parents

There was wide variation in the number of years of schooling which the fathers of these fifty girls had attained. The lowest amount was indicated as three years. The highest amount of education was graduation from medical school. The average number of years of schooling for the fathers of all of the participants was 10.9. Of the fifty girls filling in this questionnaire, five said that they had no idea as to how many years of schooling their fathers had completed. Since no information was given concerning the deceased fathers, the average is based on only forty-three replies. From this group twenty-three had finished high school.

Forty-eight of the fifty girls were able to give the number of years' schooling that their mothers had completed. Five more girls knew about

their mothers' educational background than knew about their fathers'. The average number of years in school for the mothers was 12.1 years which was 1.2 more than the average number of years for their fathers. Twenty-four of the mothers had had at least one year of training beyond high school while one mother had completed only the sixth grade in school.

Age of the Parents

Twenty-two of the fifty participants indicated that their fathers were between the ages of forty-five and fifty-four. The next largest segment by age included eleven fathers who were thirty-five to forty-four years of age. There were ten fathers between the ages of fifty-five and sixty-four; three were over sixty-five. Two girls did not know the ages of their fathers.

On the average, their mothers were younger than their fathers. Approximately half of the mothers were between the ages of thirty-five and forty-four; fifteen between forty-five and fifty-four; and nine between the ages of fifty-five and sixty-four. In no instance was the mother over sixty-five years of age.

Church Affiliation

All of the girls participating in this study were of the same denominational affiliation, Seventh-day Adventist. In checking on the church affiliation of the fathers it was found that thirty-one of the forty-eight were also members of this church. There were seventeen who either belonged to another church or who had no church affiliation.

Forty-six of the fifty girls stated that their mothers belonged to the Seventh-day Adventist church. Four respondents gave no indication as to what, if any, church affiliation their mothers had.

Income of the Family

An attempt was made to determine the approximate yearly income of the fifty families represented in this study. Twenty-one of the girls indicated that their families' earnings were between \$5,000 and \$7,499. The next largest group of seventeen, were in an income bracket between \$2,000 and \$4,999. Four of the girls stated that their families' incomes averaged over \$10,000 a year and three said that their families earned under \$2,000 annually. Five gave no indication as to the income of their families. The veracity of the annual income data might be questioned. In a number of instances where both parents were employed in good paying jobs, the income bracket reported was below that which the dual income would currently represent. No doubt, in other cases, the amount of income was an over statement.

Personal Data Concerning the Participants

The next portion of the questionnaire was filled in under the student's signature. It was felt that it might be advantageous to be able to refer to the information concerning the individual before filling in the interview schedule. A copy of this portion of the questionnaire and the interview schedule appear in the appendix.

Age and Educational Attainment of Interviewees

Most of the girls participating in this study were between the ages of eighteen and twenty. They had the common background of all being sophomores or being on the campus for the second year. Ninety-two per cent of the total group were between the ages of eighteen and twenty, the average being 19.2 years. There were twenty-eight who were nineteen years old, ten who were twenty; eight who were eighteen and four over twenty years of age.

TABLE IV
AGE OF PARTICIPANTS

Age of Participants	Number in Group
18	8
19	28
20	10
21	3
22	1
Total	50

Geographical Distribution of Participants Homes

The girls were asked to list their home town and its approximate population. From their answers it was obvious that many of them were not aware of the size of the cities from which they came. Twenty per cent of the interviewees gave no population listing whatever--a significant number. For that reason the size of these ten cities were obtained from the 1950 census report.⁶¹ The validity of the remaining answers could perhaps be questioned.

TABLE V
POPULATIONS OF HOME TOWNS

Size of City	Number From Each City of This Size
0 - 2,499	16
2,500 - 4,999	3
5,000 - 7,499	2
7,500 - 9,999	2
10,000 - 14,999	2
15,000 - 24,999	3
25,000 - 49,999	5
50,000 - 99,999	10
100,000 - 249,999	4
250,000 - 499,999	1
500,000 - one million	1
Over one million	1
Total	50

⁶¹U. S. Bureau of Census, 1950 Census of Population--Number of Inhabitants, (Washington: United States Government Printing Office, 1951).

Fifteen of the interviewees lived in towns of under 2,500 population. The next largest group, ten, came from cities with populations from 50,000 to 100,000 inhabitants. Nine girls reported their homes to be in towns with a population between 2,500 and 15,000. Eight came from cities having a population from 15,000 to 50,000 and four girls from cities of 100,000 to 250,000 population. Others were from varied population levels as indicated in Table V. One interviewee stated that she lived in the middle of nineteen square miles in Oklahoma where her family constituted the population.

High School Background

Eighty-two per cent of the girls were from the four-state area served by Emmanuel Missionary College, namely, Illinois, Indiana, Michigan and Wisconsin. The largest group came from Michigan, seventeen girls; eleven from Illinois; ten from Wisconsin and three from Indiana. Outside the four-state area three were from New York, and one each from Florida, Maryland, North Carolina, Ohio, Oklahoma, and Port au Prince, Haiti.

There were fourteen of the fifty participants who had graduated from the secondary Seventh-day Adventist schools in Michigan. The next largest group of eight were from Illinois, all having graduated from an Adventist parochial school. Similarly there were seven from Wisconsin and four from Indiana parochial schools. From such secondary academies outside the four-state area, there were eight girls participating in this project. The remaining students had graduated from high schools; three from Michigan and one each from Illinois, Indiana, and Wisconsin. Three additional girls had graduated from high schools outside this four-state region.

Two-thirds of the participants had lived in a dormitory during their high school years. Six of the group reported living both at home and in a dormitory while in high school. Almost as many had lived at home during this entire period.

Buying Practices

Earnings of Participants

Nearly all of the students at Emmanuel Missionary College do some type of work while they are in school. The money earned from this work is credited to their statements and for that reason their wages are actually a bookkeeping operation rather than a cash payment. It was decided that if spending habits were to be ascertained it would have to be determined whether or not the girls had been employed outside of a school plant and had earned cash. Thirty-four reported that they had had jobs of some type for which they had been paid in cash. Sixteen reported, however, that they had been employed only at church related schools.

Some of the girls had had experience in more than one type of work. Twenty-one reported having worked in offices; five as waitresses; five having done some type of work in a hospital; two employed for housework; four employed in a shop and two had done selling. One of the girls reported that she had worked as a swimming instructor and another had earned money for baby-sitting. Apparently, the others who had done baby-sitting did not consider that they had done a sufficient amount to call it regular employment. See Table VI for a complete listing of employment.

The participants were asked to record their wages in one of three groups depending upon how they had been paid; by the month, by the week, or other.

TABLE VI

TYPE OF EMPLOYMENT FOR PARTICIPANTS WHILE AWAY FROM SCHOOL

Type of Employment	Number Employed
Clerical	20
Hospital	5
Waitress	5
Shop work	4
Housework	2
Sales work	2
Accompanying	1
Baby-sitting	1
Janitorial service	1
Library aid	1
Receptionist	1
Swimming instructor	1

The highest rate of pay recorded by the month was \$285; the lowest, \$50. The average monthly earnings for the entire group was \$140. There was no indication as to how many hours a week these girls had worked. Of those who were paid by the week, the highest paid employee was earning \$70; and the lowest only \$10. The average weekly rate was approximately \$45. Of those paid by the hour, the highest was paid \$1.00 per hour; the lowest, 85¢. The average pay was 95¢ per hour. In one instance, for baby-sitting, the girl was paid \$2.50 per day.

The Seventh-day Adventist church operates under a tithing plan whereby each member contributes 10% of his income for payment of the ministry. Beyond this the girls participating in this study would probably give other church offerings as a matter of common procedure. However, other types of expenditures were asked for, the question reading, "What kind of plan do you have for spending your earnings beyond tithe and other miscellaneous church offerings?" Thirty indicated that they saved at least a part of their earnings for school expenses. Twenty-one said that they were responsible, in part, for the purchase of their personal clothing.

Four indicated that a part of their earnings were contributed to the family. Others mentioned car expenses, payment of debts, etc., as uses for the money they earned. Seven said that they had no particular plan for spending their money.

In answer to the question, "Are your family clothing expenditures planned?" fourteen stated that this was the usual procedure in their families. However, thirty-five indicated that their families followed no particular plan of expenditure for family clothing.

"Do you plan your clothing expenditures?" was a question which was asked of the girls. The girls generally followed the same pattern of planning as that which had been followed in the home. Seventeen indicated they planned their expenditures; thirty-one did not have any particular plan for their clothing expenditure with one person mentioning that sometimes she did and sometimes she did not.

TABLE VII
PLAN FOR CLOTHING EXPENDITURES

Expenditures	Number Who Planned	Number Who Did Not Plan
Family	14	35
Participants	17	31

An analysis of Table VIII shows the type of store at which different articles of apparel were purchased. This survey showed that for coats, suits, school dresses, "other occasion" dresses and jackets the department store was the most popular type of store. The specialty clothing shops were preferred for skirts, sweaters, blouses, and formals. Chain stores such as The J. C. Penney Company were mentioned most frequently as the type of store in which they would buy their play clothes, robes, pajamas

TABLE VIII

TYPES OF STORES AT WHICH SPECIFIED ARTICLES OF CLOTHING WERE PURCHASED

Article of Clothing	Dep't Store	Specialty Chain as Lerner's	Penneys	as Sears	Exclusive Shops	Others as Kresges	Do Not Buy Ready-made
Coats	27	12	10	-	7	-	-
Suits	22	15	7	-	4	-	1
School Dresses	16	11	10	4	-	-	9
Other Occasion Dresses	22	17	7	4	9	-	8
Play Clothes	10	9	20	7	1	1	3
Jackets	22	13	12	1	1	1	1
Skirts	15	19	12	4	3	-	13
Sweaters	15	18	14	5	3	-	-
Blouses	16	20	17	6	-	1	6
Robes	12	11	14	9	-	-	4
Pajamas	13	9	17	8	2	1	8
Slips	15	14	21	6	1	1	-
Formals	13	14	3	2	12	-	10

and slips. The girls were also asked whether or not they purchased clothes by mail-order. With the exception of coats and suits each apparel item listed had been purchased by mail-order; the items most frequently ordered being robes, pajamas, and play clothes. A few indicated that they bought lingerie and blouses and fewer girls mentioned skirts, sweaters, "other occasion" dresses, school dresses and formals as sometimes being purchased by mail. The type of garment most often bought at exclusive dress shops was the formal. Almost as many formals were purchased in such shops as were bought in specialty stores and department stores. Next in popularity of purchases from such a store was the "other occasion" dress; then the coat. At least one person indicated that she bought play clothes, jackets, blouses, pajamas and slips from such stores as Kresges.

In connection with this question the girls were asked to tell which garments, if any, that they might make rather than purchase ready-made. The article of apparel most often mentioned was the skirt as over one-fourth of the girls made their skirts. The next in order of frequency was the formal. This perhaps can be accounted for by the fact that many of the college sophomore girls have had to have formals for weddings and a number of these formals had been made at home. Nine mentioned that they usually made their school dresses; eight made their pajamas and eight made "other occasion" dresses. The other types of garments made at home were insignificant in number.

Two-thirds of the participants suggested that the primary reason for their choice of store for a specific item of apparel was because that store offered the desired quality of merchandise. Nearly as many checked the fact that the store of their choice carried the desired price range for that item of apparel. Half of the students gave wide selection of

styles as their reason. The fact that the store carried the fashions which they wanted to buy was next in frequency of mention. Convenience of location was checked by less than one-third of the girls. The fact that the stores that are convenient to the college at Berrien Springs carry an extremely limited quantity of merchandise might have lead the participants to think of convenience of location as a minor reason for their choice. Only nine of the fifty girls indicated that the brands carried constituted a reason for their choice. Apparently, this group of college students were not particularly brand conscious. Seven said that they shopped where there was a wide selection of sizes available. Three girls suggested that the payment plan available was a factor in their choice of store for their apparel purchases.

TABLE IX

PRIMARY REASONS FOR CHOICE OF STORE AT WHICH APPAREL ITEMS
WERE PURCHASED

Reasons	Number Indicating This Reason
Desired quality of merchandise carried	33
Desired price range	29
Wider selection in styles	25
Style and fashionableness of merchandise	19
Convenience of location	15
Brand carried	9
Wider selection of sizes	7
Charge account at store	2
Extended payment plan available	1
Good service	1

In buying major ready-to-wear items thirty-eight or about 75% frequently shopped and ten sometimes shopped with someone. None of the girls bought major ready-to-wear items by herself. For less important items there were only four who mentioned that they usually shopped with someone. However, forty-three of the group indicated they sometimes did; while

three never shopped with anyone for less important items. See Table X for a summary of this comparison.

TABLE X
COMPARISON OF
SHOPPING PRACTICES FOR PURCHASING MAJOR AND MINOR ITEMS OF APPAREL

Type of item	Usually with Someone	Sometimes with Someone	Never with Someone
Major ready-to-wear such as coats	36	10	0
Less important items of ready-to-wear	4	43	3

When asked with whom they frequently shopped, the one person most often mentioned was the girl's mother. Seventy-five per cent said that they shopped with their mothers. Nearly 40% said that they frequently shopped with girl friends. A girl friend's advice was sought more often than that of sisters as less than one-third indicated they shopped with their sisters. Four girls shopped with both parents together; four sometimes shopped with their boy friends and two specifically mentioned shopping with their brothers. A father's advice was apparently highly influential with one girl. This practice follows a similar pattern as the study done by Rosner with a group of high school girls in Chicago. The girls interviewed in that study stated that 63% of the time they sought the advice of their mothers in shopping. Next in popularity was the advice of their girl friends.⁶²

Almost two-thirds of the participants said that if there was a difference of opinion when they were shopping with their parents, the final choice was made by the girl. One-third indicated that, generally speaking,

⁶²Rosner, op. cit., pp. 64, 65.

the choice was a compromise. There were two who answered that the final decision rested with their parents if they did not agree.

There seemed to be a general trend for a more expensive garment to be purchased after the girl had shopped for it at more than one place. Eighty-two to 95% mentioned that they always shopped more than one place for suits, formals, coats, "other occasion" dresses, skirts, and jackets. Approximately two-thirds of the girls said that they shopped at more than one place for blouses, robes, and sweaters; and half of the girls looked at more than one place for play clothes. Underwear was the only type of garment mentioned in the study for which the girls seemed to feel it was all right to shop only at one store. Perhaps this was because they frequently bought by brand names and knew their precise size for this specific type of clothing. Forty-one or over 80% said that they shopped in only one place for underwear. Table XI summarizes this data.

