

A COMPARATIVE STUDY OF THE CLOTHING
AREA OF THE SECONDARY HOMEMAKING
CURRICULUM IN A SELECTED COMMUNITY
AND RELATED BELIEFS AND PRACTICES
OF FAMILIES IN THAT COMMUNITY

Thesis for the Degree of Ph. D.

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Amy Jean Holmblade

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This is to certify that the

thesis entitled

A Comparative Study of the Clothing Area of the
Secondary Homenaking Curriculum in a Selected Community
and Related Beliefs and Practices of Families
in that Community
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Amy Jean Holmblade

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By

Amy Jean Holmblade

AN ABSTRACT

Submitted to the School of Graduate Studies of Michigan
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THESIS ABSTRACT

The purpose of the study was to examine the clothing area of the secondary curriculum in homemaking in a selected community in relation to the beliefs and practices of homemaking pupils and their parents with respect to clothing problems and in relation to the opinions of pupils and parents concerning what ought to be emphasized in the study of clothing. Four types of clothing problems were considered:

(1) choosing and wearing, (2) buying, (3) making, and (4) caring for and repairing.

The setting for the investigation was a south-central Michigan community of 6,500 population. The 101 high school pupils in homemaking were largely daughters of farmers or factory workers, over half coming from rural homes. About a third of their mothers were employed outside their homes.

Information about beliefs and practices relative to clothing and opinions concerning desired emphases in clothing in the curriculum were obtained through questionnaires and interview schedules developed for the study. One questionnaire was answered by all the pupils; another was sent to all the parents and was returned by 84 per cent of them. A third of the pupils and their parents were interviewed; the pupils, at school, and the parents, in their homes. The data thus obtained were used to describe common beliefs and practices and variations within the groups. They were also used in examining problems in clothing of six selected pupils.

Descriptive information about the clothing area of the 1953-54 curriculum was secured from the homemaking teachers through conferences and examination of their daily planbooks.

There was apparently much family interaction in decisions concerning choosing and wearing clothing. Pupils wanted approval of parents, girl friends, and boys for their clothes. Many mothers thought their daughters were influenced in dress by other girls. Ready-to-wear garments had been obtained by almost all pupils in the last year. The pupils seemed aware of the cost of apparel and were in general agreement with parents concerning expected costs of various garments and who should participate in their selection. In almost three-fourths of the families some home sewing had been done in the past year; the greater part involved the construction of cotton garments for women and girls. Most pupils took some responsibility for care of their own clothes and assisted their mothers with the care of clothes for others in the family.

The greater portion of the time and attention in the study of clothing in each of the homemaking classes had concerned the making of garments, an activity for which many pupils and parents had taken little or no responsibility in the past year. Almost all pupils and parents had indicated responsibilities and concerns in choosing and wearing, buying, and caring for and repairing clothing. Yet little time or emphasis had been accorded these areas. Such study as had related to them appeared appropriate in view of the usual responsibilities of pupils and concerns of parents. Generally, pupils and parents thought more than

the present curricular emphasis should be given each of the four aspects of clothing in relation to problems of teen-age girls. Few pupils and parents favored emphasis in relation to clothing for other members in the families.

This study was intended to be illustrative of a type of study which might be initiated by homemaking teachers in their own communities as an aid to appraisal of the curriculum. It would seem that, in making curricular plans in clothing in this community, pupils, parents, and homemaking teachers might well examine the apparent disparities among the present emphases in clothing in the curriculum, the related beliefs and practices in families, and their own opinions concerning desirable curricular emphases.

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CHAPTER I

THE PURPOSE OF THE STUDY

Introduction

That there should be a close relation between the curriculum in homemaking and the experiences of pupils in their own homes is a point of view which has been expressed by leaders in home economics education from the time that federal funds first became available for the development of programs of education in homemaking in the secondary schools. The great concern of the home economics educators in the early days was that the teachings of the school be carried over by the pupils into their homes and into their daily living. Evidence of this concern can be seen in the early establishment of the home project program which required that pupils carry out, in their own homes, projects related to the work that they were doing in school. Simultaneously a program of home visiting was initiated so that the teachers might visit pupils in their homes and assist them with their home projects.

From that time to the present, a period of about thirty-five years, there has been a gradual evolution in the concept of leaders in home economics education regarding the relation which should exist between the curriculum in homemaking, on the one hand, and the problems and practices of families, on the other. Publications of the Homemaking Education Division of the Michigan Department of Public Instruction and of the Home Economics Education Service of the United States Office of Education and textbooks in home economics education indicate that there

seems to be, at the present time, rather general agreement on three ideas concerning this relationship.

The first of these ideas is that the homemaking curriculum should be focused on the activities of homes and on the problems of families. The home problems of the pupils and their families in a given community are believed to furnish an important basis for the selection of the curricular experiences in homemaking in that community. It is further believed that instruction in homemaking should be realistic in terms of home situations as they exist. This point of view is explicitly stated by Spafford.

If home economics is to function in the home now, it may mean seeing art principles in terms of arranging dogwood in stone crocks or larkspur in pickle bottles; realizing that privacy, respect for the rights of others, may be a curtain across the corner of a room for bathing, or seeking permission before wearing another's clothes; appreciating that thoughtfulness of others may mean leaving grandfather's enlarged picture on the living-room wall, and does mean coming to meals on time.¹

The second generally accepted belief concerning the relation which should exist between homes and education in homemaking is that the home-making curriculum should give recognition to social and economic changes which affect family life. Of the many social and economic factors influencing family life, three will perhaps serve to illustrate this point. First, there is the change of the family from a production unit to a consumption unit. A recent publication of the Home Economics Education Service of the United States Office of Education gives a graphic

¹Ivol Spafford, Fundamentals in Teaching Home Economics. New York: John Wiley and Sons, 1942, p. 321.

description of this change and the concurrent change in the responsibilities of homemakers.

The pioneer homemaker's tasks were quite different from those of the modern era. They were also easier to define and to develop skill in performance. Spinning cloth, canning food, and making soap all had visible, measurable ends. Skill at performing these tasks to meet an acceptable standard was acquired through practicing the methods mother or grandmother used until a satisfactory result, measured by an acceptable product, was attained. The basic needs of the family for cloth, food, and soap remain, but how different is the learning required of the prospective homemaker today! A bewildering array of fabrics made from fibers unheard of a generation--or even a year--ago confront the woman shopping for rugs, household linens, or clothing. The supermarket down the block may carry half a dozen different brands of canned tomatoes with as many different prices; and a shelf of soaps, soap powders, detergents, and other cleansing products which extends the length of the store.²

Another of the social and economic factors influencing family life today is the increased proportion of married women who have entered the labor force. During 1953 the number of working wives in the United States reached an all-time high of 10,700,000. From 1940 to 1953 there was an increase of ten per cent in the proportion of married women who were working outside the home. In April of 1953, one out of every four married women was a member of the labor force. And as for the women who were married in the 1930's and whose children were now of high school age or older, one out of every three was employed outside the

²Office of Education, U. S. Department of Health, Education, and Welfare, Home, School, and Community Experiences in the Homemaking Program, Vocational Division Bulletin No. 252, Home Economics Education Series No. 29. Washington, D. C.: Superintendent of Documents, 1953, p. 1.

home.³ This shift in the employment status of women has meant that there are many families with a set of problems in homemaking somewhat different from those of families in which the mother is a full-time homemaker. These problems and the value conflicts which accompany them deserve to be given consideration in the development of the curriculum in homemaking.

Last to be mentioned of the social and economic factors influencing homes and families is the increasing body of information relative to home activities which science and research have produced. Formerly a daughter learned from her mother in a kind of apprentice training the knowledges and skills required of a homemaker. Today mother and daughter are both confronted with a vast amount of information concerning homemaking which is new to both of them. For example, there is probably little in the past experience of a mother which would enable her to teach her daughter to judge, handle, or care for the synthetic fabrics which have recently come on the market.

Before leaving this discussion of the influence of social and economic factors on homes and families, it should be pointed out that changes in family living have not occurred simultaneously in all families or in all communities. Williamson and Lyle describe differences in the amount of household production in families in these words:

³ Bureau of the Census, U. S. Department of Commerce, Marital Status of Workers: April 1953, Current Population Reports, Labor Force, Series P-50, No. 50. Washington, D. C.: Superintendent of Documents, November, 1953, pp. 1-2.

Women's Bureau, U. S. Department of Labor, The Status of Women in the United States 1953, Women's Bureau Bulletin No. 249. Washington, D. C.: Superintendent of Documents, 1953, pp. 7-8.

We still have homes of the productive type where food preparation, clothing construction, making home furnishings and other forms of household production are carried on. This is true of a vast number of rural homes where the women prepare most of the food used--including butter, cheese, preserves, and canned foods--make much of the clothing, make curtains and rugs, and do all of the house cleaning. Other homes are less productive, for much food preparation is done outside of the home; clothing is selected ready-made and commercially cared for; and furnishings are bought. In these there is not sufficient work to keep the women members of the family busy.⁴

Similarly, the proportion of mothers working outside the home differs greatly from community to community. Furthermore, in some families the traditional manner of doing a thing is probably much less likely to yield to change on the basis of new scientific information than it is in others.

Thus it follows that in the development of the curriculum in home-making for a given community, recognition should be given to the over-all social and economic changes affecting family living and also to the status of individual families of the community with respect to these changes. This position is stated in a recent publication of the Home Economics Education Service of the United States Office of Education.

American family life has changed in recent years and the changes have not proceeded at the same pace in all families. If she is to provide constructive guidance, the homemaking teacher must be sensitive to the values held by individual families and she must respect these values. This does not mean that she should not encourage her pupils to examine the validity of these values.⁵

⁴Maude Williamson and Mary Stewart Lyle, Homemaking Education in the High School. New York: Appleton-Century-Crofts, Inc., 1954, p. 42.

⁵Home, School, and Community Experiences in the Homemaking Program, Vocational Division Bulletin No. 252, op. cit., p. 21.

The third idea which seems to be generally accepted by leaders in home economics education concerning the relationship which should exist between the homes in a community and the curriculum in homemaking is that the home, itself, should be recognized as an important part of the learning situation. While the home and the school's homemaking department are viewed as joint laboratories, the home is recognized as the setting in which many of the teachings in homemaking will ultimately be evaluated. Whether or not a pupil will be able to change her behavior in relation to personal and family problems, or will even be desirous of changing them, depends to a considerable extent upon the resources of her family and whether the family believes such changes to be worthwhile. Thus, it is thought that what parents believe to be important for their daughters to accomplish in homemaking classes is an important aspect of the learning situation. It is further believed that when home and school experiences are planned concurrently, more efficient use may be made of both the home and school as laboratories for education in homemaking.

It would probably be well to recognize at this point that basic to these ideas concerning what constitutes a desirable relation between homes and the secondary curriculum in homemaking are some beliefs about the way in which learning takes place. These beliefs are that learning occurs more efficiently when it is purposeful in the eyes of the learner, when the learning situation tends to clarify and support the learner's feeling of purpose, and when there are similarities between the new and the past experiences of the learner.

The writer is in agreement with the concepts which appear to be generally accepted by leaders in homemaking education concerning the

relationship which should exist between the problems and practices of families in a community and the curriculum in homemaking in that community, namely, (1) that the curriculum in homemaking should be focused on the activities of homes and the problems of families, (2) that the curriculum in homemaking should give recognition to social and economic changes affecting family life, and (3) that the home, itself, should be recognized as an important part of the learning situation in homemaking. During her experience as a high school teacher of homemaking, a supervising teacher, and a teacher-trainer, the writer has often questioned whether, in practice, the curriculum in homemaking in a given community did give adequate consideration to the values and the home activities which the families of that community held to be important. This questioning came to focus on the curricular area of clothing during the writer's participation in a three-week seminar on Social Aspects of Clothing which was held at Michigan State College in the summer of 1951. That the writer is not alone in giving thought to the relation which does or which should exist between the curriculum in homemaking and the practices and beliefs of families with respect to clothing can be seen from the attention given to this subject in recent issues of professional magazines in home economics. Articles in current periodicals raise such questions as the following:⁶ Does the curriculum in homemaking give recognition to the

⁶Lorraine Adele Juvet and Ailsie M. Stevenson, "The Cost of Clothing Made by Students in Home Economics Classes," Practical Home Economics, 31:16-17, January, 1954.

Day Monroe, "Making the Teaching of Clothing More Realistic," Journal of Home Economics, 45:648-50, January, 1952.

Marjory Wybourn, "Family Centered Clothing Course," Journal of Home Economics, 44:627-28, October, 1952.

interrelation between the high school girl's problems in clothing and those of her family? Is the attention which is given to problems in purchasing clothing commensurate with the importance which this problem assumes in families? When the purchasing of clothing is included in the curriculum in homemaking, is it approached realistically in terms of what people can and do pay for clothes? In the problem of the selection of clothing is thought given to the influence of social factors upon the formation of an individual's taste?

It was from such questioning as this that the present study developed. In view of the belief that a close relation should exist between the family life in a community and the curriculum in homemaking in that community, it seemed sensible to approach the problem from the point of view of a local teacher of homemaking. A teacher of homemaking who accepted this belief would be concerned with finding out what the families of the pupils in her classes thought and did in relation to solving their problems related to clothing. She would further be concerned with obtaining ideas from both pupils and parents as to what they believed should be included or emphasized in the homemaking curriculum in the area of clothing. She would then proceed to see how the activities and beliefs of her pupils and their families squared with the existing curricular emphasis in homemaking and would probably come to some decisions concerning action to take. This, then, represents the line of thinking which was followed in setting up the study.

Statement of the Problem

The purposes of this study were:

(1) to gain information from the pupils enrolled in classes in homemaking in a selected community and from their parents concerning what they (pupils and parents) believed and practiced in relation to choosing, wearing, buying, making, caring for, and repairing clothing.

(2) to gain information concerning what the pupils in the classes in homemaking in that community and their parents thought should be emphasized in the clothing area of the curriculum in homemaking.

(3) to compare the clothing area of the existing curriculum in homemaking in the selected community with what pupils and their families believed and practiced with respect to clothing and what they thought should be emphasized in that area of the homemaking curriculum.

(4) on the basis of the above comparison, to make recommendations concerning the further development of the local curriculum in homemaking in the area of clothing.

Assumptions Basic to the Study

In undertaking this investigation the writer made five basic assumptions:

First, that information about what the pupils in homemaking classes and their parents believed and practiced with respect to clothing and information about what they thought should be emphasized in the clothing area of the curriculum in homemaking could be used in developing a local curriculum that was more effective than the existing one.

Second, that pupils in homemaking classes and their parents could and would give reliable information concerning what they did and believed

relative to clothing when they understood that this information was to be used for the improvement of the curriculum in homemaking in their local school.

Third, that beliefs and practices about clothing would vary from family to family within the community and from member to member within the family.

Fourth, that pupils in homemaking classes and their parents could and would make worthwhile suggestions for what should be emphasized about clothing in the homemaking curriculum.

Fifth, that the emphases in the clothing area of the existing curriculum in homemaking could be determined, with the help of the local homemaking teachers, from records of goals stated by pupils and teachers, records of pupil learning experiences, and the resources and evaluation devices which had been used.

Definition of Terms

Any given term may have varying meanings for different people and in different situations. Therefore, it was believed necessary to clarify the meaning which was to be accepted for certain terms within the framework of this study.

Practices relative to clothing were considered to be the usual manner or method in which a family or a family member planned for, chose, wore, purchased, made, cared for, or repaired clothing.

Beliefs relative to clothing were considered to be the opinions or convictions of a family or a family member concerning what was

true or what ought to be in relation to planning for, choosing, wearing, purchasing, making, caring for, or repairing clothing.

Secondary classes in homemaking were defined as those classes in homemaking which were offered for pupils in grades 9 through 12.

Clothing area of the curriculum in homemaking was considered to mean all phases of the homemaking curriculum which dealt with problems related to clothing, whether or not a particular phase was included in a unit that was devoted primarily to clothing.

Some Limitations of the Study

This study was conducted in the homemaking department of the high school of one community for the purpose of yielding information which would be useful in further developing the clothing area of the curriculum in homemaking so that the pupils in the homemaking classes of that community might be more effectively served. The devices and procedures used in collecting information from pupils and parents were limited to those which would seem to be practical, in whole or in part, for use by local homemaking teachers. The data were treated as a homemaking teacher in a community might treat them in an effort to discover meanings for her situation. The whole approach was one which would lead to the interpretation of findings and the making of recommendations for a specific situation.

The question then arises as to whether there were factors related either to the design of the study or to the people involved in the study which would limit the faith that one might place in the findings or the

recommendations within this framework. It is the belief of the writer that three such factors should be mentioned. First, the devices used with both pupils and parents, to determine what their practices with regard to clothing had been, relied very heavily on recall and, thus, their effectiveness in eliciting accurate information was dependent upon the ability of people to remember what they had done. Second, the statements of both pupils and parents concerning what they thought should be emphasized in the homemaking program may have been influenced by a traditional view of classes in homemaking. Third, the contact of the investigator with the pupils, parents, and the program in homemaking was of short duration and thus her view of the situation was perhaps not completely adequate.

The question also arises as to whether it would be justifiable to make generalizations on the basis of the findings of the present study for: (1) future classes in homemaking at the secondary level in the community in which the study was done, (2) the total program in homemaking including work at the elementary and adult levels in that community, and (3) programs in homemaking in communities other than the one in which the study was conducted. In the opinion of the investigator, it would not seem reasonable to make recommendations concerning the curriculum in homemaking for any group of pupils completely on the basis of information about another group of pupils and their parents. However, it would seem reasonable to expect that in a given community there would be some similarities between the pupils enrolled in homemaking in one year and those enrolled in homemaking in the immediately succeeding years with respect to what they and their parents think and do about clothing. The

findings of the present study might, thus, be viewed as useful clues as to what the situation is likely to be. These clues, however, should be recognized as but a partial picture in need of verification before decisions about the curriculum could be made with any degree of confidence.

It should further be pointed out that this study was centered largely around the high school girl, her problems in clothing, and the related problems of her family in which she was involved. Thus the findings cannot be viewed as representing a total picture of the practices and beliefs of the families of the community with respect to clothing. Therefore it would seem reasonable to consider the findings of the present study as one of the bases, but not the only one, for developing the clothing area of the total program in homemaking in the community in which the study was done.

As to the question of whether recommendations might be made for the clothing area of the curriculum in homemaking in schools other than the one in which the study was done, the statements about using information for one group of pupils in planning for another group would again seem applicable. While the pupils and families in the community in which the study was done were probably similar in some of their beliefs and practices about clothing to the pupils and families in other Michigan communities, they may well have been different in others. This possibility of difference would seem to place serious limitations on the use of findings in one community as a basis for making recommendations for curriculum development in another.

CHAPTER II

REVIEW OF LITERATURE

The previous chapter indicated that this study was concerned both with what the high school pupils and their parents in a selected community believed and practiced in relation to clothing and with what they thought ought to be the emphasis in the clothing area of the secondary curriculum in homemaking. A further concern of the study was the comparison of these two factors with the emphases in the clothing area of the existing curriculum in homemaking in the community in which the study was done. As a background for the investigation it, therefore, seemed necessary to examine the following types of literature: (1) studies which revealed information about the beliefs and practices of people relative to clothing, and (2) studies which reported the opinions of parents concerning the area of clothing in the homemaking curriculum, and (3) studies which described the clothing area of the secondary curriculum in homemaking.

The literature was reviewed with two purposes in mind. One purpose was to gather information of a general nature which was pertinent to the investigation. The second purpose was to examine the devices and procedures which other investigators had used in studies which bore some likeness to the present one.

Beliefs and Practices of People Relative to Clothing

Numerous studies have sought to discover the ideas that people

had about clothes and the practices that they followed as they proceeded to work out problems involving clothing. The findings and conclusions of such studies which seem to have bearing on the present investigation will be considered here in four major categories: choosing and wearing clothing, buying clothing, making clothing, and caring for an repairing clothing.

Beliefs and Practices of People Relative to Choosing and Wearing Clothing

Of the studies related to the choosing and wearing of clothing, the first to be presented will be those concerned with motivation in fashion. Next, the studies of the relation between the social background of people and their beliefs and practices in choosing and wearing clothing will be given attention. Finally, the studies centering around adolescents and this aspect of clothing will be discussed.

Motivation in fashion. The early studies related to choosing and wearing clothing were primarily attempts to check empirically the various theories which had been advanced concerning motivation in fashion. They endeavored to discover the factors which influenced people in their choice of clothing: the reasons for which they selected certain kinds of clothes and the persons whose approval they sought to gain through their choices of apparel.

Over the five-year period from 1923-28, Hurlock administered a questionnaire designed to obtain such information to 1,500 men and women students in high school and college.¹ Practically all of the respondents

¹Elizabeth B. Hurlock, "Motivation in Fashion," Archives of Psychology, No. 111, 1929, 71 pp.

indicated that their feeling of self-confidence was increased by being well dressed and that, moreover, their estimate of another person was influenced by the impression his clothes made on them.² Nearly all of the respondents stated that they cared more about how they looked when they were with friends or strangers than when they were alone or with members of their own family.³ The majority of both the men and women said they wanted to conform to the prevailing style in dress and at the same time suit their own personalities. In fact, two-thirds of the men and half of the women said they would be willing to deprive themselves of pleasures in order to be in style. For the most part, the respondents wanted a style to be well accepted before they accepted it for themselves.⁴ Almost all of the women and a large majority of the men asserted that they selected their clothing with the idea of bringing out their best features or of covering up their defects.⁵ That they gave consideration to both cost and utility in the selection of clothes was reported by well over two-thirds of the group.⁶

A slightly different approach to the study of motivation in the selection of clothing was used by Barr.⁷ She developed a questionnaire

²Ibid., p. 69.

³Ibid., p. 41.

⁴Ibid., pp. 68-69.

⁵Ibid., p. 68.

⁶Ibid., p. 43.

⁷Estelle Barr, "Psychological Analysis of Fashion Motivation," Archives of Psychology, No. 171, June 1934, 100 pp.

which was focused around the course which people believed they would follow and the factors they thought they would consider in the selection of a daytime frock. On the basis of the responses of young women college students and wage earners, Barr arrived at the following conclusions: that desire to conform to the prevailing fashion influenced the selections which almost all of the respondents said they would make and that this desire was more effective as a motive in determining the time of buying than was the desire for economy; that desire for comfort with respect to temperature and tactual sensations was an important consideration in selection of clothing, and that the desire to attain ideals of slenderness and tallness was a particularly important factor in the choice of clothing by those women who deviated most from standards set by fashion.⁸

The relation between the social background of people and their practices and beliefs concerning the choice and wear of clothing. The studies of motivation in fashion indicated that some beliefs were rather generally held by people and some practices were rather generally followed by them. There were, however, other ideas and practices about which there was considerable difference in opinion.

A hypothesis which was advanced as a possible explanation for the differences in the beliefs and behaviors of people in this connection was that a relation existed between the social background of a person and his beliefs and behaviors concerning the choosing and wearing of clothing. This hypothesis would seem to be supported by the fact that included as an integral part of the reports of studies of the social

⁸
Ibid., pp. 78-81, 98.

structure in American communities are descriptions of the kinds of clothes worn by various individuals or groups and of the values attached by them to clothes and appearance.⁹ Several quotations from Elmtown's Youth will perhaps serve to illustrate the descriptions of practice and belief with respect to choosing and wearing clothes which were included in the total picture of the social structure. The first is a comment on the rummage sale.

The ever-popular rummage sale, one of which is held almost every Saturday by some "middle class" organization, may be viewed as another form of charity to the two lower classes. Many Class V women regularly buy their family's best clothes from these sales. As one Class II woman said, "This year, Mrs. Gordon Sweetzer (Class I) will have a striking dress, next year you will see it on Mrs. Luke Jenkins (Class IV) in the Baptist choir, and three years from now Pearl Soper (Class V) will be trying to catch some loafer's eye with it."¹⁰

A further example of such description is taken from statements made by school pupils about the reputations of other pupils.

The Polish kids live across the tracks and have had reps. Annie and Romine are "Poles" but they're different. Annie is a nice kid, dresses slick, and she's bright.

Everything is wrong with the kids May runs with. First, they live down by the tannery. They're not clean, they don't dress well. Their hair isn't fixed right. Then May can't live her sisters' reps down.

⁹August B. Hollingshead, Elmtown's Youth, New York: John Wiley and Sons, Inc., 1949, pp. 88, 102, 104, 106, 111, 112, 159, 164-66, 219, 261, 264, 317.

W. Lloyd Warner, Democracy in Jonesville, New York: Harper and Brothers, 1949, pp. 63, 73-74, 84.

James West, Plainville, U.S.A., New York: Columbia University Press, 1945, pp. 37-40.

¹⁰Hollingshead, op. cit., p. 112.

Janet's a big girl (Class IV) and she doesn't dress right; so she just isn't accepted.¹¹

A rather intensive investigation of the social aspects of clothing was carried on jointly by the Department of Textiles, Clothing, and Related Arts and the Department of Sociology and Anthropology at Michigan State College as an Experiment Station project.¹² The data for this study were obtained through interviews of a stratified sample of 104 married couples living in a small south-central Michigan city and 50 married couples living on farms in the county in which the city was located. On the basis of their findings Stone and Form arrived at the following conclusions, among others.

The basic hypothesis of the study is confirmed: that the selection of clothes by the consumer may be largely understood in terms of his social background. City dwellers generally own a larger number of garments and pay more per item than do farm dwellers.

People highly involved with urban life, irrespective of rural or urban residence, own more clothing items and pay more per item than those whose interests are limited to their local communities.

No differences were found in garments most preferred for wear between the rural and urban samples. Farm women who were more mobile, higher participators, urban oriented and of higher status preferred suits. The same trend was manifest among urban women. Upper class farmers preferred slack combinations, while lower class farmers preferred overalls. . . .

Analysis of reason for garments most preferred for wear reveals the heightened symbolic value of clothing in urban life. This

¹¹Ibid., p. 219.

¹²Gregory P. Stone and William H. Form, "Rural-Farm and Local Community Differences in Clothing Inventories and Clothing Preferences," unpublished manuscript for an Experiment Station bulletin, Michigan State College, East Lansing, 1953, 61 pp.

is most evident among high social participators and in the upper status groups. Apparently these groups are motivated in their choice of clothing by expectations of social approval, while locally oriented low participators prefer garments more for comfort and wearability.¹³

Beliefs and practices of adolescents relative to the choice and wear of clothing. Several investigations indicate that for adolescents clothing assumes greater importance than it does for other age groups. In the study by Hurlock which has already been described, the majority of the respondents indicated that adolescence was the period of life in which they had been most strongly affected by the approval or disapproval of others in regard to their dress.¹⁴ King, who investigated the role of clothing in the family relationships of twenty-five selected families, reported that clothing seemed to be of significantly greater importance for the teen-age girls in these families than for any other age or sex groups.¹⁵ Findings which tend to support this general point of view were also reported by Rosencranz who found that 85 per cent of the women in her sample who evidenced high interest in clothing were under thirty years of age.¹⁶

Perhaps the most comprehensive of the recent studies centering

¹³Ibid., pp. 6-7.

¹⁴Elizabeth B. Hurlock, "Motivation in Fashion," Archives of Psychology, No. 111, 1929, p. 44.

¹⁵Bernice King, "A Study of the Role of Clothing in the Family Relationships of Twenty-five Selected Families," unpublished Master's thesis, Michigan State College, East Lansing, 1949, p. 115.

¹⁶Mary Lou Lerch Rosencranz, "A Study of Interest in Clothing Among Selected Groups of Married and Unmarried Young Women," unpublished Master's thesis, Michigan State College, 1948, p. 158.

around teen-age girls and their clothes was one by Silverman which was aimed at discovering the attitudes and feelings of teen-age girls toward clothing as well as their actual practices in relation to clothing.¹⁷ She devised a questionnaire in which pupils were asked to select from clusters of three statements the one statement which most nearly represented their viewpoint or feeling. They were also asked to check statements concerning the clothes they wore for weekdays and on week-ends and the grooming practices that they followed. This questionnaire was administered to 1,100 girls in seventh through twelfth grades in a suburban high school in New Jersey. Silverman concluded that desire for the approval of friends, desire for the internal satisfactions of feelings of poise, self-confidence and happiness, and belief in the advantages in vocational and social areas to be achieved from good clothing and an attractive appearance were factors which influenced the choices of clothing and the attention to appearance on the part of a major portion of these teen-age girls.¹⁸ In this connection it was interesting to note that over 90 per cent of the total group believed that an attractive appearance was related both to chances for getting a job and to chances for getting married.¹⁹ Only six of the respondents expressed the belief that boys were attracted to a girl

¹⁷Sylvia S. Silverman, Clothing and Appearance, Their Psychological Implications for Teen-Age Girls, Contributions to Education No. 912. New York: Bureau of Publications, Teachers College, Columbia University, 1945, 140 pp.

¹⁸Ibid., p. 116.

¹⁹Ibid., p. 52, 54.

who did not take pains with her clothes and appearance.²⁰

The majority of the pupils believed that they should wear the kinds of clothes of which their mothers approved and, furthermore, they stated that they agreed in general with their mothers on suitability and choice of clothing.²¹ However, over two-thirds of the pupils reported that they had been reprimanded by their mothers for taking too much time in grooming and dressing. About a fourth of the twelve-year-olds and all of the eighteen-year-olds regarded their supply of clothing as inadequate for their needs.²²

Silverman's check on the types of clothes most frequently worn by members of this group on weekdays and on week-ends revealed that there was close conformity in style of dress throughout the entire group. Sweaters and skirts were worn to school by most of the pupils. Anklets were worn almost universally and flat-heeled shoes took precedence over all other styles for all age groups. Differences in age groups were evident in week-end apparel. The older girls more often wore full length hose, high-heeled shoes, and dresses than did the younger girls.²³

A similar picture concerning the clothes that high school girls wore to school was reported by Collar²⁴ in a study of the practices of

²⁰Ibid., p. 54.