TABLE XI
SHOPPING PRACTICES PRIOR TO PURCHASE

Garments	Shopped in More Than One Store	Shopped in One Store	Did Not Indicated	Makes Speci- fied Garments
Coats	45	2	3	-
Suits	47	-	3	-
School Dresses	31	14	5	1
Other Occasion Dresses	43	6	1	-
Play Clothes	25	22	3	-
Blouses	30	18	2	-
Skirts	42	6	1	1
Jackets	41	6	3	-
Sweaters	35	13	2	-
Robes	32	16	2	-
Underwear	8	41	1	-
Formals	47	-	3	-

The girls were also asked to list the garments which they tried on before purchasing. Over 90% mentioned that they either occasionally or

always tried on coats, suits, "other occasion" dresses, formals, jackets, school dresses and skirts. Between 40% and 50% indicated that they tried on blouses, play clothes and robes. Between 25% and 40% said that they seldom tried on underwear, sweaters, or blouses. Approximately 35% reported that they never tried on underwear and less than 10% never tried on robes or sweaters before purchasing. See Table XII for detailed information regarding these practices.

TABLE XII

PRACTICES WITH REGARD TO TRYING ON GARMENTS BEFORE PURCHASING

Type of Garment	Always	Occasionally	Seldom	Never	Not Indicated
Coats	47	-	-	-	3
Suits	47	1	-	-	2
School Dresses	44	4	-	-	2
Other Occasion Dresses	47	1	-	-	2
Play Clothes	22	18	8	-	2
Blouses	23	15	12	1	1
Skirts	41	6	1	-	2
Jackets	45	1	1	-	2
Sweaters	13	14	16	4	3
Robes	21	17	5	4	3
Underwear	2	4	22	18	4
Formals	45	1	-	-	4

Later in the questionnaire, the girls were asked whether they, on occasion, had to return for exchange or credit any items that they had purchased. Sweaters were most frequently mentioned as having to be returned. There would appear to be a relationship between the fact that these garments were not tried on before purchase and the fact that it was necessary to return them for exchange or credit.

Thirty-one of the girls said that they had "hand-me-downs" in their wardrobes while seventeen did not. Eight of these thirty-one indicated

that they usually enjoyed wearing these clothes while thirteen said that they sometimes did; but no one indicated that she felt ill at ease or that she did not enjoy wearing these garments.

These "hand-me-downs" most frequently came from older sisters. Thirteen mentioned obtaining clothing from their sisters. Considering the fact that only nineteen of the girls had older sisters, this is a high proportion. Nine suggested that they received "hand-me-downs" from relatives; nine stating that their "hand-me-downs" came from well-to-do people. Seven of the girls said that they sometimes received discards from their mothers' wardrobes. Girl friends, sisters-in-law, and friends constituted a negligible source of such clothing.

TABLE XIII

PERSONS FROM WHOM INTERVIEWEES FREQUENTLY OR OCCASIONALLY
RECEIVED GIFTS OF NEW CLOTHING

Persons Giving Gifts	Frequently	Occasionally
Parents	36	13
Sisters	8	21
Brothers	4	8
Grandparents	5	10
Aunts	5	16
Friends	4	27
Boy Friends	1	1
Sisters-in-law	1	1

Sixteen of the girls mentioned that they had a significant number of gift clothing items in their wardrobes. These gifts of new clothing frequently came from their parents, thirty-six so indicating. About half of this number had received gifts of clothing from grandparents, brothers or friends. All but one girl frequently or occasionally received gifts from their parents. Occasional gifts came from friends, sisters, aunts,

grandparents, brothers, boy friends, and sisters-in-law mentioned in that order of frequency. Table XIII gives numerical frequencies of gifts from specified individuals.

As Table XIV shows, the most common gift of clothing was hosiery. Over 50% said that they frequently had gifts of hose. Nearly 40% stated that they had frequently received sweaters as gifts. Blouses were commonly mentioned. As a matter of fact, thirteen girls said that they were frequently given blouses and twenty-five were occasionally given blouses. Fifteen said that they frequently received underwear as gifts. Thirteen participants frequently received apparel accessories as gifts and nineteen occasionally received accessories as gifts. A small number of girls had coats, suits, skirts, school and "other occasion" dresses, pajamas, sox or robes as frequent gifts of clothing.

TABLE XIV
TYPES OF GARMENTS RECEIVED AS GIFTS

Types of Garments	Frequently	Occasionally
Hose	28	16
Sweaters	19	19
Underwear	15	21
Blouses	13	25
Apparel Accessories	13	19
Skirts	6	20
Play Clothes	6	10
Coats	5	7
School Dresses	3	11
Other Occasion Dresses	3	9
Pajamas	3	2
Suits	2	4
Sox	1	-
Robes	1	-
Jackets	-	9

When asked whether or not they usually purchased by brand name, six indicated they usually bought by brand name, thirty-eight indicating that

they occasionally did while five never purchased by brand name. Half of the girls participating in this survey reported that they usually or occasionally bought underwear by brand name. Nearly as many reported buying blouses by brand. Nineteen named shoes as regularly purchased by brand with hose next in frequency. In decreasing order of mention by brand were coats, dresses, suits, skirts, play clothes, sweaters, and hats.

There were no individuals who indicated they frequently had to return items which they had received or bought. Five said they occasionally did; forty-four indicating that it was seldom that they had to return articles of apparel which they had purchased. Only three or four mentioned specific garments that had to be returned. When asked to indicate their reasons for having to return these particular items of apparel, poor fit was the usual reason indicated. Other reasons mentioned were that garments were not thought suitable by other members of the family; pulled seams; fabric imperfections, unsatisfactory in color; and one girl said she returned garments because she had changed her mind.

All of the girls mentioned that they either frequently or occasionally purchased items on sale. Seventeen frequently bought apparel on sale, while thirty-three said they occasionally purchased such sale merchandise. Seasonal clearance sales were the most common type of sale at which the students purchased clothing. Special promotion sales were mentioned as the next most common source of sale apparel, but only half as many girls bought special promotion merchandise as those buying clothing at a seasonal clearance price reduction. End-of-the-month sales were patronized by a few of the participants.

It is interesting to note that it was the higher expenditure items that the girls most frequently purchased on sale. Coats were purchased

on sale by more than two-thirds of the interviewees where as underwear, for example, was bought on sale by only one person. Table XV summarizes the practices followed in purchasing specific items of sale merchandise.

TABLE XV
FREQUENCY WITH WHICH SPECIFIED ARTICLES OF CLOTHING
WERE PURCHASED ON SALE

Articles	Seasonal Clearance	Special Promotion	End-of-Month
Coats	22	9	3
Jackets, Blazers	6	3	3
School Dresses	10	5	6
Other Occasion Dresses	8	4	7
Suits	12	3	2
Play Clothes	10	-	8
Sweaters	14	5	4
Blouses	9	9	7
Skirts	9	6	6
Robes	2	4	3
Pajamas	3	7	7
Shoes	2	-	2
Hats	1	-	-
Underwear	1	-	-

Generally speaking, eighteen participants found sales merchandise completely satisfactory; twenty-seven as moderately satisfactory; while four stated that garments on sale were less satisfactory than those purchased at regular prices.

The girls were also asked to indicate what constituted the most important reason for their buying clothing on sale. Nearly all of the answers had to do with the amount of money which was saved, but their answers to the free response question were varied. Twenty said that they saved money; fifteen indicated that they paid less for the quality they usually wore, while ten reported that they could buy a better quality of garment. Five said that they liked the new price. Two mentioned that

they could spend the money that they saved for extra things. One girl indicated that sales helped her budget and one said that sale prices were where they belonged in the first place so she was just getting what she was entitled to. One mentioned that when wearing small sizes it was easy to get good buys so she frequently bought her clothes on sale.

Participants were asked to indicate their usual method of paying for specified garments. By far the largest group indicated that their usual method of payment was by cash. This was particularly true for the less expensive garments as underwear, sweaters, blouses, jackets and "other occasion" dresses. Eighty to ninety-five per cent of the participants indicated the above items were always purchased with cash. Fifty to sixty per cent said that they paid cash for the more expensive garments such as suits, formals and coats. Nineteen of the girls bought their coats on a lay-away payment plan; twelve usually bought their suits and nine usually bought formals by this plan. Apparently, the girls did not have access to charge accounts as not more than 10% indicated that they bought

TABLE XVI

USUAL PRACTICES FOR PAYMENT FOR SPECIFIED GARMENTS

Type Garment	Cash	30-day Charge	Extended Payment	Lay-away	No Method Indicated
Sweaters	48	1	-	1	-
Underwear	48	1	-	-	1
Blouses	48	-	-	1	1
School Dresses	44	3	-	-	3
Jackets	43	1	2	1	3
Other Occasion Dresses	40	5	-	2	3
Skirts	37	4	-	3	6
Formals	32	4	-	9	5
Suits	26	4	2	12	6
Coats	23	5	2	19	1

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garments of any type on a charge account. Five said that they usually bought coats and "other occasion" dresses by this method. Four purchased suits, skirts and formals on 30-day charge accounts. Only two participants indicated buying even the more expensive items by an extended payment plan.

The seven girls who did not answer this question concerning the method of payment for skirts or suits may be assumed to have usually made their skirts, or in the case of suits, may not have had such garments in their wardrobes.

Sewing Practices

An attempt was made to determine how much sewing was done in the homes of the participants, who did this sewing, and the kind of equipment available to them. Forty-nine said that they had sewing machines in their homes, a considerably larger percentage than was indicated in the Montana study done by Slaughter.⁶³ Thirty-seven mentioned that their machines

TABLE XVII

COMPARISON OF SEWING CENTERS IN 1952 MONTANA STUDY AND 1956
EMMANUEL MISSIONARY COLLEGE STUDY

Study	Percentage Owning Sewing Machines	Percentage Treadle Machines	Percentage Electric Machines
Montana	66	75	25
EMC	98	25	75

were electric; twelve were manually powered. Thirty-four had cabinet machines; nine had portables; while six failed to indicate the type.

Of the forty-nine machines, forty-three were in a satisfactory working

⁶³Slaughter, op. cit., p. 325.

condition; two were not and three did not know how adequate the sewing machines in their homes were.

Forty-three of the girls said that their mothers sewed; five did not. Thirty-five of the girls themselves mentioned doing some type of sewing; thirteen did no sewing. When asked as to whether they thought that their home sewing equipment was adequate, thirty-one said they considered it to be adequate. Fifteen said it was somewhat adequate and only one person felt her equipment was inadequate.

Forty-three of the girls said that they had several garments in their wardrobes which had been made for them. These interviewees were asked to indicate the type of apparel these were, by whom they were made, and where the person who had made the garment had learned to sew.

The most popular item of apparel made at home was the skirt. Half of the girls said they had skirts which they had made for themselves; fifteen had skirts that their mothers had made for them; nine had skirts made by some other person as a grandmother, sister or aunt. The next most popular item made at home was the blouse. Twenty-one girls indicated that they had made blouses for themselves; nine of their mothers had made blouses for them; three mentioned having blouses made by others. Fourteen stated that they had school dresses which they had made by themselves; nine made by their mothers and seven had dresses made by others. Twelve mentioned having "other occasion" dresses which they had made for themselves; six by their mothers and six by others. Pajamas were next in frequency of mention but the mothers had made more than the girls had made. The construction of the other garments made at home was distributed quite evenly between the girls, their mothers, and others. Play clothes, formals, suits, jackets, coat dusters, and slips represent items

in decreasing order of frequency. Only three of the girls indicated having garments made for them by dressmakers.

Most home sewing was done by those who had learned to sew at home. Nineteen of the girls and thirteen of the mothers had either learned to sew at home or were self taught. Seventeen girls and six of their mothers had taken courses in clothing construction in school. There was only one girl and two mothers who mentioned having taken the Singer course. See Table XVIII for further information.

TABLE XVIII

PLACES WHERE PARTICIPANTS AND MOTHERS HAD LEARNED TO SEW

Where Learned	Participants	Participants' Mothers
Home	19	13
School	17	6
Singer Sewing Machine Company	1	2
Dressmakers	1	1
4-H Club	1	-
Friends	1	-
Not Indicated	3	8

An attempt was made to find out whether or not the girls preferred to have some clothing items made for them and if so, the reasons.

Thirty-four gave affirmative answers. Most often mentioned as the reason for home sewing was the economy factor, twenty-nine of the thirty-four responding. Twenty-three suggested they could get a better fit in the garments which were made for them. Twenty thought that the quality of the fabric was better. Eighteen liked the individual styling in garments made at home. Seventeen said they definitely "enjoyed the creativeness" in sewing. Fifteen liked the superior construction of garments made at home. Ten said they usually had to alter ready-to-wear so they "might as

well make it to begin with." Three indicated that by making their garments they "could get exactly what they wanted."

Skirts were first choice among apparel items that thirty-five of the interviewees preferred to have made for them. About half as many said they liked to have school dresses made for them. In decreasing order of preference for specific home sewed garments thirteen specified "other occasion" dresses; twelve, blouses; nine, suits; eight, formals; eight, pajamas; and seven, play clothes.

Twenty-two mentioned economy as the primary reason they preferred to have these garments made for them. Eighteen mentioned fit; seven preferred the style of the garments they made for themselves and seven said these garments had more "individuality." Four stated that their home sewed clothing was of better quality.

When asked to list the garments that they preferred not to have made for them, coats were mentioned most frequently, followed by suits, play clothes, formals, school dresses, blouses, "special occasion" dresses, slips, and party dresses. Ten indicated their reason for not liking to have these garments made for them was because of their "homemade look." Ten said that such articles as coats and suits were too complicated. Seven thought that garments such as blouses were almost as cheap when purchased ready-made as when made at home. Three reported that they could get a good fit in ready-to-wear so there was no reason for making them at home. Two said they liked to try on several garments before purchasing and in home construction this was, of course, impossible. One person specifically mentioned coatings as too bulky to sew on and one suggested that home sewing was "too big a chance."

Analysis of Buying Practices

Economic Background of Participants

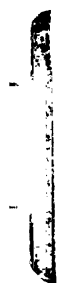
Sufficient data had been obtained from the questionnaire to make some interesting observations and interpretations. Comparisons of the buying practices of different types of families represented in this study, with the families in similar studies done in other parts of the country show both similarity and differences.

It should be borne in mind that 75% of the students in this survey were from middle income bracket families with annual incomes between \$3,000 and \$7,499. Although these earnings provided sustenance for a possible average of five to six individuals; namely father, mother and three to four children, in actuality one-third of the siblings in the study were financially independent persons who were supposedly not drawing on the finances of their families.

The financial background from one home to another was greatly varied in aspects other than earnings. In fifteen of the homes, the participant was the only dependent child. In fourteen homes, there was one other dependent child; in twelve homes there were two additional dependents; in seven homes there were three additional dependents and in two homes there were four to six additional dependents. Financing a college education meant a heavy financial drain in many of these homes so the amount of money available for living expenses including clothing for the entire family showed a marked variation.

Geographical and Residential Factors Affecting Buying

It has been pointed out in other similar studies that geographical location and residential areas influenced the buying practices of the

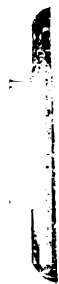


family. This study, however, represents a larger geographic area than most of the similar studies which have been done. With the exception of instances cited by the U. S. D. A., the other surveys on buying practices were done in cities such as Chicago, Milwaukee, and Ithaca, New York, or on a university campus where the participants were largely from that particular state. Thirty-five per cent was the largest number of participants in this survey from any one state. From southern Indiana to northern Michigan represents a wide climatic difference, and the types of clothing in the wardrobes of girls from these extreme points would be expected to be somewhat different to meet their needs at home as well as at school.