²¹Ibid., p. 116.

²²Ibid., p. 60.

²³Ibid., pp. 43-44.

²⁴Ruth Collar, "A Study of the Clothing Planning, Selecting and Buying Practices of Homemaking I Girls in Selected Urban Areas of Michigan," unpublished Master's problem, Michigan State College, East Lansing, 1953, 105 pp.

pupils in Homemaking I classes in three selected urban areas in Michigan and by Richardson²⁵ in a like study conducted in five rural Michigan communities. The pupils in these studies were asked to describe the clothes that they were wearing to school on the day on which they filled out the questionnaire. The majority of the pupils reported that they were wearing a skirt and a sweater or blouse.²⁶

One of the interesting questions concerning the adolescent girl's choice of clothing is that of where she gets her ideas for the clothes she would like to have. Moyer asked this question of senior high school girls in a Kansas community and found that store windows, their school-mates' clothing, their mothers' suggestions, and fashion magazines were each mentioned by two-thirds or more of the pupils.²⁷ A similar picture was presented by Collar²⁸ and Richardson²⁹ with one exception. Mothers' suggestions were recognized as a source of ideas for clothes by less than a third of the pupils in their studies. Teacher's clothes or teacher's suggestions were mentioned least often of all the sources in all three of these studies.

²⁵Marigene Richardson, "A Study of the Clothing Planning, Selecting and Buying Practices of Homemaking I Girls in Reimbursed Schools in Selected Areas," unpublished Master's problem, Michigan State College, East Lansing, 1953, 120 pp.

²⁶Collar, op. cit., p. 104. Richardson, op. cit., p. 119.

²⁷Louisa S. Moyer, "The Clothing Practices of a Selected Group of Kansas Senior High School Girls," unpublished Master's thesis, Kansas State College, Manhattan, 1944, p. 35.

²⁸Collar, op. cit., p. 97.

²⁹Richardson, op. cit., p. 112.

One further aspect of the picture of adolescents and their beliefs and practices in relation to choosing and wearing clothing should be given attention. That is that the opinions of teen-agers about what is appropriate to wear and the amount of time and effort which should be spent in grooming and dressing often becomes a source of family controversy. Silverman's report that over two-thirds of the pupils whom she studied indicated that they had been scolded for spending too much time in dressing has already been cited. King in the study of the role of clothing in family relationships noted that teen-age girls disagreed with other members of their families about such things as wearing slacks or shorts down town, being allowed to select their own clothes, borrowing another person's clothes, and having to wear handed-down or made-over clothes.³⁰

Beliefs and Practices of People Relative to Buying Clothing

"The major part of the clothing of American families is purchased by them new, ready-to-wear."³¹ This is the opening statement in one of the bulletins reporting the study of family clothing supplies that was carried on by the Bureau of Human Nutrition and Home Economics under the Research and Marketing Act of 1946. The data which served as the basis for this report were obtained by interviewers from slightly over 500

³⁰ King, op. cit., pp. 113-114.

³¹ Bureau of Human Nutrition and Home Economics, "Family Clothing-- Gift, Home-made, Handed-down, Minneapolis--St. Paul, Minn., 1948-49," Studies of Family Clothing Supplies, Preliminary Report No. 5. Washington, D. C.: United States Department of Agriculture, June, 1951, p. 1.

Minneapolis and St. Paul families of selected size and composition. These families furnished information concerning the amounts and types of clothing they had acquired in the following ways over a 12-month period: purchased ready-to-wear, received as a gift from someone outside the immediate family, made at home, handed-down, made-over, and purchased second-hand, or received as pay. Although gift clothing, as defined in this study, may have included some home-made garments, it seemed reasonable to assume that for the most part the clothing received from this source had also been purchased ready-to-wear. Therefore the clothing received as gifts was considered to round out the picture of the distribution of manufactured clothing.³² None of the items of men's wear and only house dresses and aprons of the items of women's wear had been obtained in any substantial proportion in a manner other than purchased ready-to-wear or received as gifts.³³ Boys and girls acquired a higher proportion of home-made and handed-down clothing than did men and women. However, for no single item of children's clothing did the proportion obtained from these sources approach that which had been acquired as ready-to-wear purchases or gifts.³⁴

Since so much of the family's clothing is purchased ready-to-wear, the act of buying clothing represents a very important part of the total picture of choice of clothing and would seem to merit special attention. Studies of beliefs and practices concerning the buying of clothing will be presented as they relate to four aspects of the buying process, (1) planning for making purchases and keeping records of the

³²Ibid., p. 1.

³³Ibid., pp. 8-9.

³⁴Ibid., pp. 10-11.

amount of money spent for clothes, (2) participation of family members in the buying of clothing, (3) factors which people consider in purchasing clothes, and (4) social factors in the shopping situation.

Planning for making purchases and keeping records of the amount of money spent for clothes. Two studies involving the questioning of high school girls about buying clothes indicated that most of the girls did not make long-time plans for their clothing but purchased things as they felt they needed them.³⁵ Similarly, Collar³⁶ and Richardson³⁷ reported that over three-fourths of the pupils in each of their studies stated that they knew neither how much money had been spent for their clothing from September to March nor how much they could plan to spend in the remainder of the school year. Almost 90 per cent of the Kansas senior high school girls questioned by Moyer reported that they did not keep records of clothing expenditures.³⁸ These investigations would seem to indicate that neither making long-time plans for clothes nor keeping accounts of clothing expenses were common practices among high school girls. One study, however, indicated that the purchases of "large-expenditure" items of clothing were planned over a period of time. Van Syckle interviewed approximately 200 Lansing families, asking them questions

³⁵Frances Coleman, "How High School Girls Buy Clothing," Journal of Home Economics, 31:99, February, 1939.

Doris Jean Reid, "A Study of the Clothing Practices of Urban High School Girls," unpublished Master's thesis, Virginia Polytechnic Institute, Blacksburg, 1951, p. 26.

³⁶Collar, op. cit., p. 104.

³⁷Richardson, op. cit., p. 119.

³⁸Moyer, op. cit., p. 15.

about the practices they followed in buying "large-expenditure" items of clothing, furniture, and equipment. These families reported 263 purchases of clothing, 31 per cent of which had been planned from 1 day to 7 weeks, 62 per cent from 2 months to a year, and 6 per cent for 2 years or more.³⁹ The very fact that the family considered a purchase a "large-expenditure" one probably meant that more attention was given to it than to the usual run of purchases of clothing. This leads also to speculation as to whether long-time plans may be made for certain garments in the wardrobes of family members and not for others.

Participation of family members in the buying of clothing. The question arises as to who actually participates in the act of buying clothing for different members of the family. Are high school pupils allowed to select their own clothing? Do they participate in the buying of clothes for other members of the family? Do teen-agers go with one another on shopping expeditions?

Van Syckle found the following patterns of participation in the purchases of clothing reported by the consumers whom she interviewed. Four-fifths of the garments for children under 12 years old were bought by parents, while the child participated in one-fifth of the purchases. For the children over 12 years of age, slightly over a fourth of the purchases were made by the parents alone, about half by the parents and child together, and somewhat under a fourth by the child alone. No

³⁹Calla Van Syckle, "Practices Followed by Consumers in Buying 'Large-Expenditure' Items of Clothing, Furniture, and Equipment," Technical Bulletin No. 244. East Lansing: Agricultural Experiment Station, Michigan State College, June, 1951, p. 12.

child participated in making any of the purchases of clothing for the parents.⁴⁰

A similar situation with respect to the increased proportion of older children who took responsibility for the buying of their clothing was presented by Silverman. Only one-tenth of the 12-year-olds reported selecting their own clothes while over two-thirds of the 18-year-olds did so. However, three-fourths of the older girls sought their mother's advice in making the selections.⁴¹

Richardson suggests that the persons involved in the purchase of a garment may vary with the type of garment. About three-fourths of the ninth-grade girls whom she studied reported having the help of their mothers in purchasing major items of apparel such as skirts, sweaters, and dresses. Most of the pupils purchased minor items, such as scarfs and billfolds, by themselves.⁴²

Contrary to what might be expected in view of the peer culture of adolescents, very few of the teen-agers studied by Richardson⁴³ and Collar⁴⁴ indicated that they had asked their girl friends to help them when they shopped for clothes with their own money.

Factors which people consider in purchasing clothes. One of the decisions people must make when they buy clothes is where they will do

⁴⁰ Ibid., p. 15.

⁴¹ Silverman, op. cit., p. 59.

⁴² Richardson, op. cit., p. 16.

⁴³ Richardson, op. cit., p. 114.

⁴⁴ Collar, op. cit., p. 99.

their shopping: whether they will patronize local stores, make shopping trips out of town, or order clothes by mail and whether they will make their purchases in department stores or specialty shops. A further consideration is whether or not they will plan to buy garments at sale prices. The evidence concerning people's beliefs and practices in this connection is rather limited. Van Syckle found that almost all of the purchases of "large-expenditure" items of furniture, equipment, and clothing reported by Lansing families had been purchased in Lansing at regular prices. Less than one per cent of the items had been ordered from a catalogue.⁴⁵ It is also interesting to note the answers of the ninth-grade girls from rural communities and those of girls of the same grade level living in an urban center to a question as to where they had bought clothes since the beginning of the school year. Two-thirds of the rural girls had ordered from a catalogue, newspaper, or magazine while only a fifth of the urban girls had done so. While a fourth of the urban girls had shopped in a store in another town, four-fifths of the rural girls had gone out of their local communities to buy clothes. However, four-fifths of the rural girls had also purchased some clothing in a local store.⁴⁶ This would suggest that people from rural communities are likely to use mail-order houses and stores in other towns as supplements to the local market.

When people buy clothing they usually select a certain garment or garments from the merchandise displayed to them and reject others.

⁴⁵Van Syckle, op. cit., p. 29.

⁴⁶Richardson, op. cit., p. 114. Collar, op. cit., p. 99.

What is the basis of their decision in favor of a given garment? This question is, of course, a part of the problem of choosing clothes which has already been discussed. However, some attention has been given to the factors which customers consider at the specific time of the purchase of clothes. Coleman found that appearance of the article was the factor most frequently reported as a major consideration in the choice of clothing.⁴⁷ Smart or becoming appearance was also mentioned most often of all the factors considered in the purchase of the "large-expenditure" items of clothing for men and women reported by Van Syckle. Although durability and ease of upkeep were also mentioned by well over half of the consumers, appearance was the factor considered most important by the great majority of the consumers.⁴⁸

Social factors in the shopping situation. In the cooperative research in clothing and sociology at Michigan State College an effort has been made to examine the social and social psychological factors that enter into the homemaker's decisions about clothing purchases. To this end, the total context of the shopping expedition and the influences in the store situation were investigated. It was concluded that the homemakers studied might be arranged in two groupings according to their receptiveness to or insulation from the influences that affected their decisions in the purchase of clothes. The "receptive" group would include homemakers who evidenced susceptibility to forces in the shopping situation: linking window-shopping and making purchasing plans, liking

⁴⁷Coleman, op. cit., p. 99.

⁴⁸Van Syckle, op. cit., p. 20.

to shop for clothes, approaching clothing purchases with uncertainty concerning what they want to buy, and eliciting the help of shopping companions or sales clerks in deciding whether or not to purchase a given article. On the other hand, the "insulated" group would include those who were relatively impervious to forces in the shopping situation: avoiding window-shopping, disliking to shop for clothes, approaching clothing purchases with certainty concerning what they want to buy, and avoiding the influence of companions or sales clerks in making purchasing decisions. It is the belief of the persons who conducted the investigation that the interpersonal relationships between customer and shopping companion, customer and customer, and customer and clerk may be as crucial in the final determination of the choices made by some homemakers as the consumer information they have about goods, style, and taste.⁴⁹

Beliefs and Practices of People Relative to Making Clothing

Even though the proportion of the family clothing which is made at home is very small, there is evidence that in many families some clothing is made. The Bureau of Human Nutrition and Home Economics research on family clothing supplies, to which reference has already been made, revealed that 60 per cent of the girls and 40 per cent of the wives in the Minneapolis-St. Paul families interviewed had acquired one or more home-made garments during a 12-month period.⁵⁰ In this

⁴⁹Gregory P. Stone, William H. Form, and Hazel B. Strahan, "The Social Climate of Decision in Shopping for Clothes," Journal of Home Economics, 46:88, February, 1954.

⁵⁰Bureau of Human Nutrition and Home Economics, op. cit., p. 3.

section an attempt will be made to look more closely at such aspects of home sewing as the types of garments that are made at home, the reasons which are given by people for sewing or not sewing, and the attitudes of people toward wearing home-made garments.

Types of garments made at home. It appears likely that for most families home sewing of clothing is restricted to a few types of garments made for girls, women, and little boys. The following statement taken from the report of the study of family clothing supplies mentioned above lists the clothing items acquired over a period of a year which had been made at home in any appreciable amount.

. . . Homemade garments of the following types were most important for the wives: House dresses, separate skirts, and aprons. . . . On the average, one fifth to one fourth of all garments of these types acquired during the year were home-made; from one tenth to one sixth of dresses other than house dresses, suits, blouses, play and swim suits, and pajamas were homemade. Approximately one third of the girls' total acquisitions of suits and play or swim suits were home-made; about one fifth of the dresses, separate jackets, separate skirts, aprons, slacks, nightgowns, and pajamas were home-made. Home-made lightweight coats and blouses for the girls were slightly more than one tenth of the total. For the boys, year-round suits and play or swim suits were the only items for which home-made garments constituted more than 10 per cent of all the garments acquired. None of the men's items were made in appreciable quantities.⁵¹

Ladner, who questioned mothers of ninth-grade homemaking pupils in six Michigan communities, reported similar findings. For the most part, the garments made by these mothers were cotton garments, such as blouses, aprons, skirts, and dresses. The mothers also indicated that they did more sewing for their daughters and for themselves than for any other

⁵¹Ibid., p. 3.

family members.⁵²

There is some reason to believe that home sewing may be more prevalent among farm homemakers than among city homemakers. In the Bureau of Human Nutrition and Home Economics research on family clothing supplies, some comparisons were made of the clothing acquired during a year by city families living in Minneapolis and St. Paul and that acquired during an equal length of time by farm families living in Meeker and Wright counties in Minnesota. This comparison showed that a higher proportion of farm wives than of city wives reported adding home-made garments to their wardrobes. However, even for the farm families home sewing was an important source of new garments for only a few types of clothing worn by women and girls: aprons, house dresses, street dresses, blouses, nightgowns, slips, and petticoats. For the wardrobes of men and boys in farm families, home sewing proved to be unimportant.⁵³

Reasons given by people for sewing or not sewing. It would seem that one of the important factors in any consideration of home sewing would be the reasons which people recognized as the basis for their decisions to make or not to make clothes. Very little research appears to have been done on this problem. Ladner, whose work was cited above, inquired of the mothers in her study why they sewed or did not sew. The two reasons given most often for sewing were "saves money" and "like

⁵²Charlotte Ladner, "A Study of Home Sewing Practices of Mothers of Ninth Grade Homemaking Girls in Selected Communities," unpublished Master's problem, Michigan State College, East Lansing, 1952, pp. 20, 31.

⁵³Bureau of Human Nutrition and Home Economics, Rural Family Living Charts, Washington D. C., United States Department of Agriculture, October, 1951, pp. 60-65.

to sew." The reasons most frequently given for not sewing were "don't have time" and "makes me nervous."⁵⁴

Attitude of people toward wearing home-made garments. The way people feel about wearing garments made at home would seem to be another important aspect of the home sewing problem. Concerning this, also, there appears to be little information. Silverman found that none of the 12-year-old pupils in her study stated that they disliked wearing dresses made at home but that over a fourth of the 18-year-olds did so.⁵⁵

Beliefs and Practices of People Relative to Caring for and Repairing Clothing

The whole area of what people think and do in regard to caring for clothes is one in which information seems to be limited. There is some evidence that caring for clothing is a homemaking activity which is not well liked by homemakers and that it is also one around which family conflicts are likely to arise. Van Bortel and Gross, who studied the home management of 26 upper lower and 26 upper middle class homemakers in Battle Creek, reported that over half of both groups expressed active dislike for mending, remodeling, and upkeep of clothing.⁵⁶ Over two-thirds of the freshman girls attending a non-resident municipal college who were questioned by Stepat about their clothing and appearance

⁵⁴Ladner, op. cit., p. 31.

⁵⁵Silverman, op. cit., p. 55.

⁵⁶Dorothy Greey Van Bortel and Irma H. Gross, "A Comparison of Home Management in Two Socio-Economic Groups," Technical Bulletin 240. East Lansing: Agricultural Experiment Station, Michigan State College, April, 1954, p. 39.

indicated that caring for clothing was a problem which caused them to be annoyed with themselves and to quarrel with their families. Two centers of family conflict reported by over half of these students were that their families thought they ought to take better care of their clothes and that their homes provided insufficient storage place for clothing.⁵⁷

The types of responsibilities which teen-age girls assume for the care and repair of their own clothing was investigated by Reid. She found that almost all of the high school girls who responded to her questionnaire took some responsibility for cleaning and mending their own clothing. About three-fourths of the groups washed their sweaters at home and pressed their clothes regularly. A somewhat smaller proportion usually polished their own shoes. Very few of the pupils ever dry-cleaned their clothes at home.⁵⁸

Opinions of Parents About the Clothing Area of the Homemaking Curriculum

The methods which have been used to secure the opinions of parents concerning the clothing area of the curriculum in homemaking are questionnaire and interview.

A survey was used in St. Louis in 1943 to determine the type of clothing instruction which was desired by mothers for their junior high school daughters. In general, these mothers seemed to be interested

⁵⁷Dorothy L. Stepat, "A Study of the Clothing and Appearance Problems in Relation to Some Aspects of Personality and Some Cultural Patterns in a Group of College Freshman Girls," unpublished Doctor's dissertation, New York University, New York, 1949, pp. 62-64.

⁵⁸Doris Jean Reid, op. cit., p. 24.

in clothing construction and wanted their daughters to learn to make clothing for themselves. More than three-fourths of the mothers said that they made part of the clothes for their families. Whether or not the mothers felt they were skilled in sewing, they wanted their daughters to acquire that skill. They also wanted their daughters to learn to make over clothing and to take care of their own clothes. The mothers felt that general knowledge of textiles was less important than knowledge of clothing construction, selection, and care.⁵⁹

When mothers of ninth-grade pupils in homemaking classes in six Michigan communities were asked to indicate the phases of clothing instruction which they considered most important for their daughters, their responses were as follows: learning to choose clothes that improve her appearance (56 per cent), making new clothes (34 per cent), buying clothes (8 per cent), and making over clothes (1 per cent).⁶⁰

A study recently done at Holly Hill Junior High School in Florida sought to discover the interests of pupils in the seventh, eighth, and ninth grades in various aspects of clothing and also what their mothers were most interested in having them learn. The seventh-grade girls appeared to be interested in the selection of clothing, its construction, and its care, in that order. The girls in the eighth and ninth grades indicated that the construction of clothing was their first interest, selection second, and care of clothes was third. The opinions of

⁵⁹Minnie Catherine Grant, "A Survey to Determine the Type of Clothing Instruction Desired by Mothers for Seventh and Eighth Grade Girls," unpublished Master's thesis, University of Colorado, Boulder, 1943, pp. 49-50.

⁶⁰Charlotte Ladner, op. cit., pp. 25-28.

the mothers concerning the aspects of clothing they were most interested in having their daughters study did not follow the lines of their daughters' interests. The mothers, as a whole, were much less interested in the selection of clothing as an area for their daughters' study than they were in either the construction or the care of clothing.⁶¹

Descriptions of the Clothing Area of the
Secondary Curriculum in Homemaking

The studies which are descriptive of the clothing area of the secondary curriculum in homemaking are few in number. They deal largely with the proportion of the total time in homemaking classes which is spent in the area of clothing and the relative emphasis which is placed on various aspects of instruction in clothing.

O'Donnell studied the programs in reimbursed vocational homemaking in 23 Michigan schools. The homemaking teachers in this investigation reported that a larger proportion of the time in homemaking classes had been spent in the study of personal appearance and clothing than in the study of any other single phase of homemaking. The median numbers of weeks spent in the study of clothing were 12 weeks in the beginning classes and 10 weeks in the advanced classes.⁶²

Less than one-half of the 1,600 pupils enrolled in the homemaking

⁶¹Gwendolyn Tucker Biddle and Lilly Hester Spencer, "Family Background and Interest as Basis for Clothing Instruction," Journal of Home Economics, 46:105-6, February, 1954.

⁶²Beatrice O'Donnell, Taking a Look at What Girls and Boys Do in Homemaking Classes in Grades 9-12 in Michigan. East Lansing, Michigan: School of Education and School of Home Economics, Michigan State College in Cooperation with the State Board for Vocational Education, June, 1953, p. 76.

classes included in O'Donnell's study reported that they had received help in deciding what to wear for different occasions and in selecting and buying clothing. About a third reported studying the costs of individual garments for high school girls. Less than one-half of the pupils reported that they had discussed what clothes high school girls need, and about a fifth said they had discussed the clothes that were needed by other members of their families. While two-thirds of the pupils reported learning the characteristics of different kinds of textiles, less than one-third said they had studied how to apply this knowledge in laundering, pressing, and ironing clothes made from these different textiles.⁶³

In all of the classes in homemaking studied by O'Donnell in which some time was spent in the study of clothing, the making of clothing was included. The majority of the pupils in both the beginning and advanced classes reported making simple cotton garments. A larger proportion of the pupils in the advanced classes than of those in the first-year class reported making garments of fabrics other than cotton. Similarly, a larger proportion of the advanced pupils indicated that they made garments which are usually regarded as more difficult to make, such as jackets, suits, or coats. That they had investigated the trends in home sewing in their community was stated by less than one-fifth of the pupils.⁶⁴

Comparable findings are presented by Arny in the report of a study of the program in homemaking in 20 high schools in Minnesota. Records

⁶³Ibid., pp. 77-85.

⁶⁴Ibid., pp. 82-83.

which had been kept by the homemaking teachers for the years 1943-44 and 1946-47 indicated that for both years, more time was spent on clothing than on any other aspect of homemaking. Approximately 40 per cent of the time in the ninth grade, a little less in the tenth, and about 32 per cent in the eleventh and twelfth grades was devoted to the study of clothing. A much larger proportion of time was given to the construction of garments than was allotted to the study of selection and care of clothing.⁶⁵

Findings which tend to support the picture of the clothing area of the secondary curriculum in homemaking presented by the investigations by O'Donnell and Army are set forth in a study by Coleman in which she analyzed the responsibilities of first-year teachers of homemaking.⁶⁶ In this study logs were kept by fifty beginning teachers in homemaking in seven states: Arkansas, Kansas, New York, North Dakota, Oregon, South Carolina, and Texas. A random sample of 66 daily logs was analyzed. It was reported that of the 483 class periods covered in these logs, 115 had been devoted to the area of clothing; 109 to the construction of clothing and 6 to the discussion of other phases of clothing.⁶⁷ In summarizing the analysis related to instruction in clothing, Coleman makes

⁶⁵Clara Brown Army, The Effectiveness of the High School Program in Home Economics, A Report of a Five-Year Study of Twenty Minnesota Schools. Minneapolis: University of Minnesota Press, 1952, p. 78.

⁶⁶Margaret Adeline Coleman, "An Analysis of the Responsibilities of the First-Year Homemaking Teacher with Implications for Teacher Education," unpublished Doctor's dissertation, Teachers College, Columbia University, New York, 1954, 182 pp.

⁶⁷Ibid., p. 58.

the following statement.

Certain phases in the clothing area probably received scant attention. One teacher emphasized the redecoration of hats for the Easter parade, 1952. This was the only definite reference to remodeling and conservation of clothing. There was no reason to assume that time was devoted by some teachers to the planning, selecting, and buying of clothing. No reference was made to clothing for various members of the family. Two teachers did mention clothing for children; one borrowed a layette from a mother in the community, and the other mentioned the evaluation of children's clothing.⁶⁸

Summary of the Review of Literature

The literature reviewed as a background for this study was related to the beliefs and practices of people in regard to clothing, the opinions of parents about the clothing area of the homemaking curriculum, and descriptions of the clothing area of the secondary curriculum in homemaking as it currently exists.

Numerous studies provided evidence concerning the beliefs and practices of people in relation to choosing and wearing clothing, buying clothing, making clothing, and caring for and repairing clothing. However, no studies were found which undertook to determine the beliefs and practices of a given group of people in relation to all of these aspects of clothing. Nor were any studies discovered which attempted to examine beliefs and practices of high school pupils in relation to those of their families. Therefore, while the literature offered many suggestions for devices and procedures, it did not disclose any which seemed to meet the specific requirements of the present investigation.

⁶⁸Ibid., p. 62.

There are some generalizations concerning people and their clothing which seem to be rather well supported by the studies which have been done. They are summarized here.

The practices and beliefs of people relative to clothing can largely be understood in terms of their social backgrounds.

Adolescents are usually greatly concerned with clothing and appearance. They tend to conform rather closely to a pattern in style of dress. Their concern for clothes and the time and effort they spend on appearance may be a source of conflict with their families.

The major portion of the clothing of present day American families is purchased new and ready-to-wear.

Although a relatively small proportion of all clothing is home-made, some clothing is constructed in many families. However, for most families home sewing is restricted to the making of a few types of garments for girls and women: aprons, dresses, skirts, and blouses.

In purchasing a garment, many people give greater consideration to appearance than to other factors.

Among many families there is little or no long-time planning for the wardrobes of family members.

The studies of opinions of parents about the clothing area of the homemaking curriculum are too few in number and too limited in scope to permit generalization. However, two statements about these studies should be made to indicate their implications for the present study.

The groups of parents in these studies appeared to differ from one another in relation to what they considered most important for their daughters to study in the clothing area of the curriculum in homemaking. Thus there would seem to be support for the idea that it would be unwise to attribute the opinions of one set of parents living in one community to another set of parents living in another community.

In the one study involving opinions of both pupils and their parents, there did not seem to be agreement between what the students were most interested in studying and what their parents were most interested in having them study. Therefore, it would seem unwise to assume that one could obtain from the pupils the point of view of parents about their desires concerning the clothing area of the curriculum in homemaking.

The picture of the clothing area of the secondary curriculum in homemaking presented by recent research is one in which the greater part of the time allotted to instruction in clothing is devoted to the construction of garments and lesser amounts of time are spent on the study of selecting, buying, and caring for clothing.

CHAPTER III

THE PROCEDURES AND SETTING FOR THE STUDY

In order to provide the reader with a clear picture of the procedures and setting for this study, a general overview of the study will first be given. Next the locale of the study will be described: the community, the school, the program in homemaking, and the pupils in the homemaking classes. This will be followed by a discussion of the development and use of the questionnaires and interview schedules which were a part of the study. Attention will then be given to the manner in which the data were analyzed. Finally the procedures which were used in developing a statement describing the clothing area of the secondary curriculum in homemaking in the selected school will be outlined.

Overview of the Study

It will be recalled from the first chapter that this investigation was to be carried out in the homemaking department of one secondary school. Information was to be obtained from the pupils in the classes in homemaking and from their parents concerning two major areas: (1) what they believed and practiced in relation to clothing, and (2) what they thought the emphases in the clothing area of the curriculum in homemaking ought to be. This information was then to be compared with the clothing area of the curriculum in homemaking as it currently existed in the selected school and on the basis of this comparison recommendations for the further development of that area of the curriculum were to be made.



One of the decisions which had to be made concerned what procedures to use in securing information from the pupils and the parents. The review of literature disclosed no existing devices which seemed to meet the particular requirements of this study. However, it did reveal that questionnaires and interviews had been used rather extensively in obtaining information of the type sought in this investigation. These methods, it was believed, would be appropriate for the present study. The questionnaire would permit obtaining from all the pupils and their parents a great deal of information related to the problem under study. The interview would allow for more intensive probing of certain aspects of these problems with some of the pupils and some of the parents.

Therefore two questionnaires¹ were developed; one was administered to all the pupils in the secondary classes in homemaking in the selected school, and the other was sent to their parents. Two interview schedules² were also developed; one was used with about a third of the pupils in homemaking, and the other with the parents of these pupils. The pupils who were interviewed were chosen at random from each of the classes in homemaking, Homemaking I, II, and III.

In view of the relation between the social background of people and their ideas and behaviors relative to clothing which had been revealed by other investigators, it seemed desirable to collect such personal information from the pupils as would permit description of the group as a whole, of the group chosen for interview, and of some indivi-

¹Appendix, "Clothing Questionnaire for High School Students" and "Clothing Questionnaire for Parents," pp. 235-254.

²Appendix, "Clothing Interview with High School Students" and "Clothing Interview with Parents," pp. 255-262.

duals. Therefore, the pupils were asked at the time they filled out the questionnaires to give the following information about themselves: age, rural or urban residence, occupation of father, employment status of mother and, if employed, her occupation, number and ages of brothers and sisters, the sources from which they obtained spending money, and the school and community activities in which they participated.³

The teachers of homemaking and the records which they had kept of the plans and activities in the classes in homemaking were judged to be the best readily available sources of information concerning the current emphases in the clothing area of the curriculum in homemaking. Using information from these sources the investigator wrote a statement which described this area of the 1953-54 curriculum in homemaking. The teachers then checked the statement for accuracy and completeness of presentation.

This, then, outlines in general the procedures which were used in securing the data for the investigation.