The girls from Florida, Oklahoma and North Carolina and the one participant from Haiti shared different views on winter coats, for example. One expressed it this way, "I have just one and it's the first and last one I expect to buy." The type and expected price to pay for winter coats for girls from the South were naturally different than for those girls from the northern states.

The populations of the cities from which the participants came might be a cogent factor in their spending habits. The largest group were from towns with less than 2,500 inhabitants and the second largest group were from cities having a population of 50,000 to 100,000. A tabulation was made to determine any differences in the types of stores patronized by these different groups, in the extent of sewing done by these girls or their families, and in their practices relative to buying sales merchandise.

In the type of stores patronized there were two appreciable differences. Firstly, the girls from the small towns or rural areas ordered their clothes by mail-order three times as often as the girls who lived



in cities of 50,000 to 100,000 population. Apparel items ordered were largely lingerie, blouses, skirts or play clothes. Secondly, when rural or suburban girls shopped in town they more often bought their clothing in exclusive dress shops than did the girls who came from the larger cities. Could it be that psychologically these girls off-set an inferiority feeling resulting from their mail-order purchases by shopping in a prestige type of store for such items as coats, "other occasion" dresses and formals? Purchases by both groups at department stores, specialty shops, and chain stores were equivalent for their other garments.

The interviewees coming from smaller towns made slightly more of their garments than the girls from the larger cities. While there was an inconsequential difference in the number of mothers or participants who sewed in each group it appears that perhaps the girls from the small town had slightly more garments made for her.

Sales were patronized by a higher percentage of the rural participants. Perhaps these girls had followed newspaper advertisements for seasonal clearance sales with the definite intention of purchasing sales merchandise, and planned to shop in the larger towns when sales were in progress. However this is only an interpretation by the interrogator.

The "farm" family in the locality served by Emmanuel Missionary College is typically living in the country but near enough to a city so that at least one person in the family is employed away from the farm. The interaction of the families in this environment is considerably different than that of farm families where farm land is extensive and the towns all small and far apart. Farm families in the Michigan area might be expected to, and do have different buying practices than those Nebraska farm

families reported by Schlaphoff and Burema,⁶⁴ in which the farm women made many garments for their families.

Other Comparisons and Differences

The college sophomores in this study asserted adult independence in the purchase of their clothing. In only two instances was there an indication that the decision of the parent superceded the wishes of the participant in selection of her clothing.

Ninety per cent of the interviewees indicated they always or occasionally tried on coats, suits, "other occasion" dresses, formals, jackets, school dresses and skirts before purchasing. It might be assumed that garments such as coats and suits which were not tried on were gifts, as there was little indication of these garments being purchased by mail-order. The other items which were seldom tried on before purchase might have been mail-order purchases or garments which had been made at home. The number of garments tried on before purchase were slightly less than reported in the study by Rosner in which 99% always or frequently tried on coats, suits, cotton dresses and wool skirts before purchasing.⁶⁵

Fewer "hand-me-downs" were received by the participants in this study than were indicated in studies by Rosner,⁶⁶ but nearly five times as many as indicated by Wolfe.⁶⁷ In contrast to the U. S. D. A. study which indicated that "hand-me-downs" were not particularly well received,⁶⁸ most

⁶⁴Schlaphoff and Burema, op. cit., pp. 403,404.

⁶⁵Rosner, op. cit., p. 71.

⁶⁶Ibid., p. 82.

⁶⁷Wolfe, op. cit., p. 51.

⁶⁸Brew, O'Leary and Dean, op. cit., p. 2.

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of the interviewees in this investigation were usually or sometimes pleased with these "gifts" of used clothing.

The group of interviewees exercised the usual young woman's prerogative of shopping several places before purchasing. Greater interest was manifested in shopping at this age level than in the U. S. D. A. survey reported by Hockstim.⁶⁹

The participants in this study followed a similar practice to that indicated in Consumer Report of not contributing to the return goods market⁷⁰ as they seldom returned unsatisfactory garments for exchange or credit.

Methods of payment by the interviewees in this study and other similar studies are, for the most part, comparable. Cash was the usual method of payment. However only 10% in this study used charge accounts as compared with 33% in the Chicago survey by Rosner.⁷¹ Perhaps this was because shopping was done away from home where the girls did not have access to the family charge account.

Satisfactions and Dissatisfactions with Specified Apparel Items

A personal interview was arranged with each one of the participants to try to ascertain what her particular reasons were for liking or disliking specified articles of wearing apparel. The specific garments discussed with her were blouses, skirts, winter coats, "other occasion" dresses and formals.

⁶⁹Hockstim, op. cit., pp. 25,26.

⁷⁰_____, Consumer Report, op. cit., pp. 140-42.

⁷¹Rosner, op. cit., pp. 63,64.

The first three were chosen because it was felt that every college girls' wardrobe would include these specified articles of apparel. "Other occasion" dresses were chosen in an attempt to determine how important they were to the college girls, and to find for what occasion these garments were worn. Formals were included in order to determine how necessary the girls attending Emmanuel Missionary College considered them to be.

Blouses

Forty of the girls stated that they bought most of their blouses ready-made while five said that most of the blouses in their wardrobe had been made at home. Five stated that they bought about half and made about half of them.

The cotton school blouse was the most popular ready-made blouse and at least one was owned by each of the fifty participants. Thirty-seven reported owning at least one Dacron or Dacron and cotton blouse. Sixteen owned wool jersey blouses; fourteen, nylon tricot; six owned dressy cotton blouses and one each had a linen or linen-like, lace or satin blouse in her wardrobe.

Prices paid ranged from \$1.00 for a cotton school blouse to \$12 which was paid for one of nylon tricot. The girls were asked to list the price range which they felt would be within their budgets for these different types of blouses purchased ready-made. The lowest price suggested for a cotton school blouse was \$1.00; the highest, \$2.00; while thirty-nine of the fifty girls reported \$3.00 to \$5.00 was the probable price they would pay. For the cotton dressy blouses which the girls owned, the lowest suggested price was \$4.00 and the highest, \$8.00. The mode reported by four of six participants was \$4.00 to \$6.00. The lowest price suggested for a blouse of Dacron or Dacron-cotton blend was \$2.00 with a maximum

price of \$7.00. Three to five dollars was the suggested price range indicated by twenty-six of the thirty-seven girls owning this type of blouse. The lowest suggested price for a nylon tricot blouse was \$2.50, while the most expensive price was \$12, with eight out of fourteen girls stating that they would expect to pay between \$4.00 and \$8.00 for this type of garment. The expected low price for a wool jersey blouse was \$3.00 and the highest, \$7.00. Ten out of sixteen reporting said that they would expect to pay between \$4.00 and \$5.00 for a wool jersey blouse. As there were only one each of the other blouses owned by the girls, no price trend can be established.

Fourteen of the girls owned cotton school blouses that had been made for them. The indicated price range for them was from \$1.35 to \$4.00. Nine of the fourteen said that they would expect to pay between \$1.50 and \$2.00 for the material for such a blouse. Only one said that she had a cotton dressy blouse which she had made and she said she thought it had cost about \$1.50. One had made a Dacron blouse costing \$3.00; two had made wool jerseys for which the prices were quite different.

Satisfactory Blouses

The interviewees were asked to select a school blouse which they liked better than their others or which they wore more than others and to describe this blouse as to its style, fabric and color.

Thirty-nine stated that they preferred a tailored type blouse; ten said they liked best a soft dressy blouse; while one girl had no blouse which she liked better than another. Long sleeved blouses were twice as popular as blouses with short sleeves among their best liked garments. Sleeves were also the most common design factor mentioned in answer to

this open-end question. The shirt blouse with the mannish collar was a frequent preference.

Cotton was by far the most commonly preferred material. Fabric was a term with which most of the girls were apparently unfamiliar as thirty-four specified cotton fiber while only three indicated the fabric in this garment. The cottons specified were batiste, broadcloth and "no iron" cotton. Eight liked best blouses which were made from Dacron and four preferred blouses made from a cotton-Dacron blend.

Twenty-one reported preference for white blouses. Stripes, checks, or all-over prints in multi-colors were indicated by fourteen girls to be their color preference. Four specified that they liked blue; four, yellow; two, aqua; two, black; and one each mentioned green, red, and pink as her color preference in a blouse.

When asked the desirable characteristics which made her consider the specific blouse she had indicated as her most satisfactory one, it was found that equally important factors to the participant were style, color and ease of care. Fit and comfort were factors mentioned almost as frequently. A smaller number of girls mentioned construction, durability or the fabric of the blouse. Listed in Table XX are the reasons given for satisfactions with the best-liked blouses.

Unsatisfactory Blouses

Interviewees were also asked to select a blouse they owned which they either did not like or that they wore infrequently; and to describe it so that a comparison between liked and disliked garments might be made.

Eight reported that they had no blouses in their wardrobes that they did not like. Twenty-eight reported owning tailored blouses which they did not wear and fourteen said they had dressy blouses which they did not like.

TABLE XIX

REASONS FOR SATISFACTIONS WITH A SPECIFIED BLOUSE

Reasons	Number of Responses	
	Sub-total	Total
Style		39
Liked style	27	
Like trimming	9	
Like French cuffs	2	
Style flattering	1	
Color		29
Color goes with several skirts	14	
Color becoming	10	
Like color	5	
Ease of care		29
Washes easily	13	
Requires little ironing	9	
Easy to care for	4	
Doesn't wrinkle or mess	2	
Launders fast	1	
Fit and comfort		24
Comfortable	12	
Fits well	12	
Material and construction		13
Material looks nice	5	
Unusual design in material	5	
Well made	2	
Durable	1	
Miscellaneous		11
Neat looking	3	
Stays in shirt	2	
Feminine looking	2	
Good year around	2	
Appropriate for school	1	
Goes well with jumper	1	

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Of the blouses which were disliked, five were long sleeved; nineteen were short sleeved; six had three-quarter sleeves; three were sleeveless; three had batwing sleeves; and two had kimono sleeves. One girl stated that she didn't know what the sleeves were except "awkward."

Twenty-two, when asked about the fabric, specified cotton as being the material from which this disliked garment was made. One specifically mentioned broadcloth. Nine suggested that the blouses which they did not like were made from Dacron or Dacron-cotton blends and five mentioned rayon. It would be presumed that some of these might have been acetate as the girls seldom were able to distinguish between these two fibers. One specifically mentioned an acetate-nylon crepe as the fabric in a blouse which she did not like. One disliked a cotton-rayon blend; one, a moiré taffeta; one, a puckered nylon; one, a satin and one, a wool jersey.

It is interesting to note that in comparing disliked and liked garments, twice as many liked cotton blouses as disliked them. Disfavor was frequently shown for a fiber other than cotton.

As for color, seventeen of the blouses which were disliked were white. There were more white blouses which were liked than those that were disliked by a ratio of twenty-one to seventeen. Six reported geometric patterns or all-over prints in the blouses which they did not like. Five blues were listed in this category; four reds; four pinks; two greens; and one each of avocado, orange, ecru, and rust. There seemed to be a pattern of dislike for unusual colors as more were disliked than were liked.

The predominant reason given for dissatisfaction with the blouses they owned was poor fit or uncomfortable fit. Next in order of frequency of mention was poor style, with a little more than half as many listing this reason as those listing poor fit or comfort. Dislike of the material

TABLE XX

REASONS FOR DISLIKING BLOUSES WITH A SPECIFIC POCUSE

Reasons	Number of Responses	
	Sub-total	Total
Fit and comfort		20
Poor fit	12	
Uncomfortable	7	
Too low neck	1	
Style		13
Dislike style	10	
Too busy	2	
Unbecoming	1	
Poor material, construction, durability		11
Material unsatisfactory	1	
Construction poor	2	
Stitching	2	
Cheap looking trim	1	
Material and pattern not		
cutted to each other	1	
Did not hold shape	1	
Poor quality	1	
Care problem		3
Requires too much care	2	
Has to be starched	1	
Will not come clean	1	
Color problem		6
Dislike color	3	
Faded	3	
Tired of blouse		5
Miscellaneous		6
Buttons difficult to fasten	1	
Hard to put on and take off	1	
No accessories to go with it	1	
Nothing to wear with it	1	
Too sporty for school	1	
Out fashioned	1	

Unacceptability of the blouse was almost as pronounced as a dislike of style.

Problems in caring for the blouse were next in frequency of mention,

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followed by a dislike of the color of the blouse. Five indicated they were tired of the garment. Table XX shows the numerical frequencies of the reasons for dissatisfaction listed by the total group of fifty girls.

Style, Fabric and Color Preference in Selecting a New Blouse

To see whether or not there might be any relationship between past experience and future purchasing practices the participants were asked to indicate what type of a blouse they would buy if they were purchasing a new one.

Thirty said that they would buy a tailored blouse; eight indicated that they would purchase a dressy blouse. The preference for sleeves was equally divided between long and short sleeves. There seemed to be no relationship between this and the fact that the girls had previously expressed preference for blouses having long sleeves. Three suggested that they would buy a blouse with French cuffs; three thought they might purchase a blouse with three-quarter length sleeves.

Twenty-eight girls said they would purchase cotton blouses. One girl specified a batiste; four specified "treated cotton;" one wanted to experiment with a cotton and silk blend and five suggested that they would buy Dacron and cotton. Seven said they would buy 100% Dacron; two indicated nylon. One said that she did not know the type, but that it would be a blouse that would be easily taken care of. Apparently this group of sophomore girls had learned something of the importance of time and care inasmuch as twenty-one expressed interest in purchasing blouses that could be easily taken care of.

White again was indicated as their color preference with twenty-eight indicating that they would buy white blouses. Six would buy pastels

but did not indicate colors. Four suggested that they would get something in a geometric design or a print.

Interviewees were asked if they were buying a new school blouse where, in relative importance, they would rank the following characteristics:

1. General appearance such as style, color, workmanship and fabric
2. Becomingness
3. Suitability of specific needs--occasions; combines well with wardrobe
4. Serviceability and/or durability characteristics as launderability, wrinkle resistance, wear, etc.
5. Cost
6. Comfort of fit and fabric
7. Approval of friends

Of characteristics listed either as first or second in importance, general appearance was ranked highest by twenty-two; twenty listing becomingness, twenty listing suitability and eighteen listing comfort. However, if those rated as first, second or third were grouped together, comfort would be at the top of the list as thirty-two reported they would consider comfort most important; twenty-seven would look for good general appearance; twenty-six for becomingness; with suitability to specific needs, and serviceability following in order of numerical preference.

Approval of friends was most often indicated as sixth or seventh in importance. The interviewees stated that it was difficult for them to make up their minds as to which characteristic to rank first because they felt all of the characteristics were important. They said that they would not want to be out of step with the rest of their colleagues regarding clothes, but forty out of fifty said that they would consider all of the other factors before the approval of friends. If the participants were themselves pleased with their selection, they really did not care whether or not their friends liked their choices.

More than half placed cost as sixth or seventh in relative importance. The general consensus of opinion, however, was that they would not often

go into a store where they knew they could not afford the merchandise, or that if the price was but slightly greater it would be an unimportant factor in their choice.

Table XXIX at the end of this chapter shows the numerical ranking for these seven buying considerations.

Analysis of Satisfactions and Dissatisfactions in Blouses

The white long-sleeved tailored cotton blouse was most often mentioned by the participants as their favorite blouse. The fact that it was long-sleeved apparently was incidental, however, as long and short sleeves were mentioned by an equal number in future selections.

Many more white blouses were purchased than colored blouses and the participants seemed to remain better satisfied with white than with colored blouses.

Not many girls were concerned over the fact that their present supply of cotton blouses required considerable laundering, possibly because of the excellent services rendered by the college laundry at a nominal cost. Quite a number of the girls did seem to be looking ahead to the time when they would be responsible for the care and upkeep of their own blouses, as has indicated they would select a blouse which would be easy to care for.

These participants reacted the same as teen-agers mentioned by the Consumer Report in regard to the important characteristics to look for in purchasing a blouse, with style listed most often followed by color.⁷² The importance of ease of care seems to develop with maturity as Ryan

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reported easy-to-care-for blouses were found most satisfactory by Ithaca, New York, residents of varied ages.⁷³

An insignificant number of participants made their own blouses; with no indication as to how many of the satisfactory or unsatisfactory blouses were made at home.

Eight liked best blouses made of Dacron but nine disliked blouses made of Dacron or Dacron-cotton blends. It seemed that experience with Dacron of short staple length had given some of the girls a poor impression of Dacron-cotton blends. However, twelve said they would buy Dacron or Dacron-cotton blends if they were purchasing new blouses, so apparently bias against Dacron was not widespread in the dormitory.

Cost was rated of small relative importance by the girls. Prices paid for blouses were wide in range, and many of the interviewees, in giving suggested prices for new blouses of different types said they were only "guessing."

Table XXIX shows comparisons of the relative importance of shopping considerations for the five specified garments. Table XXX shows color preferences and Tables XXXI and XXXII shows the relationship between factors of satisfaction and dissatisfaction in blouses as well as the other garments.

Skirts

Types of skirts inquired about were straight, gathered, pleated, flared and circular. An effort was made to find out how many skirts of each type the participants had, how many were purchased ready-made and how

⁷³Ryan, "A study.....," pp. 151-154.

many were made at home, and the approximate price they thought they would have to pay for such garments.

These skirts included not only their winter school skirts but also their summer skirts which were worn either off or on campus.

Each interviewee had in her wardrobe an average of between seventeen and eighteen skirts. This is a considerably higher average than was found in a U. S. D. A. survey where women interviewed had only 4.7 skirts.⁷⁴ The current skirt and blouse fashion on Emmanuel Missionary College campus, would probably be typical of the average college campus, as the U. S. D. A. survey reported was done with a more miscellaneous age group of women and skirts considered were made from wool or wool blends. Skirts and blouses constitute standard wear in school. Schurr reported that the average college freshman at the University of Maryland in 1952 had 10.4 skirts.⁷⁵

Straight skirts were the most popular style in this study with an average of 7.5 reported for each girl. Gathered skirts were almost as popular with 5.6 reported; the number of pleated skirts per girl averaged 2.3; with one flared and one circular skirt per girl as an average.

The straight skirt was most commonly purchased ready-made, whereas gathered skirts were made at home twice as frequently as purchased ready-made. The other types of skirts were most often purchased ready-made.

The highest total number of skirts owned by any one girl was thirty-two; one having only ten. There was a wide variation in the number of skirts owned by the other forty-eight participants.

It should be mentioned that if the types of skirts had been classified into two categories, those made from wool and wool-like material and those

⁷⁴Hockstim, op. cit., p. 13.

⁷⁵Schurr, op. cit., pp. 16,17.

made from cotton or a like material, perhaps more valid information on prices paid for skirts could have been obtained. Because skirt groupings included inexpensive cotton skirts as well as expensive wools, the price variation within each style or type was wide.

In straight skirts the highest price that had been paid for a ready-made skirt was \$20; the lowest price was \$3.00. The mode seemed to fall between the limits of \$5.00 and \$8.00 with twenty-nine out of the forty-nine reporting that they would expect to pay this amount for skirts to be purchased ready-made. The most expensive straight skirt made at home cost \$10; the least expensive was \$2.00. Seventeen out of the thirty participants reported that they would pay between \$4.00 and \$6.00.

Gathered skirts were most often made from cotton and were used for spring and summer wear. For those purchased ready-made the prices ranged from \$2.00 to \$8.00. The mode in this type of skirt was \$4.00 to \$6.00; with twenty of the twenty-seven participants reporting this as the amount they would expect to pay. This type of skirt made at home ranged in cost from \$1.50 to \$5.00. Twenty-three of the forty girls reported that they would expect to pay between \$2.00 and \$3.00 for a skirt of this type to be made at home.

The lowest price for a pleated skirt, a cotton, was \$3.00. Twenty-five dollars was the highest price which had been paid for this type of skirt as it was of silk. The mode of \$4.00 to \$8.00 was reported by twenty-seven of the thirty-three girls. Pleated skirts made at home were considerably less expensive because, in most instances, such skirts were made from cotton. The lowest expected price for a skirt of this kind was \$1.50; the highest was \$5.00. The average cost was \$3.00 to \$4.00, nine out of sixteen participants believing this would be what they would have to pay.

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Flared skirts, the least popular of any of the types of skirts, had a low price of \$3.00 for a ready-made skirt. The highest amount paid was \$10. The mode was \$5.00 to \$7.00 with ten out of twenty-two reporting that this would be the expected price if purchased ready-made. Flared skirts sewed at home ranged from \$3.00 to \$4.00 and were apparently of cotton.

Circular skirts varied widely in the price paid because of the difference in materials used. The lowest amount paid for a ready-made was \$3.00 and \$12 as the highest price. The average cost was between \$4.00 and \$8.00, seven out of eighteen reporting this as the amount they would expect to spend for a circular styled skirt. Circular skirts made at home cost between \$2.00 and \$15.

Satisfactory Skirts

When the participants were asked to select a skirt which they liked better than any of their other skirts or one which they wore more than their others, the straight skirt was preferred by 80% of the girls. Seven stated a preference for pleated skirts.

In 90% of the responses, a wool or a wool blend was the material from which this preferred skirt was made. Seventeen stated that they liked a wool skirt with fourteen particularly specifying wool tweed. Six listed an Orlon-wool blend as being the fiber from which their favorite skirt was made; four specified wool flannel; two indicated corduroy and one a preference for an embroidered wool. A rayon and a synthetic were each mentioned once.

Of the best liked skirts, black or charcoal was more than twice as popular a color as the second color preference, brown. Twenty-two preferred black or charcoal and nine preferred brown. In decreasing order of color

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popularity was blue, gray, varigated embroidered wool, aqua, green, white and a multi-colored print.

Color, ease of care and upkeep, and fit were most frequently mentioned as the reasons why the girls considered a specific skirt as their most satisfactory one. Color, care and upkeep were each mentioned thirty-three times; fit thirty-one times and style twenty-eight times. About half as many, fifteen, specifically indicated that they liked that particular skirt because it was comfortable. Interesting trimming was listed by three, and two mentioned durability as a factor in their choice of their best liked skirt. See Table XXI for the reasons for satisfactions listed by the fifty girls.

TABLE XXI

REASONS WHY SELECTED SKIRTS WERE SATISFACTORY TO INTERVIEWEES

Reasons	Number of Responses	
	Sub-total	Total
Care and upkeep		33
Needs no pressing	26	
Does not pick up dirt	4	
Does not sit out	2	
Rides well	1	
Color		33
Is basic color	24	
Like color	9	
Fits well		31
Style		28
Style interesting	14	
Style becoming	12	
Different	2	
Comfortable		15
Miscellaneous		8
Trimming interesting	3	
Durable	2	
Do not tire of it	1	
Good with hose and sox	1	
Mixes well	1	

Unsatisfactory Skirts

When the participants were asked to give the style of the skirt which they did not like or which they wore infrequently, twenty-nine indicated a straight styled skirt. Five disliked pleated skirts; four did not like gathered skirts; seven named flared styles and one a circular skirt. There were four who said they did not have any skirts in their wardrobes which they did not like for they had been given away.

Fifteen mentioned that the material from which the unsatisfactory skirts were made was of wool; five more specifying a particular wool fabric as flannel, gabardine, and tweed. Four indicated that they were dissatisfied with skirts which were of wool or wool blends and one girl specifically indicated a wool cashmere blend. Rayon or acetate skirts were mentioned nine times as being unsatisfactory while two mentioned Orlon; three corduroy, two felt and one a plissé cotton as the fabric of the skirt which was unsatisfactory. Two mentioned gabardine but did not give the type of fiber from which the gabardine was made.

As far as color or design in the fabric of these disliked skirts was concerned, eight mentioned prints, plaid, checks or some other design. Seven students specified brown; seven, gray; four, black; three, aqua, blue, or green as the color of these disliked skirts. Two each mentioned beige and wine and one each designated avocado, purple, rust, salmon or yellow. It is interesting to note that 40% of these unsatisfactory skirts were not a basic color.

Twenty-two in the study checked poor fit as their reason for disliking this specific skirt. Twenty-one mentioned care problems as their reason; fifteen, the style was displeasing; seven indicated poor construction; while five said that the material was unsatisfactory. Only four specifically listed the color of the skirt as their primary reason for

dissatisfaction; but it might be assumed that the reason four girls gave for being "tired of it" was because of the color. Other miscellaneous reasons given were that they "had nothing to wear with these skirts," the "trimming was unsatisfactory" or that the "skirt twisted." Table XXII shows a break-down of the reasons for being dissatisfied with the specific skirts mentioned.

TABLE XXII

REASONS FOR DISSATISFACTION WITH SPECIFIED SKIRTS

Reasons	Number of Responses	
	Sub-total	Total
Poor fit		22
Care problems		21
Loses shape	8	
Wrinkles badly	6	
Pleats won't stay in	3	
Soils easily	2	
Shines	2	
Style displeasing		15
Unbecoming	8	
Do not like style	7	
Poor construction and durability		7
Made poorly	5	
Zipper doesn't work	2	
Material unsatisfactory		5
Scratches	1	
Heavy appearing	1	
Not suited to pattern	1	
Dislike material	1	
Frays	1	
Color problem		4
Dislike color	2	
Faded	1	
Out of style	1	
Miscellaneous		9
Tired of it	4	
Nothing to wear with it	3	
Twists	1	
Trimming unsatisfactory	1	

Style, Fabric and Color Preference in Selecting a New Skirt

An effort was made to find what type of skirt the participants would buy if they could have a choice.

Three mentioned that they would have no "pre-conceived ideas," and would have to look to see what was available. Straight skirts were the first choice of two-thirds of the participants; eight suggested that they would buy pleated skirts; two would buy circular skirts; one a gathered type and one a gored skirt. One girl said that she would buy a full skirt but did not indicate the type.

Wool was the outstanding fiber preference, with half of the group reporting that they would purchase a wool skirt, frequently mentioning a tweed material. Three specified that they would buy a wool blend. Second in popularity was cotton, seven specifying poplin, corduroy and sail cloth fabric. Two girls said they would buy felt skirts; two a synthetic of some type.

The most frequently preferred color was blue. Ten indicated a blue skirt and seven either black or charcoal. Six mentioned a print or plaid which would be multi-colored. In decreasing frequency of mention were brown, beige, green, red, or white as the preferred color. Six stated no color preference.

Considerations in Shopping For Skirts

Interviewees were asked to list in order of importance to them the following factors for consideration in purchasing a skirt:

- General appearance
- Becomingness
- Suitability
- Serviceability
- Comfort
- Cost
- Approval of friends

Becomingness, serviceability and comfort were listed as either first or second in importance by more than 40% of the participants, although general appearance was mentioned nearly as often. Suitability was rated as second in importance by one-fourth of the girls. When first, second and third ratings were tallied, becomingness ranked as first and general appearance as second in importance. Least important of these seven considerations was the approval of friends. The girls stated that they liked to have clothing of which their friends would approve, but said that the other six considerations would come first. Cost was rated sixth or seventh as a consideration by almost half of the participants.

See Table XXIX for a summary of this phase in the category of skirts.

Analysis of Satisfaction and Dissatisfaction in Skirts

Judging by the number of skirts owned, straight skirts were the most popular style or type of skirt in the college wardrobe. This perhaps could be partially accounted for by the fact that most of the straight skirts were of wool and were worn during cold weather which, in Michigan, might be for as long as seven months of the year.

A skirt was the one item of apparel most frequently constructed at home. Gathered skirts were the only garments in this study which were more often made at home than purchased ready-made and by a ratio of approximately two to one. Only one-half as many girls had straight skirts which had been made for them as had purchased these garments ready-made.

Prices for skirts showed more variation than the price range for blouses because of a wider spread in the cost of fabrics in the skirts than in the blouses.

Color, ease of care and upkeep, and fit were most frequently mentioned as the reasons for considering specified skirts as their most satisfactory. Usually fit was mentioned first if a straight skirt was being described.

Possibly the reason that ease of care and upkeep in skirts was considered important to these interviewees was because each girl was personally responsible for the upkeep of this specified garment. If it needed pressing she had to press it, whereas in the case of blouses this reason was not so important because blouses were sent to a commercial laundry in most cases.

The most frequently mentioned reasons for liking a specified skirt were similar to those found by Hockstim,⁷⁶ although those whom she interviewed also placed importance on cost whereas the college sophomores in this study were not so concerned about the factor of cost.

Dissatisfaction because of poor fit was stressed more than any other specific reason.

Wool was the outstandingly preferred fiber in the specified satisfactory straight skirt. However, only twenty listed 100% wool fiber as the content of the fabric in the skirts with which they were dissatisfied.

Basic colors, namely black, brown, blue and gray were preferred in these well-liked garments. Dissatisfaction with other than basic colors were frequently mentioned.

It was only in the category of skirts that serviceability and comfort were considered factors of primary importance in future purchases. Since skirts constitute so vital a place in the college wardrobe today, perhaps the girls were making a logical decision in respect to relative importance of serviceability and comfort.

⁷⁶Hockstim, op. cit., pp. 15,16.

Winter Coats

The fifty participants owned an average of two winter coats each. The highest number owned by any one person was four and several reported having only one coat.

None of the interviewees had coats in their wardrobes which had been made at home. Two reported that they had, at one time, owned such garments, but generally speaking, they purchased their winter coats ready-made.