The Setting for the Study

The community which was chosen as the setting for the study will be designated as Plainfield and the school as Plainfield High School. This school and community were chosen as the locale for the study for a number of reasons. The community appeared to have many of the characteristics typical of middle-sized Michigan communities with both industrial and farm populations. The secondary curriculum in homemaking was in many

³Appendix, "Will You Please Give the Following Information About Yourself?" p. 234.

ways similar to those in other Michigan communities of like size. Two very important factors in the choice of this particular school and community were the homemaking teachers, themselves. The investigator had previously worked with them and felt that she knew them rather well. It was believed that they would both be in sympathy with the general aim of the problem. It was further hoped that they felt secure enough in their own work to look upon the study as one which would reveal information that would be helpful to them and not as one which was intended to be critical of their work. It was also considered an advantage that both teachers had been in the school system long enough to have knowledge of the people in the community. There were two further reasons for selecting this situation. The school was one in which seeking opinions from parents was well accepted as a method for obtaining ideas for improvement of the curriculum. Furthermore, it was believed that the school administrators would be willing to cooperate in permitting the study to be done and in making the necessary arrangements for it.

In order to secure permission to carry out the study in Plainfield High School, a letter of request was sent to the superintendent of schools.⁴ At the same time a letter of explanation was sent to the homemaking teachers.⁵ Both the superintendent and the teachers indicated their willingness for the study to be done.

The descriptions of the community, the school, the program in homemaking, and the pupils enrolled in the homemaking classes will serve

⁴Appendix, p. 228.

⁵Appendix, p. 229.

to depict the setting in which the study was done and the people who were a part of it.

The Community

Plainfield, a community with a town population of 6,500, is located in south-central Michigan midway between two large cities with populations of approximately 50,000 and 100,000. The incomes of the families come largely from business, industries, and farming. Many of the inhabitants are employed in the small industries located in the town itself, while others commute to their jobs in industrial plants in the two large cities which are within twenty-five miles of Plainfield. The town is surrounded by a farming area in which small grains, sugar beets, poultry, beef cattle, dairy products, and small fruits are produced in commercial quantities. Many of the farmers are part-time farmers and are also employed in industries. About 80 per cent of the homes in town are owned by the occupants. Almost as high a proportion of the farms in the county in which Plainfield is situated are occupied by the owners.

The Plainfield business district is comprised of about 80 mercantile shops supplying many kinds of merchandise for home and personal use. There are a number of stores in which ready-to-wear clothing and yard goods can be purchased. Two shops specialize in women's wear, two in men's wear, one in both men's and women's wear, and one in children's clothing. There are three shoe stores. The town's two department stores carry both ready-to-wear and yard goods. This is also true of both of the "dime stores." They carry a rather complete line of inexpensive

men's, women's, and children's ready-to-wear and a somewhat limited supply of inexpensive cotton yard goods. In addition to these local stores there are Montgomery Ward and Company and Sears, Roebuck and Company order stores where mail orders can be placed.

In the town there are the usual organizations and service clubs for men and women. Among these are the women's extension clubs in home economics which are a part of the United States Co-operative Extension Service. There are eight such clubs in the area served by the Plainfield schools and during the past five years the club members have had four lessons related to clothing; two on new fabrics, one on restyling clothes, and one on selecting clothes. In this area there are also approximately thirteen 4-H Clubs in which teen-age girls are enrolled in clothing projects.

Both the Catholic and Protestant faiths are represented in the seventeen churches in Plainfield.

The School

The Plainfield school system consists of a high school and seven elementary schools, three of which were completed in 1951. The area which the high school serves and from which its pupils are drawn covers roughly a ten-mile radius and includes all of two townships and parts of five others. In the spring of 1954 the total enrollment in grades nine through twelve was just over 560. About 56 per cent of this enrollment came from the town and the remainder from the outlying districts. The school is a member of the North Central Association of Secondary Schools and Colleges and is accredited by the University of Michigan.

One feature about the Plainfield High School which is rather unique and which was considered advantageous for this study is the parent-teacher conferences which have been a regular occurrence of the past few years. Time has been scheduled for the parents to have individual conferences with the home-room advisors of their children. These conferences generally have been concerned with the child's progress in school and have often included both explanations and suggestions from parent and teacher relative to the child's adjustment and school program.

The School Program in Homemaking

Three years of homemaking are offered in Plainfield High School in grades nine through twelve. Homemaking I, which is offered in the ninth grade, is prerequisite to Homemaking II and Homemaking II is prerequisite to Homemaking III. As has been customary in the past few years, during the 1953-54 school year approximately one-third of the time in each of the three years of work was devoted to the study of clothing: 12 weeks in Homemaking I, and 11 weeks in each of Homemaking II and III. In addition to the units in clothing, the students in Homemaking I studied meal planning and preparation, home canning, kitchen equipment, making Christmas gifts, personal grooming, personal relations with other people, and care and arrangement of their own rooms. In Homemaking II units in meal planning and preparation, food preservation, flower arrangement, making Christmas gifts, and home nursing were included. The work in Homemaking III consisted of meal planning and preparation, making Christmas gifts and decorations, home furnishings, and preparation for marriage.

The classes in homemaking are elective. During 1953-54 about

two-thirds of the ninth-grade girls in Plainfield High School chose to take homemaking, as did almost half of the tenth-grade girls and about a third of those in the eleventh grade. Only two of the 65 girls in the senior class were taking homemaking. Table I shows the enrollment in the homemaking classes. It can be seen that the number of pupils enrolled in each of the advanced classes was considerably smaller than

TABLE I
ENROLLMENT IN CLASSES IN HOMEMAKING IN
PLAINFIELD HIGH SCHOOL IN 1953-54

Homemaking class	Number of sections	Number of pupils
Homemaking I	3	49
Homemaking II	2	30
Homemaking III	2	22
Total	7	101

the number enrolled in the beginning class. The sections of the classes in homemaking ranged in size from ten to twenty pupils. The general picture of the enrollment in homemaking in Plainfield High School during 1953-54 is similar to that of the immediately preceding years.

In addition to the work in the ninth to twelfth grades, homemaking is also offered to a limited extent at the eighth-grade and adult levels. In the eighth grade, each girl is in a homemaking class for a nine-week period. Each year for the past five years an adult class in clothing construction has been taught by a homemaker who was formerly a homemaking teacher at the high school. Although the primary focus of these classes

has been the making of garments, some attention has been given to problems in the selection of clothing.

Plainfield High School is one of the supervised teaching centers for student teachers in homemaking from Michigan State College and both of the teachers of homemaking are supervising teachers. One of the teachers has been in the community for three years and for the other this was the second year.

The Pupils in the Homemaking Classes

As has been previously stated, 101 girls were enrolled in the Homemaking I, II, and III classes in Plainfield High School in the school year of 1953-54. In this section information which is descriptive of these 101 pupils and of the approximately one-third of them who comprised the interview sample will be given. The pupils who were interviewed were chosen at random from each of the three classes in homemaking. Because the study was to be ultimately concerned with recommendations for all three years in homemaking, the investigator wanted to insure that there would be proportionate representation of pupils from each of the classes in the interview sample. Information will also be given in regard to the factors on which the group of 84 pupils whose parents returned the questionnaires appeared to differ markedly from the total group.

By referring to Table II, it can be seen that about half of the pupils enrolled in homemaking were in Homemaking I. Since Homemaking I is considered a ninth-grade subject at Plainfield High, this also meant that about half of the pupils in homemaking were ninth graders. Slightly more than one-fourth of the total number of pupils were taking

TABLE II

PERCENTAGES OF THE 1953-54 PLAINFIELD HIGH SCHOOL HOMEMAKING PUPILS,
OF THE PUPILS WHOSE PARENTS RETURNED QUESTIONNAIRES, AND OF
THE PUPILS IN THE INTERVIEW SAMPLE WHO WERE ENROLLED IN
THE VARIOUS HOMEMAKING CLASSES AND AT
DIFFERENT GRADE LEVELS

Homemaking class or grade in school in which pupil was enrolled	Percentage of homemaking pupils		
	All pupils (N = 101)	Pupils whose parents returned questionnaires (N = 84)	Pupils in the interview sample (N = 31)
Homemaking class in which pupil was enrolled:			
Homemaking I	49	54	48
Homemaking II	29	32	29
Homemaking III	22	14	23
Grade in school:			
Ninth	49	54	48
Tenth	29	32	29
Eleventh	21	12	19
Twelfth	1	2	3

Homemaking II and slightly less than one-fourth were enrolled in Homemaking III. This table also shows that in the group of pupils whose parents returned questionnaires, the proportion of pupils enrolled in Homemaking III and the proportion of pupils in the eleventh grade were lower than in the total group. Possible reasons for this difference will be discussed later in relation to the return of the questionnaires.

Table III reveals that the median age of all the pupils in homemaking and of the pupils who were interviewed was 15.4 years and that 50 per cent of the pupils in both of these groups were between 14.9

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years and 16.3 years old. It should be noted that in each of the homemaking classes there was a range of approximately three years in the chronological ages of the pupils. The median age of the group of pupils whose parents returned questionnaires was slightly over a month less than that of the total group. However, the ages embraced in the total range in ages were the same for both groups.

TABLE III

MEDIAN AGE AND RANGE IN AGES OF THE PUPILS IN THE 1953-54 PLAINFIELD HIGH SCHOOL HOMEMAKING CLASSES, OF THE PUPILS WHOSE PARENTS RETURNED QUESTIONNAIRES, AND OF THE PUPILS IN THE INTERVIEW SAMPLE

Pupils in:	Age in years		
	Median	Interquartile Range	Total Range
Homemaking I (N = 49)	14.9	14.7 - 15.2	13.8 - 17.1
Homemaking II (N = 30)	15.8	15.4 - 16.3	14.9 - 17.8
Homemaking III (N = 22)	17.1	16.6 - 17.6	15.7 - 19.3
All homemaking classes (N = 101) ..	15.4	14.9 - 16.3	13.8 - 19.3
Pupils whose parents returned questionnaires (N = 84)	15.3	14.9 - 16.2	13.8 - 19.3
Interview sample (N = 31)	15.4	14.9 - 16.3	14.5 - 18.8

Information concerning whether the pupils lived in town or in the country is given in Table IV. A little over half of the homemaking pupils came from rural homes. It will be recalled that about 44 per cent of the Plainfield High School pupils came from outlying areas. Thus the

TABLE IV

PERCENTAGES OF THE PUPILS IN THE 1953-54 PLAINFIELD HIGH SCHOOL HOMEMAKING CLASSES AND IN THE INTERVIEW SAMPLE WHOSE RESIDENCE WAS RURAL OR URBAN, WHOSE FATHERS OR GUARDIANS WERE ENGAGED IN VARIOUS OCCUPATIONS, AND WHOSE MOTHERS WERE EMPLOYED FULL-TIME OR PART-TIME

Description of residence, occupation of father or guardian, and employment status of mother	Percentage of homemaking pupils	
	All pupils (N = 101)	Pupils in the interview sample (N = 31)
Residence:		
Rural	55	61
Urban	45	39
Occupation of father or guardian:		
Factory worker	26	26
Farmer	23	36
Farmer - factory worker	16	6
Farmer - other occupation	6	6
Manager, proprietor	10	6
Carpenter, plumber, operative	8	10
Salesman, clerk	6	3
Janitor, household worker	4	3
Professional	2	3
Employment of mother outside the home:		
Mother was employed part-time	13	16
Mother was employed full-time	18	16

proportion of rural pupils in the homemaking classes was somewhat higher than that in the school as a whole. In the interview sample the proportion of pupils living in the country was slightly higher than it was in the total population of the homemaking classes.

The occupations at which the pupils said their fathers or guardians worked is also shown in Table IV. About a fourth of all the fathers



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were factory workers, another fourth were farmers, and still another fourth combined farming with factory work or some other occupation. The remaining fourth was divided among managerial, sales, service, and professional occupations. The proportions of pupils in the homemaking classes and in the interview sample whose fathers were engaged in the various occupations were very similar. Although the interview sample does include a higher proportion of pupils whose fathers were full-time farmers, the proportion whose fathers were engaged in farming on both a full-time and a part-time basis is about the same for both groups.

It can also be seen from Table IV that about a third of the mothers of the homemaking pupils were employed part-time or full-time. This was also true of the pupils who were interviewed.

The size of the pupil's family and her position in the family were also thought to be factors which might have some effect on her beliefs and practices relative to clothing. There were on the average two other children at home in the families of the homemaking pupils. However, a number of the pupils were the only children at home while others of them came from families with eight children. Table V gives some idea about the age positions of the pupils in their families. Close to a fifth of the pupils were the only children at home and somewhat over a third had only younger brothers or sisters at home. Around a tenth of the pupils were the youngest children in their families. Thirty-seven per cent had both older and younger brothers or sisters. The picture in the interview sample did not differ markedly from that in the total group.

TABLE V

PERCENTAGES OF THE PUPILS IN 1953-54 PLAINFIELD HIGH SCHOOL HOMEMAKING CLASSES AND IN THE INTERVIEW SAMPLE WITH AND WITHOUT BROTHERS AND SISTERS AT HOME

Brothers or sisters at home	Percentage of homemaking pupils	
	All pupils (N = 101)	Pupils in the interview sample (N = 31)
No brothers or sisters at home.....	17	23
Only younger brothers or sisters at home.....	36	39
Only older brothers or sisters at home.....	11	10
Both younger and older brothers or sisters at home.....	37	29

Table VI reveals that 90 per cent of the pupils in homemaking earned some or all of their spending money and that almost a fifth of the pupils earned all of it themselves. Comparable proportions of pupils

TABLE VI

PERCENTAGES OF THE PUPILS IN 1953-54 PLAINFIELD HIGH SCHOOL HOMEMAKING CLASSES AND IN THE INTERVIEW SAMPLE WHO RECEIVED SPENDING MONEY FROM VARIOUS SOURCES

Sources of spending money	Percentage of homemaking pupils	
	All pupils (N = 101)	Pupils in the interview sample (N = 31)
Received spending money from parents	10	13
Received some spending money from parents and earned some of it.....	71	74
Earned all spending money.....	19	13

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.....

in the interview sample earned all or part of their spending money.

Social participation is another factor which other investigators have found to relate to a person's beliefs and practices with respect to clothing. Table VII reveals that almost a third of the pupils in homemaking reported that they did not take part in any clubs or activities

TABLE VII

PERCENTAGES OF THE PUPILS IN 1953-54 PLAINFIELD HIGH SCHOOL HOMEMAKING CLASSES AND IN THE INTERVIEW SAMPLE WHO PARTICIPATED IN VARIOUS NUMBERS OF CLUBS OR ACTIVITIES, WHO WERE MEMBERS OF 4-H CLOTHING CLUBS, AND WHOSE MOTHERS WERE MEMBERS OF HOME ECONOMICS EXTENSION CLUBS

Participation or membership in clubs or activities	Percentage of homemaking pupils	
	All pupils (N = 101)	Pupils in the interview sample (N = 31)
Participation in school and community activities:		
Did not participate in clubs or activities.....	30	39
Participated in one club or activity.	27	16
Participated in two or more clubs or activities.....	44	45
Was a member of a 4-H clothing club.....	19	16
Mother was a member of a Home Economics Extension Club.....	20	23

at school or in their communities and that less than half of the total group took part in two or more clubs or activities.