When asked to give the approximate price paid for their winter coats or to state what they would expect to pay, two students said that they had no idea as to the price of a winter coat. Of the thirty-three who had made outright purchases of coats, seventeen said they usually planned to pay from \$40 to \$50. The price range of coats owned by them was \$10 to \$80. Fifteen said that they usually planned to buy winter coats on sale, the lowest price suggested being \$20. The highest amount which they might expect to pay was \$75. It would appear that these thrifty shoppers are looking for quality and not necessarily a low price. Five of these fifteen girls stated that they would expect to pay between \$30 and \$40. The other ten girls mentioned variable prices which they would pay.

Satisfactory Winter Coats

When asked to choose a coat which they were more or liked better than their others, 90% said they preferred a loose style of coat and two liked a fitted style. Three stated that they did not have a coat in their wardrobes which they liked more than others.

Twenty-one specifically mentioned that the coats which they liked best had sleeves which were close fitting at the wrist. Twelve mentioned that their preferred coats had adjustable turn-back cuffs.

Of the forty-seven coats specified as especially liked, twelve were made from a napped wool; nine, of a plain wool fabric; six, of tweed; three, of clear finish wool; three, bouclé and one each mentioned alpaca, chinchilla and covert as the type of wool fabric from which her favorite coat was made. In wool blends, six said that their preferred coats were made of cashmere and wool; one girl specified wool and Orlon, three, Orlon-Dynel fur-like fabrics. One girl stated that her favorite winter coat was a poplin wind-breaker.

The outstanding color preference in this well-liked winter coat was beige, ten girls reporting this color. Eight said the coat which they liked was gray; six named black; five reported tweed mixtures; four girls indicated blue and three light green. Multi-colored checks or plaid were preferred by three. Aqua, brown, peacock and red were each mentioned twice.

In their responses to the question concerning why they particularly liked this specific coat, pleasing style was mentioned thirty-six times. Comfort was indicated in twenty-six responses and warmth was specifically mentioned by thirteen of the twenty-six girls. Eleven girls reported that the fit of their coats was their specific reason for liking them. Only five mentioned the material from which the coat was made as their reason. Three said they liked their coats because they "didn't show dirt," or that they "rode well." Other miscellaneous responses can be seen in Table XXIII.

Unsatisfactory Winter Coats

Almost 20% of the interviewees stated that they had no coats in their wardrobes which they wore infrequently or with which they were dissatisfied. Of the coats which they considered unsatisfactory, thirty-nine were loose fitting and two were fitted. The majority of these garments were full

TABLE XXIII

REASONS FOR SATISFACTIONS WITH SPECIFIED WINTER COATS

Reasons	Number of Responses	
	Sub-total	Total
Style		36
Style good	30	
Becoming	3	
Like zip-lining	2	
Smart looking cuffs	1	
Comfort		26
Warm	13	
Comfortable	7	
Wind tight sleeves	2	
Is light weight	2	
Tight at neck	1	
Wind and water repellant	1	
Fit		11
Good	10	
Easy to move in	1	
Construction and durability		5
Durable	3	
Like fabric	1	
Holds shape	1	
Ease of care		3
Does not show soil	1	
Short--doesn't soil	1	
Rides well	1	
Color pleasing		2
Miscellaneous		8
Trimming smart looking	1	
Wears well with hair style	1	
Conservative	1	
Goes well with accessories	1	
Versatile	1	
Bargain	1	
New	1	
"Picked it out myself"	1	

length coats. Eleven or approximately one-fourth said that the coats which they disliked were made of napped woolen fabric. Seven disliked coats were

made from smooth finished wools and three specifically mentioned gabardine. It is doubtful if they knew the difference between gabardine and covert. A small number of girls mentioned tweed, poodle cloth and bouclé as the fabrics of their most unsatisfactory coats. Only one coat was not made from wool and was described as a water resistant fabric.

The most frequently mentioned colors in these disliked coats were blue and gray, seven having coats of each of these colors. Six coats were red, four were beige and three were maroon in color. Many of the disliked coats were of a color not normally considered as a good basic color.

Of the reasons for disliking this specified coat, a dislike of its style was mentioned nineteen times. Factors having to do with comfort and fit were mentioned next in frequency by fourteen respondents. An equivalent number of girls reported that their dissatisfactions were due to "lack of durability," to "being tired of the garment," or dissatisfied with the material from which the coat was made. There were ten responses indicating dislike of the color as their primary reason. Table XXIV gives detailed comments from this portion of the survey.

Style, Fabric and Color Preference in Selection of a New Winter Coat

If the interviewees were given opportunity to purchase a new winter coat, two-thirds of the girls suggested that they would buy a loose fitting garment and only 4% would buy a fitted style of coat. Seven suggested that they had no preconceived ideas. There were a number who said they would buy coats with tight fitting push-up sleeves or coats having an adjustable turn-back cuff with windbreakers. All but four of the girls had some suggestion as to the fabric which they would want.

TABLE XXIV

REASONS FOR DISSATISFACTION WITH A SPECIFIC WINTER COAT

Reasons	Number of Responses	
	Sub-total	Total
Dislike style		19
Style not good	11	
Dislike zip-lining	2	
Unbecoming	2	
Too large shoulder pads	1	
Cannot wear with suit	1	
Kiddish	1	
Too mature	1	
Comfort and fit problem		14
Fit poor	6	
Is not warm	4	
Wind blows up sleeves	3	
Need more buttons for warmth	1	
Poor construction and durability		13
Shows wear	11	
Construction poor	2	
Tired of coat		12
Material unsatisfactory		11
Dislike material	4	
Stretches and bags	3	
Pattern tiring	2	
Always dirty	1	
Lining sags and shows	1	
Color problem		10
Dislike color	8	
Color does not go with wardrobe	2	
Miscellaneous		4
Not suitable for school	2	
Buttons cut themselves off	1	
Cheap looking	1	

Wool was their outstanding choice of fiber. Three said they would purchase a fur coat and three wanted to experiment with the fur-like coats of synthetic fiber content. Smooth, hard finished fabrics were listed twice as often as napped coatings.

Almost a third of the participants said that they would buy either a black or charcoal color in their next coat purchase. Approximately 15% indicated preference for gray or blue; 10% indicated a dark color; 10%, a neutral color; and in order of decreasing frequency of mention were tweed mixtures, beige, brown, pastels, green, peach and red. Nine said they had no idea concerning the color of the coat they would purchase.

Considerations in Shopping for Winter Coats

When asked to rate in order of importance to them shopping factors such as general appearance, becomingness, suitability, serviceability, comfort, cost and approval of friends, the most frequently given response as either their first or second consideration of importance was becomingness. About half of the respondents listed this factor but a comparable number indicated good general appearance. Serviceability was next in importance, followed by suitability. It was interesting to note that although one-third to one-fourth of the girls had disliked their present coats because they were not comfortable, only one-fifth listed comfort as of first or second importance to them in their selection of a new winter coat. Approval of friends and cost were the least important factors affecting their proposed selection of a new winter coat. This same relationship in importance likewise applied in the case of proposed purchases in skirts and blouses.

Analysis of Satisfaction and Dissatisfactions in Winter Coats

The outstanding characteristics preferred in winter coats were that they were made of a relatively smooth woolen fabric and loose fitting in style. There was not a decided color preference in coats as there had been in blouses or skirts.

With winter coats, as with blouses, ease of care was not relatively important to most of the girls inasmuch as coats were dry-cleaned and required no particular personal responsibility in upkeep. Ten suggested their color preference was beige and would readily concede that this was not a practical color to keep clean. Perhaps if more of the participants had been keeping an account of cleaning expenditures this factor would have been more important to them.

Comfort was considered relatively important as a factor affecting satisfaction but was not rated particularly high as a factor to be considered in selecting a new coat.

An insignificant number of the girls expressed an interest in purchasing synthetic fur-like fabrics in their next coat. Not enough of this type of coat were currently in use to determine the extent of satisfaction and/or dissatisfaction with them now.

Coats were mentioned more often than other apparel items as garments most frequently purchased on sale. Initial prices for winter coats had impressed the girls, if cost of upkeep had not.

Table XXX shows comparisons of color preferences for the five specified apparel items in this study. Tables XXXI and XXXII give comparisons of factors determining satisfactions and/or dissatisfactions.

"Other Occasion" Dresses

The term "other occasion" dresses was included as a differentiation from school or campus type of dresses in order to find out the type of a dress which would be chosen by the participants as well as to determine the type of use for which it might be considered appropriate. Each of the fifty interviewees stated that she would wear "other occasion" dresses for church;

three-fifths of the girls said this type of dress would also be suitable to wear to Concert-Lecture series programs and one-third listed it as one that could be worn for off-campus dinner dates. Nine girls said they would wear this type of garment for weddings or funerals; five indicated shopping and five for wear to semi-formal banquets. Parties, train travel, afternoon dates, teas and office work were also mentioned. Obviously, the "other occasion" dresses meant many different things to the individual respondents.

More than 75% of the girls said that they usually bought their "other occasion" dresses, only 8% nearly always making them at home. Six per cent said they usually bought their winter "other occasion" dresses but made summer "other occasion" dresses. Approximately 10% of the girls said they purchased nearly half of them and made the remaining half. This specific type of dress was more frequently made at home than some of the other garments.

There was a wide variation in the expected cost of this type of garment. Estimated prices ranged from a low of \$5.00 to a maximum of \$50. Sixteen of the fifty girls said they would plan to pay between \$15 and \$25; while thirty girls said they would plan to pay between \$10 and \$20 for an "other occasion" dress.

Satisfactory "Other Occasion" Dresses

Thirty-one or almost two-thirds said that the dress which they liked best or wore most frequently had a full skirt; ten mentioned a sheath dress and four liked a princess style best. Nearly 40% said that this best-liked "other occasion" dress had three-quarter length sleeves while approximately 10% said the specific garment they liked best had short sleeves. None reported having a special occasion dress with long sleeves. Ten well-liked

garments included the two-piece style of dress or the dress with a jacket.

As far as fabric content of these preferred garments was concerned, almost three-fifths of the girls reported that they were made of acetate or rayon fabric. Nine of the dresses were of spun rayon; six of faille; four of taffeta; and the remainder of velvet, shantung or brocade. Twelve per cent reported their favorite dresses were made either from woolen or a wool-like fabric. Cotton or cotton blends were mentioned almost as many times, however. Three reported their favorite dresses were of silk and two said theirs were of Orlon. All of the students interviewed had one favorite "other occasion" dress.

Almost a third reported their best liked "other occasion" dress was blue in color. The next largest number were of a figured multi-colored material. Seven liked a black dress best, with green, iridescent two-color taffeta, beige and red listed in decreasing order of frequency.

When asked their reasons for particularly liking this specific "other occasion" dress, thirty-six, or more than two-thirds of the girls, thought the style was interesting or becoming. Over half of them preferred the garment they indicated because of its good fit. Almost 40% listed their preference because of its color. Fifteen liked it because of the material or trimming, and fourteen because it was comfortable. More than one-fourth mentioned ease of care or the fact that it held a press or packed easily. Other pertinent reasons given for this choice were that the garment was versatile in its appropriateness, that its accessories were easily interchangeable, that it was new and that it was a bargain. Table XXV gives the details as to reasons for their choice of this classification of apparel.

TABLE XXV

REASONS FOR SATISFACTION WITH SPECIFIED "OTHER OCCASION" DRESSES

Reasons	Number of Responses	
	Sub-total	Total
Style		36
Interesting lines	32	
Becoming	4	
Fits well		26
Color		21
Like color	13	
Color becoming	8	
Material and trimming		15
Trimming interesting	6	
Like material	5	
Like print	2	
Comfortable		14
Ease of care		13
Holds press	8	
Packs well	3	
Easy to care for	1	
Rides well	1	
Miscellaneous		19
Conservative	4	
Looks dressy	2	
Is versatile in appropriateness	3	
Accessories interchangeable	3	
Well made	2	
New	2	
Is warm	1	
Is cool	1	
Bargain	1	

Unsatisfactory "Other Occasion" Dresses

Thirteen of the girls said that they had no "other occasion" dresses in their wardrobes which they did not like.

Twenty-three of the thirty-seven responses indicated that this seldom worn dress had a full skirt; six were either sheath dresses or had narrow

skirts and three princess styled dresses were not liked. Fourteen of these thirty-seven disliked dresses had short sleeves while six of them had three-quarter length sleeves. Apparently the girls had no need for "other occasion" dresses with long sleeves; moreover none were listed among this liked or disliked category and no one wanted long sleeves in this type of dress in the future. Two of the disliked dresses had fitted torso bodices and full skirts and four of the garments were two piece in style.

Twenty-four of the thirty-seven disliked dresses were made of rayon or acetate. Ten reported having taffeta dresses which they did not like. Spun rayon was mentioned by six; faille and crystalette was mentioned twice and butcher linen, moiré bengaline, and shantung were each indicated by one girl. Cotton or cotton blends were the materials next most frequently disliked and wool was third in order of frequency.

Nearly one-fourth of the unsatisfactory garments were blue although blue seemed to be the most popular color indicated by the girls for an "other occasion" dress. Nearly a fifth mentioned that the material in the designated unsatisfactory dress was either a check, print or plaid. Pink was second in order of frequency of mention followed by beige, green, aqua, irridescant taffeta, brown, red and bronze. Dissatisfaction then might be due either to the design in the fabric or its color.

Poor construction or inferior material were mentioned by one-fourth of the participants as a reason for disliking the dress they had specified. Improper fit was listed almost as many times. Ten did not like the style; nine were tired of the garment; eight disliked the color and seven thought the garment required excessive care. Some said this unsatisfactory dress was too seasonal or that it was uncomfortable or that it had a static cling. One girl said that she had always felt "sick" when she wore it. In a

humorous vein, one girl said that the garment had been a favorite until the family dog chewed the buckle on the belt, and since that time she had not particularly liked the dress. Table XXVI gives details of specific reasons.

TABLE XXVI

REASONS FOR DISSATISFACTION WITH SPECIFIED "OTHER OCCASION" DRESSES

Reasons	Number of Responses	
	Sub-total	Total
Inferior material or construction		14
Skirt hangs	4	
Material and pattern		
unsuited to each other	4	
Lost body when dry-cleaned	2	
Unsubstantial	1	
Material poor	1	
Construction poor	1	
Dislike material	1	
Fit poor		13
Style unpleasing		10
Dislike	5	
Unbecoming	2	
Out of date	1	
Style too old	2	
Tired of garment		9
Color problem		7
Unbecoming	5	
Dislike color	2	
Faded	1	
Care problem		7
Always dirty	2	
Perspiration stains	2	
Shines when pressed	1	
Requires frequent pressing	1	
Picks up lint	1	
Miscellaneous		9
Too seasonal	4	
Uncomfortable	2	
Static cling	1	
Buckle ruined	1	
Feel "sick" when wearing it	1	

Style, Fabric and Color Preference in a New "Other Occasion" Dress

If the interviewee could pick out a new "other occasion" dress, twenty girls reported that it would be styled with a full skirt. Half of this number would purchase a sheath style of dress, five a princess styled design and three would choose something with a narrow skirt. Nine suggested that they would purchase a dress with three-quarter length sleeves while six would buy a short sleeved dress. Three girls indicated preference for a two-piece dress and two would buy a dress with a complementing duster type of coat. Seven had no preconceived ideas as to the type of garment which they would purchase.

Of the thirty-eight that designated the type of fabric they would buy, more than a third of them said that they would purchase an acetate or rayon garment, the most popular fabric being crystalette. Two suggested that they would purchase shantung and two preferred faille. Ten mentioned a cotton or a cotton blend. Nine girls would shop for a wool or a wool-like material; two for either silk or nylon chiffon. Four preferred a wrinkle resistant fabric.

Blue and pink were each indicated by six participants as their color preferences in selecting a new "other occasion" dress. Five mentioned black and five indicated multi-colored prints. Other colors listed in decreasing order of frequency were yellow, brown, green, lavender, red, aqua, beige, gold, mauve and rust. Ten gave no indication as to a color they would choose.

Considerations in Shopping for "Other Occasion" Dresses

Becomingness was mentioned by more than half of the girls as being either their first or second consideration in selecting a new "other occasion" type of dress. Suitability was mentioned by twenty-four of the

participants as either a first or second consideration. In tallying first, second and third choices, becomingness was the most significant consideration and next in frequency of mention was comfort, followed by suitability and general appearance. Approximately 80% of the girls listed the approval of friends as sixth or seventh in order of importance. More than half of them said cost would be sixth or seventh in order of importance.

Analysis of Satisfaction and Dissatisfaction with "Other Occasion" Dresses

Prices paid for "other occasion" dresses were considerably higher than that found in the Cincinnati study reported by Myers.⁷⁷ Whether the price is overstated or whether these college sophomore girls exercise the usual practice of spending more for their clothing than other members of the family is an unanswered question.

This type of garment apparently had frequently been made from substantial material as the reasons given for dissatisfaction often indicated poor construction and inferior material.

The fabric from which most "other occasion" dresses were made was rayon or acetate. Blue was the dominant color mentioned for both satisfactory and unsatisfactory dresses as well as the choice of color in selecting a new "other occasion" dress. Apparently, as a group they were both emphatic as well as contradictory in their reaction to blue.

The first portion of this study showed that "other occasion" dresses were considered as high style garments. Pleasing style was indicated by more participants than any other factor as the reason for satisfaction with the specified well-liked dress. Becomingness and suitability for the

⁷⁷Myers, op. cit., pp. 1-4.

occasion were listed as first and second in order of importance in purchasing "other occasion" dresses. Apparently the interviewees expected this garment to be a "special" dress. It was interesting to note the various types of activities or occasions for which the girls considered this garment to be appropriate. The term apparently meant different things to the different individuals.

Formals

The number of formals which the fifty participants in this study owned ranged from none to four. Three said that they did not currently own a formal. Twenty-one girls had one formal each, twenty owned two, four had three, and two owned four formals.

Forty-eight girls stated that the occasion for which they most frequently wore a formal was a banquet. Almost two-thirds of the girls reported having purchased formal dresses for weddings. Forty per cent used their formals in musical presentations and 15% said that they wore them when they ushered at Concert-Lecture series programs, etc.

Approximately twice as many of the girls had purchased their formals ready-made as had made them at home. Prices paid for their ready-made dresses ranged from \$10 to \$45. Of the forty-nine girls who currently owned or had owned a formal, twenty-two said that they would expect to pay between \$15 and \$25. Twenty-three said that their price range would be from \$25 to \$35. The others indicated a cost either below or above these suggested norms. The cost of formals made at home ranged from \$6.00 to \$25 and fourteen said that they would expect the cost to be between \$10 and \$15 if they were to make one.

One girl very emphatically stated that she had never had a formal and that she never expected to have one because she wasn't going to waste her

money on formals as long as there were so many good books and records and other types of worthwhile things for which she wanted to spend her money.

Satisfactory Formals

Twenty-three of the participants indicated a preference for ballerina length formals while nine preferred long dresses. Strapless styled formals with jackets outnumbered those without jackets by two to one. The girls indicated that it was difficult to find a formal which would conform to school standards unless they purchased a strapless formal with a jacket.

The best liked formals of twenty-eight of the girls were made from net and taffeta. Five had dresses made from net, taffeta and lace; three from net, satin and lace, and three of crystalette. Other types of fabrics mentioned were frosted nylon, flocked nylon, embroidered net, chiffon, velvet, and brocade. Three of the jackets were made of velvet or velveteen.

Ten reported that their preferred formals were blue in color. Nine mentioned pink and five indicated that the color of their best-liked formals was coral, white or yellow. Three of the girls had green dresses; two were of aqua. Formals of red and white, red, lavender, pink and blue varigated, and rose were mentioned.

There were sixty-seven responses concerning the style of their best liked formals. Some mentioned either the style or that the ballerina length was pleasing. A number of girls said that they particularly liked the specific dresses they had indicated because the skirts were very full and stiff. Three girls liked their dresses because they were "different." Liking for the color or the fact that the color was flattering was indicated by two-thirds of the participants. Almost half of the girls said they liked the fit of their preferred formals and eight specifically mentioned the material as pleasing to them. In the miscellaneous list of reasons such

attributes as being feminine, modest, or new were listed. Table XXVII gives details of reasons for preferring their formals.

TABLE XXVII
REASONS FOR SATISFACTION WITH SPECIFIED FORMALS

Reasons	Number of Responses	
	Sub-total	Total
Style		67
Ballerina length	26	
Interesting	24	
Skirt very full and stiff	6	
Floor length	5	
Unusual	3	
Becoming	2	
Like general appearance	1	
Color		31
Like color	17	
Color flattering	14	
Fit is good		23
Material		8
Like material	5	
Has two layers of net	1	
Like the net overskirt	1	
Like the trimming	1	
Miscellaneous		8
Net not overdone	1	
New	1	
Modest	1	
Feminine	1	
Many things go with it	1	
Well made	1	
Comfortable	1	
Doesn't scratch	1	

Unsatisfactory Formals

Sixteen of the interviewees said that they liked all of the formals which they owned and had none they considered as unsatisfactory. Of the thirty-four reporting formals which they wore infrequently or did not

like, eleven indicated that these formals were long; six were short. Twelve were without jackets and eleven were strapless with a jacket.

Fifteen reported that net and taffeta were the fabrics from which these disliked formals were made. Five specifically mentioned that the entire formal was made from taffeta; six were of net, taffeta and lace;

TABLE XXVIII

REASONS FOR REGARDING INFREQUENTLY WORN FORMALS AS UNSATISFACTORY

Reasons	Number of Responses	
	Sub-total	Total
Style		22
Always stepping on it	6	
Dislike style	5	
Long	5	
Too plain	3	
Short	1	
Too old fashioned	1	
Unsatisfactory	1	
Fit problems		15
Fit poor	12	
Neck too low	3	
Color		7
Dislike color	5	
Unbecoming	1	
Looks faded by candlelight	1	
Tired of garment		4
Material unsatisfactory		4
Jacket doesn't match	1	
Net unsatisfactory	1	
Hangs oddly	1	
Trimming unsatisfactory	1	
Miscellaneous		10
Doesn't look like formal		
without net	3	
Battered and worn out	3	
Doesn't look as expected	1	
Looks homemade	1	
Looks cheap	1	
Hard to press	1	

three of crystalette, one of crystalette and net; two of satin; and others either of flocked nylon or nylon sheer.

As for color, these unsatisfactory garments in seven of the thirty-four responses were pink. Five each were aqua or lavender; four of blue; and in decreasing order of frequency the dresses were yellow, white, peach or rose in color.

Approximately half of the participants listed their reason for disliking their formals as dislike of the style. Poor fit was indicated by fifteen respondents while the color was disliked by seven of the girls. Four said they were tired of the garment; four stated that the fabric was not satisfactory. The miscellaneous answers were varied. Three said that the garments which they had specified were too "battered and worn out" to be pleasing.

Table XXVIII summarizes reasons for rating these specific formals as unsatisfactory.

Style, Fabric and Color Preference in Selecting a New Formal

Formals were one type of garment for which the girls apparently wished to shop before making a decision. Thirty-one indicated no preference as to the style they would choose in a new formal. Fifteen mentioned they would buy a short dress as against four who would purchase a long gown. Twelve preferred a dress without a jacket but seven would buy a formal having a jacket.

Eight had no idea as to the kind of fabric they would buy, but more of them knew what they would look for in fabric than what they would look for in style. Sixteen said if they were buying a formal it would be made from net and taffeta and eight would choose chiffon. Crystalette was the indicated choice of five girls; three would buy a lace-net-taffeta combination

and occasional mention was made of velvet, velveteen, satin, lace or brocade.

Almost a third of the interviewees had no color preference for a new formal while ten would purchase a blue dress. Next in order of popularity was green, with pink, white and aqua, raspberry, yellow, mauve, peach, salmon, and green and white in decreasing order of frequency as desired colors.

Shopping Considerations in Purchasing Formals

When asked to place in order of importance to them such shopping considerations as general appearance, becomingness, suitability, serviceability, comfort, cost and approval of friends, the most frequently mentioned consideration was becomingness. Almost two-thirds of the interviewees rated becomingness as first or second in importance. General appearance was mentioned by more than half of the girls. Only two rated serviceability as second in importance and more than half of the girls rated serviceability as either sixth or seventh in importance. Approval of friends was accorded seventh place a majority of times, but fewer rated it seventh for formals than for the other classification of garments. Forty per cent listed cost as sixth or seventh in importance to them. Table XXIX gives detailed information.

Analysis of Satisfactions and Dissatisfactions with Formals

Most of the participants seemed to feel that there were sufficient occasions for the use of a formal to make the investment worthwhile. Some expressed the belief, however, that the formals which they had purchased to wear in weddings were an unnecessary expense. Formals made at home were considerably less expensive but often times not as well-liked as

formals purchased ready-made. It would have been worthwhile to have included a specific question concerning whether or not liked and disliked garments were purchased ready-made.

Style and color were more important than material and workmanship in formals. Care and upkeep of this type of garment was mentioned infrequently, and in rating characteristics to be considered in purchasing a new garment, serviceability was listed as sixth or seventh in importance by more than half of the participants. The girls apparently expected this type of garment would not give lengthy service.

Ballerina length gowns were preferred. Blue was the predominantly preferred color and the most frequent choice for a new dress.

Formals were most often purchased in specialty dress shops and department stores, but a comparable number came from exclusive dress shops.

TABLE XXIX

SHOPPING CONSIDERATIONS FOR SPECIFIED GARMENTS

Garment	Characteristic	Order of Importance						
		1	2	3	4	5	6	7
Blouses								
	General appearance	12	10	6	6	11	4	1
	Becomingness	11	9	7	11	7	5	0
	Suitability	11	10	6	12	5	5	1
	Serviceability	5	7	14	9	8	6	1
	Comfort	8	10	14	5	9	4	0
	Cost	3	4	2	6	9	19	7
	Approval of friends	0	0	1	1	1	7	40
Skirts								
	General appearance	8	9	14	8	3	7	1
	Becomingness	15	8	10	8	6	2	1
	Suitability	8	5	10	8	10	9	0
	Serviceability	8	14	4	12	6	4	2
	Comfort	9	12	7	8	9	4	1
	Cost	2	2	4	6	11	17	8
	Approval of friends	0	0	1	0	5	7	37
Winter Coats								
	General appearance	10	12	9	9	6	3	1
	Becomingness	13	11	11	5	6	2	2
	Suitability	10	8	9	5	9	8	1
	Serviceability	8	10	9	8	7	6	2
	Comfort	2	7	8	16	13	4	0
	Cost	7	2	4	6	5	22	4
	Approval of friends	0	0	0	1	4	5	40
Other Occasion Dresses								
	General appearance	9	8	11	9	10	1	2
	Becomingness	15	12	7	6	7	2	1
	Suitability	16	8	5	4	6	7	4
	Serviceability	3	8	6	10	9	9	5
	Comfort	3	9	16	11	6	4	1
	Cost	4	2	4	7	7	14	12
	Approval of friends	0	3	1	3	5	13	25
Formals								
	General appearance	13	14	8	4	8	1	1
	Becomingness	18	13	8	5	3	1	1
	Suitability	10	9	8	10	7	2	3
	Serviceability	0	2	5	6	8	15	13
	Comfort	3	9	9	13	10	5	0
	Cost	5	2	6	6	10	11	9
	Approval of friends	0	0	5	5	3	14	22

TABLE XXX
PREFERRED COLORS FOR SPECIFIED WELL-LIKED GARMENTS

Color	Blouses	Skirts	Other Occasion			Total
			Coats	Dresses	Formals	
Figured or multi-colored material	14	5	8	12	4	43
Blue	4	5	4	14	10	37
Black or charcoal	2	22	6	7	-	37
White	21	1	-	1	5	28
Beige	-	-	10	3	-	13
Brown	-	9	2	2	-	13
Gray	-	3	8	1	-	12
Green	1	1	3	4	3	12
Pink	1	-	-	2	9	12
Aqua	2	2	2	1	2	9
Yellow	4	-	-	-	5	9
Red	1	-	2	3	2	8
Coral	-	-	-	-	5	5
Peacock	-	-	2	-	-	2
Lavender	-	-	-	-	1	1
Rose	-	-	-	-	1	1

TABLE XXXI
RANKINGS OF REASONS FOR SATISFACTION
FOR
FIVE SPECIFIC WELL-LIKED GARMENTS

Reasons for Satisfaction	Blouses	Skirts	Winter Coats	Other Occasion Dresses	Formals
Style	1	4	1	1	1
Color	2	2	6	3	2
Ease of Care	3	1	5	5	Not indicated
Material and Construction	4	6	4	6	4
Fit	5	3	3	2	3
Comfort	6	5	2	4	Negligible

TABLE XXXII
RANKINGS OF REASONS FOR DISSATISFACTION FOR
FIVE SPECIFIC DISLIKED GARMENTS

Reasons for Dissatisfaction	Blouses	Skirts	Winter Coats	Other Occasion Dresses	Formals
Fit and Comfort	1	1	3	2	2
Style	2	3	2	3	1
Material and Construction	3	4	1	1	5
Care	4	2	6	6	6
Color	5	5	5	5	3
Tired of Garment	6	6	4	4	4

CHAPTER V

SUMMARY

Purpose of the Study

The purpose of this survey was to investigate the buying practices of fifty college sophomores at Emmanuel Missionary College and to determine satisfactions and dissatisfactions derived from five specific garments; namely, blouses, skirts, winter coats, "other occasion" dresses and formals.

Two procedures were used in this investigation--a questionnaire and an interview. The first portion of the questionnaire which was filled in by the fifty volunteers was used as a means of establishing personal family data including composition of the family, employment patterns, approximate family income, etc. Part II of the questionnaire was a schedule designed to secure information on individual clothing preferences and buying practices. Information concerning self-employment of the participants was obtained along with clothing expenditures, extent of parental influence in buying practices, comparative practices in purchase of ready-to-wear garments versus their construction in the home, etc. In the interview, questions were asked concerning satisfactions and dissatisfactions with the specified apparel items.