The investigator was also interested in knowing whether or not the pupils were doing clothing projects in 4-H clubs and whether or not

their mothers were members of Home Economics Extension Clubs. This information is summarized in Table VII. About a fifth of the pupils were members of 4-H Clothing Clubs and a similar proportion of the mothers were in Home Economics Extension Clubs.

It would seem that two conclusions might be drawn from examination of the information about the pupils enrolled in the homemaking classes at Plainfield High School during 1953-54. First, although there were differences within the total group, it was, on the whole, relatively homogeneous. Second, the group of pupils interviewed appeared in many respects to be remarkably similar to the total population of the homemaking classes and therefore can be considered fairly representative of that group.

The Development and Administration of the Questionnaires
and Interview Schedules

Two questionnaires, "Clothing Questionnaire for High School Students,"⁶ and "Clothing Questionnaire for Parents"⁷ and two interview schedules, "Clothing Interview with High School Students"⁸ and "Clothing Interview with Parents"⁹ were developed for this study. The four devices were developed simultaneously and each was viewed as making a partial contribution to the collection of the desired information. The same

⁶Appendix, pp. 235-244.

⁷Appendix, pp. 248-254.

⁸Appendix, pp. 255-258.

⁹Appendix, pp. 259-262.

general procedures were followed in the development of all the devices. These procedures will be described first and then special considerations in the development of each type of device will be discussed.

General Procedure for Development of the Devices

The first decision which was made in the construction of the questionnaires and interview schedules for this study was that the activities in which people engage in meeting their clothing problems should provide the framework for collecting information concerning beliefs and practices with respect to clothing. After several attempts to classify these activities, the following four categories were selected to serve as the structure for the study: (1) choosing and wearing clothing, (2) buying clothing, (3) making clothing, and (4) caring for and repairing clothing.

Next, under each category the investigator listed questions, the answers to which it was believed would have implication for the clothing area of the secondary curriculum in homemaking. For example, "What are the factors which parents consider important in choosing clothes for teen-age girls?" was listed under "Choosing and Wearing Clothing." "What responsibility do teen-age girls assume for the purchase of garments for themselves and others?" was listed under "Buying Clothing." One of the questions under "Making Clothing" was, "What reasons do pupils and parents give for sewing or not sewing at home?" "What facilities do pupils have for storing their clothes?" was included in the "Caring for and Repairing Clothing" category. A judgment was then made as to whether the answers to these questions could best be obtained from the pupils or the parents and whether by questionnaire or interview.

On the basis of the questions in the four categories and the judgments concerning from whom and how the answers should be sought, items were written and organized into the two questionnaires and the two interview schedules. Specific considerations in the development of the items will be discussed later in relation to each type of device.

The first drafts of the devices were submitted for criticism to a member of the Michigan State College staff in the Department of Textiles, Clothing, and Related Arts and to three members of the staff in Home Economics Education. Their suggestions were used in revising the questionnaires and interview schedules and copies were then prepared for a trial with pupils in homemaking classes and their parents.

The situation in which the questionnaires and interview schedules were given their tryout was Okemos High School which is an observation center for students in homemaking education at Michigan State College. The questionnaire for pupils was administered to 66 girls in homemaking classes; 39 in the ninth grade, 13 in the tenth grade, and 14 in the eleventh and twelfth grades. The questionnaire for parents was sent to the mothers of all of these pupils. Eight pupils who were chosen by the school superintendent to represent a range in socio-economic level were interviewed by the investigator. The mothers and, in one case, the mother and father of these pupils were interviewed in their homes. The specific needs for changes in the devices which were indicated in this tryout will be discussed later in connection with each of them.

Copies of the questionnaires and interview schedules as they were used in Okemos were also submitted for criticism to a number of persons. Two members of the Michigan State College staff in the Department of

Textiles, Clothing, and Related Arts were asked to react to them from the standpoint of specialists in clothing and, also, on the basis of their experience in the cooperative research project in clothing and sociology which had been carried on at the college. Three members of the college staff in Home Economics Education and the thirteen supervising teachers who work with the college staff were also asked to examine the devices and make suggestions concerning them. They were asked to give their judgment as to whether the information requested would be helpful to a teacher of homemaking, whether there were directions or questions which did not seem clear, and whether there were questions which pupils or parents might interpret as prying.¹⁰

On the basis of the results of their tryout in Okemos High School and the suggestions of the persons to whom they had been submitted for criticism, the questionnaires and interview schedules were revised and made ready for use in the selected school and community.

Attention will now be given to particular considerations in the development and administration of each type of device.

Development and Administration of the Questionnaires

Type of questionnaire. Both of the questionnaires which were developed for the study were, for the most part, ones in which the respondents were asked to check responses which best described what they believed or did about clothes. There were two reasons for choosing to use this type of questionnaire. First, a large number of items could

¹⁰Appendix, "A Request for Help," p. 230.

be checked in a short time and, thus, it would be possible to secure information about beliefs and practices in relation to many aspects of clothing. Second, the information which was given would be in such a form that it could readily be tabulated and analyzed.

A disadvantage which was recognized in this check-type of questionnaire was the limitation which would be placed on a person's answers by the very structure of the device. That is, it might be that none of the possible responses which were available for a person to check represented accurately what she thought or what she did. An effort was made to minimize this disadvantage by allowing space for the respondents to write in other alternatives. Furthermore, when the questionnaire was presented to the pupils and also when the pupils were given the questionnaire to take home to their parents, emphasis was placed on the fact that an accurate picture of what they and their parents thought and did about clothes was desired.¹¹ They were told that if the statements which were given in the questionnaire did not really describe what they felt or did they should write in an explanation. It is interesting to note that 78 per cent of the pupils and 48 per cent of parents from Plainfield did write such additions on their papers. For example, in answer to the question, "Is it all right for her (your daughter) to wear current fads even though they are not becoming to her?" one mother checked "sometimes" and wrote in "When it is very important to her." One girl explained why she checked that it was seldom important for her to wear what her father liked on her by writing in, "My father works all the time in

¹¹Appendix, "Comments Made in Introducing The 'Clothing Questionnaire for High School Students' to The Homemaking Classes in Plainfield High School," "Comments Made in Giving the 'Clothing Questionnaire for Parents' to the High School Pupils to Take Home to Their Parents," p. 231-233.

Kalamazoo. He only comes home on Saturdays and doesn't pay much attention to what I wear." The high proportion of persons who wrote in additions or clarifications indicates that many of the respondents did not feel that the check responses alone gave an adequate description of their feelings and actions. The investigator also believed that it is an evidence of the effort on the part of the pupils and parents to give an accurate picture of their thoughts and actions.

Name of respondent on questionnaire. The respondents were asked to sign their names on the questionnaires. A great deal of thought was given to whether or not they should be asked to do so. It was recognized that asking this might make them less willing to respond to the questionnaire or it might influence the answers they would give. However, it was felt that there would be considerable value in being able to compare a given pupil's responses with those of her parents and also in being able to consider together the interview and questionnaire responses for some individual pupils. It was also believed that the disadvantages of asking that the questionnaires be signed might be somewhat minimized through making clear to the respondents the reasons for which certain questions were asked and by carefully phrasing the questions so that they did not seem to encroach too far upon individual and family privacy.

Length of the questionnaires. The questionnaire for pupils was conceived from the beginning as one which pupils could complete within a regular class period. During the tryout of the devices at Okemos High School, it was observed that most of the pupils had difficulty in finishing the questionnaire in a single period. Therefore the parts of the device which asked for the judgment of the pupils concerning the aspects

of clothing which they felt were important to emphasize in the homemaking curriculum and which requested personal information about the pupils were removed from the questionnaire. These two parts were set up as separate devices to be administered to the pupils on the day after they had filled out the questionnaire.

It was believed that parents might be more likely to respond to a short questionnaire than to a long one. Other investigators had reported to the writer that they had obtained high returns, 69 per cent or over, from parents on questionnaires of two to four pages in length.¹² The questionnaire for parents in its original draft was seven pages long. Although it was believed that this might be too long to get a good return, it was decided to use it in this form for the tryout in Okemos. Forty-three of the 66 parents, or 65 per cent of those who were sent the questionnaire, had returned it within a seven-day period. Therefore, although other changes were made in the questionnaire as a result of the trial, the general length was kept about the same.

Factors considered in the development of questionnaire items.

Four factors, some of which have already been mentioned, were used as guides in the development of items for the questionnaires. These were: (1) that the information sought be such that it would be useful to the homemaking teacher in the development of the clothing area of the curriculum in homemaking, (2) that the information requested be such that a pupil or parent would be likely to have had experience which would permit her to respond to the item with accuracy, (3) that the information requested be such that a pupil or parent could reasonably be expected to

¹²Reported by Beatrice O'Donnell and Meta Vossbrink in conversations with the writer.

recall it, and (4) that the information be requested in such a manner that a pupil or parent would not hesitate to give it. These factors were considered together and sometimes one was knowingly sacrificed for another. For example, the pupils were asked to check whether certain items of clothing had been added to their wardrobes during the past year. It was recognized that the pupils might be able to recall more accurately those garments which had been added during a shorter period of time. However, it was believed that a year's time might give a better all-round picture since that would include the summer period in which home-made cotton garments are usually added to wardrobes.

Changes made in the questionnaires as a result of tryout and criticism. A number of changes were made in both the pupils' and the parents' questionnaires as a result of the tryout in Okemos High School and the statements of the Michigan State College staff members and the supervising teachers in homemaking to whom they were submitted for criticism.

The change of the questionnaire for pupils from one device to three devices which resulted from the excessive length of the original questionnaire has already been mentioned.

The original drafts of both questionnaires required a simple "Yes" or "No" response for many of the items. The respondents were not able to answer some of these items in this way and wrote in qualifying or explanatory statements. In such instances, the final draft of the questionnaire was set up to allow for response at three levels: often, sometimes, seldom.

In the questionnaire for pupils, items on caring for clothing

and repairing it proved to be confusing to pupils because no distinction had been made between taking care of their own clothes and assuming responsibility for care of the family clothing. Therefore, this section was completely revised. Some free response questions were added concerning the usual places in which pupils kept certain articles of clothing because the items dealing with this in the original questionnaire had not yielded information that appeared to be very useful.

The original draft of the questionnaire for parents included a free-response section on factors which parents considered important in the selection of certain garments for their daughters. This section was changed to a check-type of response using the factors which had been listed by the parents as the alternatives.

The original drafts of the questionnaires had asked both pupils and parents to respond "Yes" or "No" to whether or not it was important to include the study of certain aspects of clothing in the curriculum in homemaking. These responses did not reveal any opinion concerning the relative importance of the various aspects. In the revision of the questionnaires it was decided to use the current curriculum as the starting point and ask whether "more," "about the same," or "less" emphasis should be given to each aspect than was now given in the homemaking curriculum. The pupils and most of the parents were able to respond to the question in this form. A few of the parents said that because they lacked knowledge of the present curriculum they did not feel they were in a position to make a judgment.

Administration and return of the questionnaires. The questionnaire for pupils was administered during a regular class period in home-

making. The purpose of the questionnaire was explained to the pupils by the investigator and both the investigator and the regular homemaking teacher were available throughout the class period to answer questions for individual pupils. On the day following the giving of the questionnaires, the pupils filled out the information sheets about themselves and their families. They also filled in the forms on "What Should We Study About Clothing in Homemaking Classes?" The investigator was well pleased with the serious way in which the pupils worked. The attendance in the homemaking classes during the two-day period was such that 100 per cent of the students returned all three items.

At the close of the class period on the second day, the questionnaires for parents were given to the pupils to take home to their parents. As a group, the pupils examined the letter to the parents and the questionnaire. The reasons for requesting certain information were explained to them and they were given an opportunity to ask any questions about the questionnaire in general or about specific items. They were told that if their parents wanted them to, they might help in filling out the questionnaires but that the responses should give the ideas of their parents. The beliefs behind this procedure were two: that pupils were probably a little more sophisticated than parents in responding to questionnaires and that they might help their parents in understanding the procedures to follow; and that if the pupils understood the purpose of the questionnaire, they would be more likely to encourage their parents to return it.

Questionnaires were sent to the mothers of all but one pupil. This girl lived with her father and a bedridden grandmother and, for

several years, she had carried the adult homemaking responsibilities in her family. She examined the questionnaire and decided that there was no one in her family situation who could answer for her. The questionnaires were sent to 97 mothers and within a ten-day period 81 had been returned. This represented an overall return of 84 per cent. It has already been indicated that the return was much lower for the parents of Homemaking III pupils than it was for the parents of Homemaking I and II pupils. The return for the parents of the Homemaking III pupils was 56 per cent, while that for the parents of Homemaking I and II pupils was 91 and 93 per cent, respectively. The writer believes that there are at least two possible explanations for this occurrence. Since the questionnaire was sent close to the end of their daughters' third year in homemaking, it may be that the parents felt that any changes which might be made in the curriculum would be of little personal benefit to their daughters. They may have felt, therefore, that there was little need for them to return the questionnaire. It may also be that the questionnaire was more appropriate for the parents of a girl whose clothing problems were closely interwoven with those of her family and less appropriate for the parents of a girl who had started to pull away from her family and to take increasingly more responsibility for solving her own clothing problems.

Development and Use of the Interview Schedules

Purpose of the interviews. While the questionnaires were used to obtain information about beliefs and practices relative to many aspects

of clothing, the interviews served to secure just a few types of information from pupils and their parents. The kinds of clothing which teenage girls preferred to wear and what their parents liked for them to wear, the buying practices of both pupils and parents, and the interrelationships of family members with respect to clothes represented the focus of the interviews.

Development of the interview schedule. The questions which were developed for the interviews requested information either concerning beliefs which were generally held and practices usually followed or concerning what was thought or done in a specific situation. For example, one of the questions for pupils asked what they usually wore for working around home, for school, and for good. Similarly the parents were asked what they preferred for their daughters to wear for these occasions. The questions about buying practices were centered around one purchase of clothing which the interviewee chose to discuss.

The order in which the questions were asked was planned to enable the investigator to gain the confidence of the interviewee before proceeding to questions which pupils or parents might hesitate to answer. The first two questions in the interview schedule for parents were, "When your daughter discusses her clothes with you what does she talk about?" and "How are your clothing problems different now from when she was a little girl?" These were included primarily for the value they might have in getting the parents to talk. During the trial interviews in Okemos it was discovered that parents weren't quite sure what the investigator had in mind in the first question and that they were very hesitant in their replies. When the question was prefaced with "We

thought one way in which we could find out some of the things that concern girls about their clothes was to ask their mothers what they talked over with them," the parents were much quicker and much more certain in their responses.

The major change in both of the interview schedules which resulted from the trial interviews was revising the form to permit the interviewer to record more of the responses by checking rather than by writing.

Procedure followed in arranging for the interviews. The investigator arranged with the pupils to come individually to a small conference room during their study periods for interviews. About half an hour was allowed for each interview. At the beginning of the interview with each pupil, the investigator asked if she might also have a conference with the girl's mother. All of the pupils said they thought this would be possible and gave their addresses, telephone numbers, and directions for reaching their homes. They also suggested times when it would be either convenient or inconvenient for their mothers to have the investigator call on them. They agreed to tell their mothers that the writer would telephone them to arrange a definite time for the visit. Telephone arrangements were then made with all but two of the thirty-three mothers. One of them said she was busy looking for a job and it did not seem possible to decide upon a convenient time. The other mother sent word by her daughter that she had told everything on the questionnaire and that she thought a visit would be just a waste of time for both her and the interviewer.

The interviews with the parents were scheduled at intervals of

an hour and fifteen minutes in the morning, afternoon, or evening at the convenience of the parent.

Procedure followed in conducting the interviews. In beginning each interview with the pupils and parents, the investigator explained the process by which they had been chosen as persons to be interviewed. In general they seemed to be a little amused and, in a few cases, a little relieved to learn that their choice had come about by chance. The responses of the parents varied from the mother, wise in the way of interviews, who said, "I thought that you were probably planning to talk with a representative group of the mothers," to the one who said, "Well, I wondered why anyone would want to talk with me."

The purpose of the interview was then explained and a copy of the schedule was given to the interviewee so that she might follow it if she wished. The investigator then asked for permission to take a few notes during the interview. In most cases the pupil or parent examined the schedule briefly at the beginning of the interview, followed it for about the first two questions, and then apparently became interested in the discussion and did not consult it again throughout the interview.

The third Plainfield mother who was visited said at the close of her interview, "I don't know if I should ask, but I'd like to know what answers the other mothers have given." The investigator summarized briefly for her a few of the points of view which had been expressed by other mothers. This procedure became standard for the close of each interview and seemed to be much appreciated by the mothers.

Analysis of the Data Obtained from the
Questionnaires and Interviews

The general plan for analysis of the data obtained from the questionnaires and interviews was a relatively simple one, but one which seemed appropriate in view of the purpose of the study. In order for the information which had been collected to be useful as a basis for further development of the clothing area of the homemaking curriculum in the selected school, it seemed necessary to treat the data so that the teacher of homemaking might have a clearer view both of the group as a whole and of individuals within the group.

Therefore, the responses of the pupils and the parents were tabulated according to the homemaking class in which the pupil was enrolled and then were summarized for the total group of pupils and the total group of parents. Data resulting from this tabulation were expressed as percentages of the pupils or of the parents who had responded in a given way. In situations in which it was appropriate, the median, interquartile range, and total range were used to describe the central tendency and range within the groups. In the few instances in which it seemed desirable to make comparisons between the responses of pupils and parents or between the pupils in the different years of homemaking, chi-squares were computed in order to determine whether the differences in the responses were such that they could probably be attributed to differences in the groups rather than to chance.

In order to get some idea of the implications of the responses of individual pupils for the clothing area of the curriculum, the data for two pupils from each year in homemaking were treated individually.

Information from the school records and from conferences with the homemaking teachers was also included so that the picture of the individual pupil might be more complete. The procedure which was followed in selecting the two pupils from each class who were to receive additional study follows. The homemaking teachers were asked to select four pupils from each year in homemaking or a total of twelve pupils for whom they would especially like to have this information compiled. The girls' counselor was then asked to choose from this list the six pupils, two from each year in homemaking, whom she thought it might be most profitable to study individually.

The Development of the Description of the Clothing Area
of the Current Curriculum in Homemaking

Much of the information about the clothing area of the existing curriculum in homemaking in Plainfield High School came from the daily planbooks which had been kept by the teachers. The investigator found that these books contained stated pupil and teacher goals relative to clothing, an outline of the day-to-day work of the pupils, copies of study guides, references to resources, and copies of the evaluation devices which had been used. In addition, each teacher furnished information about the clothing projects of each pupil.

From these materials the investigator prepared a statement which indicated the amount of time in days which had been spent in Homemaking I, II, and III on each of the four aspects of clothing under investigation: choosing and wearing clothing, buying clothing, making clothing, and caring for and repairing clothing. What had been studied and what

had been emphasized in relation to each of these areas were also described.

The statement, as written, was checked by each homemaking teacher for completeness and accuracy.

CHAPTER IV

CHOOSING AND WEARING CLOTHING

The findings in this study which are related to choosing and wearing clothing will be presented in the following manner. First, the beliefs and practices of the homemaking pupils and their parents will be reported. Then, that part of the 1953-54 curriculum in homemaking which had to do with choosing and wearing clothing will be described. Finally, the opinions of the homemaking pupils and their parents concerning the emphasis which should be given to choosing and wearing clothing in the curriculum in homemaking will be set forth. No general summary will be made until consideration has been given to all of the four aspects of clothing which were investigated.

Beliefs and Practices Relative to Choosing and Wearing Clothing

In order to understand the beliefs and practices of teen-age girls and their parents relative to clothing, it seemed necessary to examine the sources from which the girls got ideas for clothes, the sources from which they obtained clothes, and the reasons for which they felt they needed or wanted certain apparel. In addition to this rather general background information, it also seemed desirable to examine in greater detail the influence of two groups, the family and the peer group, upon decisions concerning what garments the teen-ager should have and wear. Thus, the information about beliefs and practices relative to the choice and wearing of clothing will be considered in three general

categories: (1) general factors in the teen-age girl's choice and wearing of clothing, (2) family interrelationships in decisions concerning choosing and wearing clothing, and (3) the influence of the peer group on the teen-ager's decisions about clothes.

General Factors in the Teen-age Girl's Choice
and Wearing of Clothing

Sources from which pupils obtained ideas for clothes. The homemaking pupils were asked to indicate whether or not they usually obtained ideas for the clothes they would like to have from a number of different sources. The responses of the pupils are summarized in Table VIII. Two of the three sources which were mentioned by four-fifths or more of

TABLE VIII
SOURCES FROM WHICH HOMEMAKING PUPILS USUALLY OBTAINED
IDEAS FOR CLOTHES

Sources of ideas for clothes	Percentage of pupils (N = 101)
Catalogues.....	88
Store windows.....	85
Friends.....	80
Newspapers or magazines.....	68
Mother.....	62
Homemaking class.....	46
Older girls.....	45
Television.....	30
Movies.....	16
Teachers.....	10

the pupils were commercial ones, designed specifically to interest people in buying clothes. The third was the teen-age girl's own friends. Movies

and television were recognized by less than a third of the pupils as furnishing them with ideas for clothes, and only a tenth of the pupils looked to their teachers for such ideas. Less than half of all the pupils considered the homemaking class a source of ideas for clothes and an even smaller proportion (32 per cent) of the advanced pupils did so. It was interesting to note that relatively fewer of the advanced pupils than of the beginning ones obtained ideas from their mothers, while more of the advanced pupils got their ideas from newspapers and magazines. It is perhaps to be expected that, as pupils become older and more independent in their decisions, they are likely to rely less upon the judgment of the adults who guided them in their childhood and more upon what they probably consider expert sources of information.

The responses of individual pupils to this question differed greatly. One pupil checked "friends" as her only source for ideas, while others checked every source listed. Some pupils checked only those sources which were human; others only those which were material, and still others checked sources from both classifications.

The pupils were also asked to tell where they had obtained the idea for the newest blouse or dress which had been added to their wardrobes. Other girls, catalogues, mother or other relatives, magazines, and store windows were each named by over a tenth of the pupils. Three other sources which had not been listed on the questionnaire were mentioned by a similar proportion of the pupils: shopping around in the store, pattern book, and own original ideas. No source stood out as the one from which most of the girls had obtained the idea for the latest acquisition to their wardrobes.

Purposes for which pupils thought they needed clothes. When the homemaking pupils were asked to indicate whether or not they had as many clothes as they needed for working around home, for school, and for good, somewhat less than half of them (42 per cent) said they had. A few girls qualified their statements by making such comments as the following, "I have enough clothes but a girl can always use a few more than she really needs." Table IX indicates the proportion of the pupils who felt their wardrobes were inadequate for these various purposes. Only 3 per cent of the pupils felt that they lacked adequate clothing for all three purposes. Over four-fifths of the pupils who believed they needed more clothes felt that they did so for occasions when they were in contact with persons other than their own families, that is, for school and for good.

TABLE IX

PURPOSES FOR WHICH HOMEMAKING PUPILS FELT
THEY NEEDED MORE CLOTHES

Purposes for which clothes were needed	Percentage of pupils (N = 101)
For both school and good.....	21
For school.....	14
For good.....	12
For working around home.....	8
For school, good, and working around home.....	<u>3</u>
Total.....	58

A somewhat similar picture was revealed when, in interviews, the pupils were questioned concerning whether they had asked their parents for new clothes since the beginning of school in the fall and the parents were questioned about whether their daughters had asked them for new clothes. According to reports from both pupils and parents, 45 per cent of the 31 pupils had not asked for new apparel during this period. Most of these girls said that they bought their own clothes from their earnings or allowances and, therefore, did not have to make requests of their parents. A few said that in their families plans were made to get clothes at special times, such as the beginning of school or Easter, and that they did not ask for things at other times. Several girls also stated that in their homes there was always material on hand, and when they wanted something new, they just made it up.

Reasons given by pupils for needing clothes. The reasons which the 17 pupils who had asked for new garments said they had given for wanting them and the reasons which the parents said their daughters had given are reported in Table X. It can be seen that the proportions of pupils and of parents who reported certain reasons differed. It may well be that pupils considered that the first three reasons were more respectable ones for wanting something new than was that of wanting what other girls were wearing. Therefore, some of them may have been loathe to report the latter reason even though they may have given it to their parents.

Attitudes of family members toward clothing wants of teen-age girls. A considerable number of the total group of parents (47 per cent) felt that their daughters sometimes wanted too many clothes.

However, only 17 per cent felt that their daughters spent too much money for clothes. One of the mothers reported that her daughter had questioned her concerning her responses, saying, "Mother, how can this be right? You say that I often want too many clothes but that I seldom spend too much money for them." The mother said she had replied, "That's just what I mean. You want too many clothes, but you don't get everything you want."

TABLE X

REASONS FOR WANTING NEW CLOTHES WHICH PUPILS SAID THEY HAD GIVEN THEIR PARENTS AND WHICH PARENTS SAID THEIR DAUGHTERS HAD GIVEN THEM

Reasons for which teen-age girls wanted new clothes	Percentage of pupils who reported giving reason (N = 17)	Percentage of parents who reported reason was given (N = 17)
Clothes I had were too small or worn out...	41	23
Wanted something different, tired of what I had.....	35	29
Needed something for special occasion.....	23	18
Wanted what other girls were wearing.....	18	35
Just saw garment in store and wanted it....	12	6

All of the homemaking pupils were asked whether various members of their families had told them that they (the pupils) thought they needed more clothes than they really needed. Almost half (47 per cent) of the pupils said that their parents had made this remark to them. About a tenth of the pupils with sisters and, also, about a tenth of those with brothers reported that these family members had commented on

this. About half of the homemaking pupils indicated that their parents had told them that they wished they could give them more money for clothes. While none of the sisters were reported as making this comment, almost 40 per cent of the pupils with brothers said that their brothers had expressed this wish. This may be partially explained by the fact that more of the pupils had older brothers than had older sisters. Eighteen of the 101 homemaking pupils indicated that their parents had made both comments. It would seem probable that some parents do have ambivalent feelings toward their daughters' clothes. At the same time that they wish they might give their daughters more clothes, they feel that the girl wants more than she needs and more than the family can afford to buy.

Reasons for which teen-age girls no longer wear certain garments.

In order that more insight might be gained into the reasons for which teen-age girls discard certain garments, the pupils were asked to check the reasons for which they no longer wore articles which were new when school started in the fall. The pupils' responses are shown in Table XI.

All of the four reasons listed for discarding garments were mentioned by some of the pupils in relation to dresses, skirts, blouses, and sweaters, and only one reason, "garment shrank or faded," was not checked by someone as the explanation for no longer wearing certain shoes. Having outgrown the garment was checked by the greatest number of pupils as the reason for discarding dresses and skirts. As might be expected in view of differences in the growth rate of adolescents, this explanation was checked by some of the pupils in all of the homemaking classes. However, the proportion of advanced pupils who marked this reason was somewhat

TABLE XI

REASONS GIVEN BY HOME MAKING PUPILS FOR NO LONGER WEARING CERTAIN GARMENTS WHICH WERE NEW WHEN SCHOOL STARTED IN THE FALL

Garment	Percentage of pupils who gave reasons (N = 101)			
	Have outgrown garment	Have worn out garment	Garment shrank or faded	No longer like to wear garment
Dress.....	21	2	3	14
Skirt.....	22	3	8	15
Blouse.....	12	18	11	10
Sweater.....	15	9	23	7
Shoes.....	16	39	—	7

smaller than the proportion of beginning pupils who did so. The reason checked by the largest proportion of pupils for no longer wearing certain blouses and shoes was that they had worn them out. The major difficulty with sweaters was that the sweaters had shrunk or faded. The responses on this item will be discussed further in the section on caring for clothing. While the proportion of pupils who reported that they no longer wore certain of their garments because they did not like them was not large, it was probably large enough to support the belief that the end-point in wear and the physical deterioration of a garment do not necessarily coincide.

Sources from which teen-age girls obtained clothes. The sources from which the homemaking pupils indicated that they had obtained some garments during the past year are cited in Table XII. It will be noted that almost all of the pupils had purchased some clothing ready-to-wear. Almost three-fourths of the pupils received some apparel as gifts. For three-fifths of the pupils, some garments had been made at home. The

TABLE XII
SOURCES FROM WHICH HOME MAKING PUPILS OBTAINED SOME GARMENTS
DURING THE PAST YEAR

Sources from which garments were obtained	Percentage of pupils (N = 101)
Purchased ready-to-wear.....	98
Received as gifts.....	70
Made at home.....	60
Handed-down.....	35

writer is inclined to think that the percentage of pupils listed as receiving handed-down garments is somewhat lower than was actually the case. During the interviews, some of the mothers whose daughters had not reported receiving any handed-down clothes talked quite freely about such apparel which had been given to their daughters.

It is interesting to note this apparent reticence on the part of the pupils to admit that they had received handed-down clothing in connection with the sources from which the pupils had obtained the garments which they liked best and least. The writer had believed that teen-age girls might prefer garments which had been purchased ready-to-wear in a store to those purchased by mail, made at home, or handed-down. However, Table XIII reveals that the proportions of Plainfield pupils who had obtained the garments they liked best by mail-order or made at home were approximately the same as those who had obtained the garments they liked least from these sources. It appears, though, that garments which had been handed-down or made-over were much less likely to be among the ones which were well liked by pupils. It must, of course, be recognized that

many factors beside the source from which it is obtained will probably influence a pupil's total reaction to a garment.

TABLE XIII
SOURCES FROM WHICH HOMEMAKING PUPILS OBTAINED THE GARMENTS
THEY LIKED BEST AND LEAST

Sources from which garments were obtained	Percentage of pupils who obtained garments	
	Best liked (N = 101)	Least liked (N = 101)
Purchased in a store.....	57	34
Purchased by mail.....	8	7
Made at home.....	29	26
Handed-down or made-over.....	6	34
Total*.....	100	101

*Total for "least liked" exceeds 100 per cent due to rounding.