Findings and Interpretations

Most of the participants were from middle income families having an average of three to four children. Ninety per cent of the fathers were

employed, primarily in skilled crafts, agricultural pursuits, professional and managerial positions, or in clerical and sales work. Nearly 60% of the mothers were employed full-time or part-time outside the home. The average educational attainment of the fathers was 10.9 years while the mothers' schooling averaged 12.1 years.

All of the girls participating in this study were members of the Seventh-day Adventist church, as were 62% of their fathers and 92% of their mothers.

Ninety-two per cent of the participants were between eighteen and twenty years of age. All fifty girls had been employed at some type of job. Thirty-four had worked off-campus where they had received remuneration in cash while sixteen had worked only at a school plant where their earnings had been credited to their statements. Beyond tithe and church offerings, thirty-one saved part of their earnings for school expenses and twenty-one purchased at least part of their personal clothing. Seven had no plan for the way they spent their money while seventeen indicated that they followed a plan for their clothing expenditure.

The majority of the clothing which the girls owned had been purchased ready-made, largely from independent or chain department stores and specialty shops. The types of stores at which apparel items were purchased were most often determined by the quality and price of the merchandise, the availability of styles and the fashionableness of the apparel.

Seventy-five per cent of the participants usually and 20% sometimes shopped with someone when purchasing major ready-to-wear items. Eighty-six per cent sometimes shopped with someone for less important garments. The girls most frequently shopped with their mothers.

Two-thirds of the participants indicated that although they shopped with their parents, the final decision in case of a difference of opinion

was their choice. Approximately a third indicated that such situations usually resulted in a compromise while two girls said their parents made the final decision.

More than 80% of the respondents shopped in more than one place for suits, coats, formals, "other occasion" dresses, skirts and jackets. More than 50% shopped in more than one store for blouses, robes and sweaters. Eighty per cent indicated that they seldom shopped in more than one place for underwear. Most apparel was tried on before purchasing. No one frequently returned items which they bought and only 10% indicated they occasionally did so.

More than 60% said they had "hand-me-downs" in their wardrobe. Sisters were the largest contributors of this type of clothing. About one-third indicated that gifts constituted a significant number of garments in their wardrobe.

All of the participants frequently or occasionally purchased items which were on sale. Forty-five of the fifty girls found sale items either moderately or completely satisfactory. Economy was their foremost reason for purchasing wearing apparel on sale.

Most clothing was purchased by cash payment. More expensive items were sometimes placed on lay-away. Few had access to charge accounts.

Ninety-eight per cent of the participants came from homes in which there were sewing machines. Sixty per cent indicated that their home sewing equipment was adequate. Eighty-five per cent had several garments in their wardrobe which had been made for them. Skirts, blouses and school dresses were the most popular home sewed articles of apparel. Most home sewing was done by those who had learned at home, although seventeen of the participants themselves had been enrolled in clothing construction in school.

The participants who had garments which had been made for them felt that home construction saved money, produced better fit and assured better quality in clothing. Coats and suits they generally agreed should be purchased ready-made. These were considered too complicated to make at home. Some thought they took on a "homemade" look.

Satisfactions and Dissatisfactions with Specified Garments

Blouses

Most blouses were purchased ready-made. Tailored white cotton blouses were the most popular. Pleasing style and color, ease of care, good general appearance, comfort and fit, and durability were listed in a decreasing order of frequency as their reasons for satisfaction with specified well-liked blouses. In order of decreasing frequency poor fit, lack of style, unpleasing appearance, care and color problems and lack of durability were given as their reasons for dissatisfaction with a specific blouse.

Skirts

Straight skirts were usually purchased ready-made. Gathered skirts were made at home twice as often as they were purchased.

Straight black or charcoal wool skirts were the composite choice of interviewees for skirts which they regarded as most satisfactory. Pleasing color, ease of care and upkeep, and good fit were the most frequently listed reasons for considering the specified skirts as satisfactory. Poor fit, care problems, and displeasing style were the most often mentioned reasons for disliking the skirts they indicated.

Winter Coats

None of the interviewees had coats in their possession which had been made for them. Approximately one-third of the girls planned to buy their winter coats when they were on sale.

Loose fitting wool coats in basic colors of beige, gray, black or tweed, and more often than not with sleeves which were tight at the bottom, were preferred by a majority of the participants. Pleasing style, comfort, good fit, and durability were most often listed as the reasons constituting satisfaction with specified well-liked winter coats. Poor style and fit, lack of durability, and being tired of the garments were the frequent reasons for dissatisfaction with winter coats. Unsatisfactory material and color problems were, however, listed nearly as often.

"Other Occasion" Dresses

More than 75% of the participants purchased their "other occasion" dresses ready-made. Two-thirds of these preferred dresses had full skirts, and three-quarter length sleeves were mentioned more often than other types of sleeves. Almost 60% of these dresses were made from rayon or acetate. Nearly a third of them were blue.

Reasons most often given for particularly liking a specified "other occasion" dress were interesting styling, good fit, and pleasing color. Poor fit, poor construction, inferior material and unbecoming style were frequent causes for dissatisfaction. Care and color problems and being tired of the garment were mentioned nearly as often.

Formals

Ninety-eight per cent of the girls currently or at sometime had had formals in their wardrobes. Formals were purchased ready-made twice as

often as they were made at home. Bullerina length gowns were preferred by most of the participants. Preferred garments were most often blue and were strapless with jackets.

Reasons for satisfaction with the well-liked formals were pleasing style, color and fit. Reasons for frequently disliking a formal were lack of style and poor fit.

Buying Practices for Proposed Purchases of New Garments

When asked for descriptions of garments they might purchase if they had an opportunity, the participants had rather definite ideas concerning blouses, shirts, winter coats, and "other occasion" dresses. Forty per cent, however, indicated that they would have to shop for formals before determining what they would buy.

Beconingness, general appearance and suitability were considered of significant importance in future apparel purchases. The interviewees placed cost and approval of friends below either serviceability or comfort. They frequently expressed feelings that all of these shopping criteria were important and that they found them difficult to arrange in order of importance.

Generalizations

The limitations of this survey should be recognized. Sophomore girls were chosen because it was felt that they were typical of the girls who were established in college and who had learned from experience what constituted an adequate college wardrobe. These girls who were largely from the four-state area of Illinois, Indiana, Michigan and Wisconsin are probably similar to the college sophomores on many campuses, but the sampling is too small to draw conclusions that their buying preferences

and practices might be regarded as the criteria for all campuses or even those of the size of Emmanuel Missionary College.

CHAPTER VI

CONCLUSIONS

The findings of this survey of buying practices of college sophomores cannot be considered typical of all college-age girls because the sampling was too small. However, the data does seem to indicate many preferences and trends which could be verified in comprehensive research studies with college girls.

Similarities and Dissimilarities with Other Studies

Similarities between this study and other like studies are shown in the degree of parental influence in shopping, in the method of paying for clothing, in the plan followed in shopping with others when purchasing major ready-to-wear items, and in the practices relative to trying on garments before purchasing. Types of stores patronized and reasons for their choice of this store were similar to those indicated in other studies. Clothing acquisitions in this and other studies were from similar sources, namely, purchases of merchandise at normal prices and on sale, gifts, and "hand-me-downs." Home sewing was done in about the same proportion by this as for other groups studied and for similar reasons.

The personal data portion of the questionnaire furnished interesting background information concerning the participants. Whereas the backgrounds of the girls showed appreciable differences, these differences did not have as marked an effect on individual clothing preferences and

buying practices as might have been expected and was indicated in other studies. Assuming that the incomes listed were valid, there was no trend shown for those from a higher economic bracket to have purchased more expensive clothing or larger quantities of clothing than those in middle income brackets. However, those from lower income families had more "hand-me-downs" and gifts in their wardrobes than the girls of high income families. Generally speaking, the occupational status and the educational attainment of the parents showed little effect upon either clothing preferences or their buying practices. Perhaps this can be partially accounted for by the fact that the religious affiliation of the group in this study tends to discourage extravagance in the purchase of clothing thus placing everyone more nearly on the same level in clothing expenditures regardless of social or economic status. The number of dependents in the family somewhat influenced buying practices. Greater variation in wardrobes was shown because of regional and climatic differences rather than because of any socio-economic differences.

Reasons for Satisfaction and Dissatisfaction with Specified Apparel Items

Blouses, skirts, winter coats, "other occasion" dresses, and formals were investigated to determine reasons for satisfaction and dissatisfaction with these specified garments. Pleasing style was the most often mentioned reason for satisfaction. Other reasons given in decreasing number of times mentioned were becomingness of color, good fit, ease of care, comfort, and a liking for the material and workmanship. The most frequently indicated reasons for finding the specified garments unsatisfactory were poor fit, dislike for the style, inferior material and workmanship, problems of care, being tired of the garment, and dislike of the color.

It is evident that the participants at the age level used in this study like to have clothing that is comparable to that of others, yet individualistic in styling. They did not want to appear "different" from others, but if they were satisfied with their clothing, they did not care whether or not others including their peers approved of their particular choices. The need for approval of friends was not as strong with this age group as had been indicated for younger teen-agers.

From the information accumulated it first appeared that the price of a specific item of clothing was not considered of significant importance to the interviewees. This deduction, however, was not correct. A majority of the participants ranked the cost of the garment as sixth or seventh in importance when considering it in relation to general appearance, becomingness, suitability, serviceability, comfort, and approval of friends. Most of these girls stated, however, that they did not consider cost unimportant, but indicated they would not often go into a store where they knew they could not afford the type of merchandise carried. If the difference in the price of a garment was slight, price was unimportant in their choice. Perhaps if more of the participants had kept an account of their clothing expenditures, cost would have seemed more important to them. The number who kept records was comparable to the number in other studies.

A high relationship was found to exist between the students' indicated preferences for style, fabric and color, and the styles, fabrics, and colors that they actually had in their wardrobes.

Suggestions for Improving Satisfaction with Clothing Purchases

In general, the buying practices of the participants expressed self-reliance. More careful pre-planning of clothing to be purchased

would assure the buyer of garments which would better fit into existing wardrobes. Inasmuch as poor fit was a common reason indicated for dissatisfaction with seldom worn items of clothing, a better understanding of principles of alterations might help the students select better fitting garments or garments which could be satisfactorily altered. Less impulsive selection of colors when buying would perhaps help the girls to more effectively coordinate and utilize their clothing. The importance of purchasing the type of clothing which can be easily taken care of and that which is of better quality and workmanship appeared to need emphasis.

Relationship between satisfaction with garments purchased ready-made and those made at home would have been well adapted to this survey. Future research in this aspect could be helpful in planning projects in clothing construction classes.

This study has been concentrated on the wardrobes of fifty college girls. A similar study in clothing satisfactions of men, as well as for women of different ages might reveal additional data valuable in teaching units on clothing expenditures for the family.

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APPENDIX

QUESTIONNAIRE AND PERSONAL INTERVIEW SCHEDULE

PART I

Code number _____

PERSONAL DATA

In order to help me better understand the material which I will get from you at the time of our interview, I would like to know a little about your family. Would you please fill in the blanks or check the numbers that best fit. The material from this questionnaire will be reported anonymously. You need not write your name unless you wish.

1. Are there other children in your family? Yes _____ No _____

What are the age and sex of the children?
Are they financially independent of the family?

Age	Sex	Financially independent?

2. Do other persons than your family live with you? Yes _____ No _____

Are they related? Yes _____ No _____

If they are related, state relationship _____

3. What is your father's occupation? (give the type of occupation, not necessarily where he is employed.) _____

How many years has he been working in this position? _____

How many years of schooling did your father complete? _____

In which of these age groups does your father belong?

30-34 _____	50-54 _____
35-39 _____	55-59 _____
40-44 _____	60-64 _____
45-49 _____	65 or over _____

Is he a Seventh-day Adventist? Yes ____ No ____

4. Does your mother work outside the home? Yes ____ No ____

What is the nature of her employment if she is employed? (not necessarily where she is employed.) _____

How much does she work? Full Time _____

Part Time _____

How many years of schooling did your mother complete? _____

In which of these age groups does your mother belong?

30-34 _____

50-54 _____

35-39 _____

55-59 _____

40-44 _____

60-64 _____

45-49 _____

65 or over _____

Is your mother a Seventh-day Adventist? Yes ____ No ____

5. In which of these brackets would you say your family average yearly income falls?

Under \$2,000 _____

\$2,000 to 4,999 _____

5,000 to 7,499 _____

7,500 to 9,999 _____

over 10,000 _____

PART II

Code number _____

QUESTIONNAIRE ON BUYING PRACTICES

1. Name _____ Age at last birthday _____
2. Home town _____ Approximate population _____
3. Where did you attend secondary school? _____
Did you live in the dorm? Yes _____
No _____
4. From what secondary school did you graduate? _____
5. In what year of College are you? _____
6. Have you been employed in other than a school plant? . . . Yes _____
No _____
7. If yes, what kind of employment? _____
 - A. What was your approximate wage? per week _____
per month _____
other _____
 - B. What kind of a plan did you have for spending your earnings beyond
tithe and miscellaneous church offerings?
Saved for school _____
Contributed to the family _____
Purchased personal clothing _____
Other (specify) _____
No particular plan _____
8. ~~Are~~ Are your family clothing expenditures planned? Yes _____
No _____
9. Do you have a plan for your own clothing expenditures? . . Yes _____
No _____

10. In which type of store are purchases of the following items for yourself most often made? Check in the appropriate space.

	Dept. store such as Robertson's	Specialty such as Lerners	Chain such as Penneys	Mail order such as Sears	Exclusive such as Bentons	Other such as Kresges	Do not buy ready- made
Coats							
Suits							
School dresses							
Other occasion dresses							
Play clothes							
Jackets							
Skirts							
Sweaters							
Blouses							
Robes							
Pajamas							
Slips							
Formals							

11. For the majority of the above items, what is your choice of stores primarily dependent upon?

_____ desired price range

_____ wider selection in styles

_____ wider selection in sizes

_____ brand carried

_____ desired quality of
merchandise carried

_____ style and fashionableness of
merchandise

_____ convenience of location

_____ charge account at the store

_____ extended payment plan
available

_____ other (please explain)

12. When buying major ready-to-wear such as coats do you usually _____, sometimes _____, never _____ shop with someone?

13. For some less important item do you usually _____, sometimes _____, never _____ shop with someone?

14. Indicate with whom you frequently shop for clothing:

_____ parents together

_____ mother alone

_____ father alone

_____ sister

_____ girl friend

_____ other (please indicate who) _____

15. If shopping with your parents, with whom would you say rests the final choice if there is a difference of opinion?

_____ is your choice

_____ is your parents' choice

_____ is a compromise

16. Indicate your usual practice in regard to the number of places in which you shop before buying the garments listed below.

	more than one place	one place
Coats _____		
Suits _____		
School dresses _____		
Other occasion dresses _____		
Play clothes _____		
Blouses _____		

	more than one place	one place
Skirts _____		
Jackets _____		
Sweaters _____		
Robes _____		
Underwear _____		
Formals _____		

17. Which garments do you try on before purchasing?

	Always	Occasionally	Seldom	Never
Coats _____				
Suits _____				
School dresses _____				
Other occasion dresses _____				
Play clothes _____				
Blouses _____				
Skirts _____				
Jackets _____				
Sweaters _____				
Robes _____				
Underwear _____				
Formals _____				

18. Do you have in your wardrobe some clothes that are "hand-me-downs"?

_____ Yes

_____ No

a. If yes, to whom did they belong?

_____ mother

_____ sister

_____ relation outside the immediate family

_____ well-to-do people outside the family

_____ other (specify) _____

b. If yes, do you usually_____, sometimes_____, seldom_____, feel at ease and/or enjoy wearing them?

19. Do gifts constitute a significant_____, or a negligible_____ number of garments in your wardrobe?

20. From whom do you receive gifts of new clothing?

	frequently	occasionally
parents		
sister		
brother		
grandparents		
aunt		
friends		
other (specify)		

21. What types of garments do you receive as gifts?

	frequently	occasionally		frequently	occasionally
coats			suits		
play clothes			blouses		
sweaters			skirts		
school dresses			jackets		
other occasion dresses			hose		
underwear			apparel		
other (specify)			accessories		

22. Do you usually____, occasionally____, never____ purchase specific clothing items by brand names?

If usually or occasionally, what type clothes do you buy by brand names?

____ coats	____ play clothes	____ other (specify)
____ suits	____ underwear	_____
____ dresses	____ hose	_____
____ blouses	____ shoes	_____
____ skirts		_____

23. Do you frequently____, occasionally____, seldom____ find it necessary to return apparel purchased for credit or exchange?

a. If yes, which items do you most often find it necessary to return and why?

b. If yes, indicate reasons for which you have returned such apparel.

____ changed your mind	____ uneven hems
____ thought it becoming but family members disagreed	____ fabric imperfections
____ wrong size	____ printed off grain
____ poor fit	____ seams pulled out
____ quality of stitch poor	____ other (specify)_____

24. Do you frequently____, occasionally____, never____ purchase items at sales?

a. If you do, what items do you most frequently purchase at special sales? Check in the appropriate columns.

	End of month clearance	Seasonal clearance	Special promotions	Other (specify)
coats _____				
jackets, blazers _____				
school dresses _____				
special occasion dresses _____				
suits _____				
play clothes _____				
sweaters _____				
blouses _____				
skirts _____				
robes _____				
pajamas _____				
other (specify) _____				

- b. Generally speaking, have you found "sales purchases" completely satisfactory____, moderately satisfactory____, or less satisfactory____, than garments purchases at "regular" prices?
- c. What are, to you, the most important reasons for buying clothes on sale? Indicate the reasons.
- _____
- _____

25. What is your usual practice in paying for the following garments? Check in the appropriate column.

	Cash	30-day charge account	Extended payment	Lay-away
coats _____				
suits _____				
school dresses _____				
other occasion dresses _____				
skirts _____				
jackets _____				
blouses _____				
sweaters _____				
underwear _____				
formals _____				

26. Do you have a sewing machine in your home? Yes ____ No ____
- a. If yes, is it electric? Yes ____ No ____
- b. If yes, which type? Cabinet ____ Portable ____
- c. Does it work satisfactorily? Yes ____ No ____
27. Does your mother sew? Yes ____ No ____
28. Do you sew? Yes ____ No ____

29. Do you feel that your sewing equipment and facilities are adequate? _____
 somewhat adequate? _____
 inadequate? _____

30. Do you have several garments in your wardrobe that have been made for you or that you have made yourself? Yes _____ No _____

IF YOUR ANSWER TO #30 IS NO, YOU MAY STOP HERE.

If yes, by whom were they made? Where did these persons learn to sew?

coats _____	blouses _____
suits _____	sweaters _____
school dresses _____	play clothes _____
other occasion dresses _____	formal _____
jackets _____	pajamas _____
skirts _____	other (specify) _____

Where did these people learn to sew?

Mother _____
 Self _____
 Other _____

31. Are there some garments that have been made for you that you wear infrequently? Yes _____ No _____

If yes, will you indicate why you wear them infrequently.

_____ tired of garment before it was completed	_____ style is unbecoming
_____ fit poor	_____ dislike design of fabric
_____ has "home made" look	_____ fabric unsuited to style of garment
_____ other (specify) _____	

32. Who selects the material and/or pattern for your garments?

	Usually	Sometimes	Seldom
Mother _____			
Self _____			
Some other member of family _____			
Other person than family _____			
A purchase with another person & self _____			
Other (specify) _____			

33. Are there any reasons why you prefer to have your clothing made for you?

Yes ____ No ____

If yes, indicate why this is true.

____ individual styling ____ better fit
 ____ economy ____ have to alter ready-to-wear
 ____ enjoy creativeness of sewing ____ superior garment construction
 ____ better quality of fabric ____ other (specify) _____

34. What items of clothing do you prefer to have made for you and why?

Why?

____ coats
 ____ suits
 ____ school dresses
 ____ skirts
 ____ blouses
 ____ play clothes
 ____ formals
 ____ pajamas
 ____ other (specify) _____

35. What items of clothing do you prefer not to have made for you? Why?

Why?

_____coats

_____suits

_____school dresses

_____skirts

_____blouses

_____play clothes

_____formals

_____pajamas

_____other (specify)

INTERVIEW SCHEDULE

Code Number _____

Interview--BLOUSES

1. Do you usually buy ready-made or make most of your blouses?

Ready-Made _____ Make at home _____

2. What do you consider a fair price to pay for the following blouses?

Ready-made	Made at home	
_____	_____	cotton school blouse
_____	_____	cotton dressy blouse
_____	_____	Dacron or Dacron and cotton blend
_____	_____	nylon tricot
_____	_____	other (specify) _____

3. Select a school blouse that you like better than others or that you wear more than others. Describe this blouse.

Style _____

Fabric _____

Color _____

4. Why do you regard this as a most satisfactory blouse?

_____ like the style	_____ requires little ironing
_____ like the trimming	_____ does not require starch
_____ color goes with several skirts	_____ fabric is comfortable to wear
_____ color becoming	_____ well made
_____ fits well	_____ friends like it
_____ washes easily	

Code number _____

5. If you were buying a new school blouse, where in relative importance would you rank the following characteristics? (Interviewee will be given 7 cards showing these characteristics and will be asked to arrange them in pockets ranked 1-7.)

- A. General appearance as style, color, workmanship, fabric
- B. Becomingness
- C. Suitability for specific needs--occasion; combines well with wardrobe
- D. Serviceability and/or durability characteristics as launderability, wrinkle resistance, wear, etc.
- E. Cost
- F. Comfort of fit and fabric
- G. Approval of friends

6. Select a school blouse that you do not like or that you wear infrequently. Describe this blouse.

Style _____

Fabric _____

Color _____

7. For what reasons are you dissatisfied with it or why do you not wear it?

_____dislike style

_____soils too easily

_____no variety of skirts to wear
with it

_____frays

_____color unbecoming

_____has to be starched

_____fits poorly

_____requires too much ironing and
care

_____pills

_____needs mending

_____dirt does not come out

_____construction poor

8. If you were buying a new school blouse, what kind would you get?

Style _____

Fabric _____

Color _____

Code Number _____

Interview--SKIRTS

1. How many skirts do you have? Of what type are they? Are they ready-made or made at home? How much do you feel you should pay for different types you purchase ready-made or make at home? (Interviewer will check below.)

type	number	ready-made	made at home	approx. price each ready-made	approx. price each home sewed
straight fitted _____					
gathered _____					
pleated _____					
flared _____					
circular _____					

2. Select a skirt that you like better than others or that you wear more than others. Describe this skirt.

Style _____

Fabric _____

Color _____

3. Why do you regard it as a most satisfactory skirt?

_____ style is becoming

_____ trimming is unusual

_____ is basic color; many things go with it

_____ fits well

_____ needs little pressing

_____ does not sit out

_____ physical properties of fabric make it comfortable to wear (does not scratch, etc.)

_____ can be washed with little difficulty and needs little pressing

_____ does not pick up lint

_____ construction is good

Code number _____

4. If you were buying a new skirt for the same type of wear, what kind would you get?

Style _____

Fabric _____

Color _____

5. If you were buying a new skirt where in relative importance would you rank the following characteristics? (Interviewee will be given 7 cards showing these characteristics and will be asked to arrange them in pockets ranked 1-7.)

- A. General appearance as style, color, workmanship, fabric
- B. Becomingness of style and color
- C. Suitability for specific needs--occasion; and combines well with wardrobe
- D. Serviceability and/or durability characteristics as launderability, wrinkle resistance, wear, etc.
- E. Comfort of fit and fabric
- F. Cost
- G. Approval of friends

6. Select a skirt that you do not particularly like or that you wear infrequently. Describe this skirt.

Style _____

Fabric _____

Color _____

7. For what reasons are you dissatisfied with it or why do you not wear it?

_____ do not like style

_____ loses its shape

_____ nothing to go with it

_____ has to be drycleaned

_____ discolored by fading

_____ has to be washed and ironed

_____ poor fit

_____ frays

_____ fabric scratches

_____ poor construction

_____ soils easily

_____ is a hand-me-down

Code Number _____

Interview--WINTER COAT

1. How many winter coats do you have? _____
2. Approximately what price do you consider you should pay for a winter school coat? Ready-made _____ Made at home _____
3. Do you buy or make most of your coats? Buy _____ Make _____
4. Select the winter coat that you like better than others or that you wear more than others. Describe this coat.

Style _____

Fabric _____

Color _____

5. Why do you regard it as a most satisfactory coat?

_____ style good

_____ fabric does not wrinkle badly

_____ has zip-in lining

_____ it seems durable; does not show signs of wear quickly

_____ trimming interesting

_____ it holds its shape well

_____ color goes well with most clothes

_____ construction generally good

_____ fits well

_____ other people like it

_____ is warm

6. If you were buying a new winter coat for the same type of wear, what kind would you get?

Style _____

Fabric _____

Color _____

Code Number _____

7. If you were buying a new winter coat, where in relative importance would you rank the following characteristics? (Interviewee will be given 7 cards showing these characteristics and will be asked to arrange them in pockets ranked 1-7.)

- A. General appearance as style, color, workmanship, fabric
- B. Becomingness
- C. Suitability for specific needs--occasion; combines well with wardrobe
- D. Serviceability and/or durability characteristics as launderability, wrinkle resistance, wear, etc.
- E. Cost
- F. Comfort of fit and fabric
- G. Approval of friends

8. Select a coat that you do not particularly like or that you wear infrequently. Describe this coat.

Style _____

Fabric _____

Color _____

9. For what reasons are you dissatisfied with it or why do you not wear it?

_____ style not good

_____ shows wear quickly at pockets, etc.

_____ is overtrimmed

_____ always looks dirty

_____ coat is too plain

_____ does not dry-clean well

_____ does not have a zip lining

_____ is not warm

_____ color does not go with anything

_____ material stretches and bags

_____ fits poorly

_____ construction is poor

Code Number _____

Interview--SPECIAL OCCASION DRESSES

1. For what social activities do you want and need special occasion dresses?

2. Do you usually buy or make such garments? Buy _____ Make _____

3. What do you consider a fair price for this type of dress?

Ready-made _____ Made at home _____

4. Select a special occasion dress that you like better than others or that you wear more than others. Describe this dress.

Style _____

Fabric _____

Color _____

5. Why do you regard it as a most satisfactory dress?

_____ has interesting lines _____ does not soil easily

_____ trimming is interesting _____ holds a press

_____ color becoming _____ well made

_____ fits well _____ others like it

6. If you were buying a new special occasion dress, where in relative importance would you rank the following characteristics? (Interviewee will be given 7 cards showing these characteristics and will be asked to arrange them in pockets ranked 1-7.)

- A. General appearance as style, color, workmanship, fabric
- B. Becomingness
- C. Suitability for specific needs--occasion; combines well with wardrobe

Code Number _____

D. Serviceability and/or durability characteristics as launderability, wrinkle resistance, wear, etc.

E. Cost

F. Comfort of fit and fabric

G. Approval of friends

7. Select a special occasion dress that you do not like or that you wear infrequently. Describe this dress.

Style _____

Fabric _____

Color _____

8. For what reasons are you dissatisfied with it or why do you not wear it?

_____ style unbecoming

_____ perspiration stains

_____ color unbecoming

_____ fabric is scratchy

_____ always looks dirty

_____ requires frequent pressing

_____ requires drycleaning

_____ construction is poor

_____ fits poorly

9. If you were buying a new dress, what kind would you get?

Style _____

Fabric _____

Color _____

Code Number _____

Interview--FORMALS

1. How many formals do you have? _____
2. For what occasions do you wear formals? _____
- _____

3. Approximately what price do you consider you should pay for a formal?

Ready-made _____ Made at home _____

4. How many have you purchased ready-made? _____ Made at home? _____

5. Select a formal that you like better than others or that you wear more than others. Describe this formal.

Style _____

Fabric _____

Color _____

6. Why do you regard it as a most satisfactory dress?
- _____
- _____
- _____

_____ style is interesting

_____ fit is good

_____ style is unusual

_____ easy to care for

_____ skirt contains many yards
of material

_____ seems durable

_____ is ballerina length

_____ well made

_____ color is flattering

7. If you were buying a new formal, where in relative importance would you rank the following characteristics? (Interviewee will be given 7 cards showing these characteristics and will be asked to arrange them in pockets ranked 1-7.)

A. General appearance as style, color, workmanship, fabric

B. Becomingness

Code Number _____

- C. Suitability for specific needs--occasion; combines well with wardrobe
- D. Serviceability and/or durability characteristics as launderability, wrinkle resistance, wear, etc.
- E. Cost
- F. Comfort of fit and fabric
- G. Approval of friends

8. Select a formal that you do not like or that you wear infrequently. Describe this formal.

Style _____

Fabric _____

Color _____

9. For what reasons are you dissatisfied with it or why do you not wear it?

_____ do not like the style

_____ material is sleazy

_____ too fussy

_____ perspiration stains the fabric

_____ neck is uncomfortably low

_____ too fragile

_____ color is unbecoming

_____ hard to press

_____ color looks faded by
candlelight

_____ does not dryclean well

_____ fit is poor

_____ soils easily

10. If you were buying a new formal, what kind would you get?

Style _____

Fabric _____

Color _____

ROOM USE ONLY

ROOM		Date Due
JUL 19 1958	JUN 25 1963	
NOV 24 1958	JUN 1 1966	
Nov 30 1959	FEB 1 1966	
FEB 5 1960	DEC 20 1966	
MAY 2 1960		
JUL 12 1960		
JUL 13 1960	AUG 7 1968	
MAR 7 1961	DEC 14 1968	
JUN 9 1961		
JUL 11 1961		
JUL 31 1961		
OCT 30 1961		
NOV 18 1961		
MAY 3 1962		
MAY 15 1962		
MAY 29 1962		
JUL 24 1962		
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