Family Interrelationships in Decisions Concerning Choosing and Wearing Clothing

Desire of pupils for parents' approval of their clothes. There was rather general agreement on the part of the total group of home-making pupils in Plainfield that it was important to wear clothes that their parents liked on them. Ninety-five per cent of them thought it was often or sometimes important for their mothers to approve their clothes, while 90 per cent thought it was important for their fathers to do so. On the whole, the pupils believed that their mothers' approval was more often important than was their fathers'. Somewhat more of the advanced pupils (45 per cent) than of the beginning pupils (27 per

cent) believed that it was often important for their mothers to like the things they wore. Thus, while fewer of the advanced pupils turned to their mothers for ideas for clothes,¹ more of them seemed to desire their mothers' frequent approval for them. It may be that more of the advanced pupils had passed through the developmental stage in which they were likely to seriously question the judgment of their parents on many points, and that they had come to place more value on the opinion of their parents concerning what clothes were becoming for them.

General type of clothing worn by pupils for various occasions.

The pupils were asked, in interviews, what clothes they usually wore for working around home, for school, and for good, and the parents were asked what clothes they preferred for their daughters to wear for these purposes. As is indicated in Table XIV, there was rather close agreement between what the pupils did and what their parents wanted them to do as far as the type of clothes they wore around home was concerned. Jeans with a blouse, shirt, or sweater, ankle socks, and flat-heeled oxfords or loafers comprised the costume worn by most of the girls and preferred by most of the mothers. Many of the girls mentioned the comfort and serviceability of jeans both for inside and for outside work. The mothers indicated their preference for washable garments, particularly those like jeans and knitted T-shirts which did not require ironing. A number of the girls wore castoff shirts which had once belonged to their fathers or brothers. As one of the mothers stated, "We have to make use of things like that." Two of the girls who usually wore jeans did so without the approval of their mothers. One of these mothers said, "Margaret is my only girl. I tell her that the boys wear jeans and I'd

¹Cf. p. 77.

TABLE XIV

PRACTICES OF PUPILS AND PREFERENCES OF MOTHERS RELATIVE TO
CLOTHES USUALLY WORN FOR WORKING AROUND HOME

Clothes for working around home	Percentage of pupils usually wearing them (N = 31)	Percentage of mothers preferring them (N = 31)
Jeans and blouse, shirt, or sweater.....	81	74
Dress or skirt and blouse.....	19	26
Ankle socks.....	94	100
No socks.....	6	0
Flat heeled oxfords or loafers.....	84	90
Old school shoes.....	16	10

like a girl to keep me company. But she wears jeans, anyway." There were two girls who usually wore dresses for working around home and whose mothers approved this choice. One of them did so because she and her mother both felt she was too heavy to wear jeans becomingly. The mother of the other girl said, "Susan is a Christian girl so she does not wear slacks or jeans."

There was also close agreement between mothers and daughters with respect to the type of clothing which the pupils chose to wear to school and which the mothers liked for them to wear. Table XV shows that the typical school costume of the homemaking pupils in Plainfield was a skirt and blouse or sweater, ankle socks, and flat-heeled oxfords or saddle shoes. A number of the girls and their mothers mentioned the variety that the girls could have in their wardrobes by combining different skirts and blouses or sweaters. Some mentioned that they thought

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skirts and blouses were easier to keep up than dresses were. A few of the mothers stated that they wanted their daughters to wear whatever the other girls were wearing. The interviews also revealed that it was a school custom to allow girls to wear jeans or slacks to school on Fridays. Both pupils and parents varied in their reactions to this custom.

TABLE XV

PRACTICES OF PUPILS AND PREFERENCES OF MOTHERS RELATIVE TO
CLOTHES USUALLY WORN FOR SCHOOL

Clothes for school	Percentage of pupils usually wearing them (N = 31)	Percentage of mothers preferring them (N = 31)
Skirt and blouse or sweater.....	94	94
Dress.....	6	6
Ankle socks.....	100	100
Flat-heeled oxfords or saddle shoes...	87	97
Loafers.....	13	3

Table XVI describes the situation with regard to the clothes usually worn for good. Here, too, it appears that there was rather general agreement between the practices of the pupils and the preferences of the mothers. More of the pupils were definite in their statements that they usually wore a dress or that they usually wore a skirt and blouse, while more of the mothers indicated that they liked either type of outfit. The informality of present-day dress is reflected in the fact that almost half of the pupils reported that they sometimes wore their school clothes

for good, especially for school or church parties, and for informal affairs with their friends. A few of the pupils explained that they saved a special skirt and blouse for good.

TABLE XVI

PRACTICES OF PUPILS AND PREFERENCES OF MOTHERS RELATIVE TO
CLOTHES USUALLY WORN FOR GOOD

Clothes worn for good	Percentage of pupils usually wearing them (N = 31)	Percentage of parents preferring them (N = 31)
Dress.....	39	26
Skirt and blouse.....	26	13
Dress or skirt and blouse.....	26	52
Suit.....	10	10
Nylon hose.....	71	65
Ankle socks.....	13	3
Nylon hose or ankle socks.....	16	32
Flat-heeled dress shoes.....	35	23
Low-heeled dress shoes.....	26	52
High-heeled dress shoes.....	26	23
School shoes, cleaned and polished...	13	3

More of the daughters stated that they usually wore nylon hose or that they usually wore ankle socks, while more of the mothers felt that it was all right to wear either. Several mothers reported that the decision as to which to wear was usually based on whether their daughter had a pair of nylons without a run.

About a fourth of both the mothers and the daughters mentioned high-heeled shoes for wear for good. The remainder of the responses for both groups were spread over flat-heeled dress shoes, low-heeled

dress shoes, or school shoes which had been cleaned and polished. However, for parents, the greatest concentration of responses was for low-heeled dress shoes. The parents who objected to high-heeled shoes for their daughters did so on two counts: health and economy. The latter objection is illustrated in the comment of the mother who said, "She wouldn't wear high-heeled shoes enough to get the good out of them."

Two comments can be made concerning the general type of clothing which was usually worn by pupils and that which was preferred by their parents. First, for a few mothers and daughters there was a discrepancy between what the girl usually wore and what the mother liked for her to wear, but for the great majority there was general agreement. Second, there was considerable conformity among the teen-age girls as to the general type of clothing worn for different purposes, and the greatest conformity appeared to be in that worn for school. This is, perhaps, to be expected since the school is so clearly a peer situation.

Style and color preferences of mothers and daughters for clothes for the daughters. It was thought that another way to check the agreement or lack of agreement between mothers and daughters concerning clothes was to ask the pupil to describe the one of her outfits which she liked best and to ask the parent to describe the one of her daughters' outfits which was her favorite. As might be expected, some mothers and daughters described the same outfit and others described different ones. When different ones were described, the investigator made a judgment as to whether the outfits were similar or quite different. This judgment was made in the following manner. Three things were noted about each outfit: whether the general style was dressy or tailored, whether the skirt silhouette

was straight or full, and the predominant color. When the outfits described by mother and daughter were alike in two of these respects, they were said to be similar. Thus when mother and daughter both described skirts and blouses of the same general style and skirt line but in different colors, they were considered to be describing similar outfits. As is reported in Table XVII, somewhat over half of the mothers and daughters described the same or similar outfits as their favorites, while slightly less than half described quite different ones. Thus, it would seem that there was greater agreement among mothers and daughters concerning the general type of clothing to be worn for different occasions than there was concerning preferences for specific garments in terms of general style, skirt silhouette, and color.

TABLE XVII

MOTHERS AND DAUGHTERS FOR WHOM THE FAVORITE ONES OF THE
DAUGHTER'S OUTFITS WERE THE SAME, SIMILAR,
OR DIFFERENT

Outfits described as best liked	Percentage of mother-daughter pairs (N = 30)*
Same outfit.....	30
Similar outfits.....	27
Different outfits.....	43
Total.....	100

*One of the mothers interviewed declined to name the one of her daughter's outfits which she liked best.

Less than half of the pupils described tailored garments as their favorites, while almost two-thirds of the parents did so. About three-

fifths of each group said that their favorite outfit had a full or flared skirt line. The garments described by the pupils were about equally divided among five colors: blue, grey, brown, red, and black. Two colors were predominant among the choices of the mothers; blue garments were described by almost half of the mothers, and grey ones by almost a fifth. In this connection it is interesting to note that blue is generally considered a perennially popular color and that grey is a fashion color at the present time.

When the mothers and daughters were asked to explain why they liked certain outfits best, most of their reasons were related to the becomingness or appropriateness of the garment for the girl. That the style was becoming to her figure or seemed right for her personality, or that the color was attractive for her personal coloring were often mentioned by both mothers and daughters. Other responses reflected a general feeling toward the outfit; it was liked because it was new, or different, or the best the girl had. Some outfits were favorites because other people had expressed approval of them. Several mothers indicated they liked certain outfits because their daughters had made them and they were proud of the girls' accomplishment. One reason which was mentioned only by the pupils, but by a third of them, was that the outfit was comfortable to wear.

Concern of mothers and daughters for the daughter's figure problems. It would be almost impossible to live in present-day society and be unaware of the emphasis which is placed on the feminine figure, and yet the writer was somewhat unprepared for the concern expressed by both mothers and daughters because they felt that the daughter's figure devi-

ated from the ideal. No specific question concerning the pupils' figures or figure problems was asked during the interviews. However, for 23 of the 31 pupils such information was volunteered, sometimes by the mother, sometimes by the daughter, and sometimes by both. For 21 of the pupils, figure problems were reported. All manner of things were wrong with their figures; too fat, too thin, too short, too tall, bust too flat, bust too full, neck too long, hips too large, hips too small, shoulders too broad. Two of the mothers did express unqualified approval of their daughters' figures. One said, "You know Susan* can really wear clothes. She has a beautiful figure, but she's self-conscious about it. She heard the boy who sits behind her say, 'Boy, is she stacked!'" The other remarked, "I don't want you to think I'm bragging, but Jean has a good figure to wear a low-cut dress like that. She's not hollow chested like me. She has nice shoulders and a good bust line."

Clothes that parents do not want their teen-age daughters to wear. In order that the parents' point of view about clothes for their daughters might be examined further, the parents were asked whether or not there were some clothes that they would prefer that their daughters did not wear. Of the 31 parents who were interviewed, 21 (68 per cent) indicated that there were such garments. Ten of the mothers did not want their daughters to wear clothes which they considered inappropriate for a specific occasion: jeans to school, shorts down town, good clothes to school, shirt and jeans when there was company, nylons to school. A similar number did not want their daughters to wear garments which

*All names of persons are fictitious.

revealed more of the girl's body than they thought ought to be revealed: necklines too low, skirts too tight, sweaters too tight, blouses too sheer, formals too bare. A few mothers also named garments which they thought to be in poor taste: colors too gaudy, clothes too fussy, a skirt in an unbecoming style.

Because fads play an important role in teen-age attire, it seemed desirable to check the reaction of parents to them. Of the 81 parents who responded to the questionnaire, 93 per cent thought it was all right for girls to wear fads often or sometimes if the fads were becoming to them. However, only 12 per cent said they thought that fads should be worn by a girl if they were not becoming to her, and then, only sometimes. A few of the mothers were explicit about the conditions under which they felt it was all right for their daughters to wear unbecoming fads; when all the other girls were wearing them or when it meant a great deal to the girl to do so.

Factors important to parents in the choice of clothing for teen-age daughters. In order that some understanding might be gained concerning what the parents thought were important considerations in the choice of clothes for their daughters, they were asked to indicate whether they thought a number of factors were of great, some, or little importance. Table XVIII reveals the proportion of parents who considered the various factors to be of great importance. It will be noted that suitability for age and becomingness for build and coloring were considered of great importance by most of the parents. Many more of the parents thought it was important for their daughter to have clothes similar to those of her friends than thought it important for her to have as many clothes as

they did.

On the basis of the responses of the Okemos parents and pupils during the trial of the instruments, the writer guessed that in few Plainfield families would clothes be chosen which were expected to serve only for good or only for school. It was believed, rather, that most clothes would be selected with both purposes in mind, the difference being in whether clothes were to be saved for good one year and worn to school the next, or whether they served for both purposes at the same

TABLE XVIII

FACTORS OF GREAT IMPORTANCE TO PARENTS IN THE CHOICE OF CLOTHES
FOR THEIR TEEN-AGE DAUGHTERS

Factors in the choice of clothing for teen-age daughters	Percentage of parents (N = 81)
That her clothes be suitable for her age.....	86
That her clothes be becoming for her build and coloring.....	85
That her clothes be similar to those of other girls.....	54
That her "good" clothes be suitable for school when no longer new.....	46
That her clothes be of good enough quality to permit handing-down.....	41
That her clothes can be worn for "good" and for school.....	31
That she have as many clothes as her friends.....	14

time. It was to check on this expected difference that the fourth and sixth factors listed in Table XVIII were included in the questionnaire. However, the responses of individual parents to the two items lead the writer to question whether the parents made the distinction that was

intended. Probably all that it is fair to say about the responses to these items is that about half of the parents believed it very important to keep appropriateness for both school and good in mind in choosing clothes for their daughters. It should also be mentioned that less than four per cent of the parents felt that this was of little importance.

Planning for clothing by families. The practices which were followed by the families of the Plainfield homemaking pupils as they planned to meet their clothing needs are described in Table XIX. Examination of this table leads to the belief that in these families the general picture was not one in which the family began by allotting a given amount of money for the year for clothing and distributed it among

TABLE XIX

PRACTICES FOLLOWED BY FAMILIES IN PLANNING FOR ADDITIONS
TO THE WARDROBES OF FAMILY MEMBERS (N = 81)

Practices followed in planning for clothes	Percentage of parents who reported following the practice	
	Often	Sometimes
Plan to get new clothes for the children for the beginning of school.....	79	16
Plan to get clothes as they are needed.....	67	25
Plan to give gifts of clothing to family members for birthdays or Christmas.....	65	22
Plan to make use of handed-down clothes.....	48	27
Plan about a year ahead for large items like coats.....	37	28
Plan to get new clothes for holidays like Easter or Christmas.....	26	48
Plan to buy clothes on year-end or month-end sales.....	20	47
Plan the approximate amount of money each member can spend in a year.....	11	15

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the members of the family. Rather, it appears that individual clothing needs were likely to be cared for as they arose. One of the occasions when the children needed clothes was the beginning of school in the fall. Fewer families, but still a substantial proportion, sometimes planned to get new clothes for the Easter or Christmas holidays. Approximately two-thirds of the families planned about a year in advance for the purchase of large items like coats, and somewhat over a third did so commonly. In many of the families, gifts of clothing were given for birthdays and holidays. Making use of handed-down garments and buying clothing at year-end or month-end sales were methods sometimes used by many of the families to secure more clothing for less money. The responses of the parents to the item concerning the use of handed-down apparel again raises the question as to whether more of the pupils may have obtained handed-down garments than said they did.

Somewhat more than half of the total group of parents indicated that they had sometimes had difficulty in planning for clothes because their children had outgrown clothes sooner than they had expected, or because it had been hard to foresee what clothes would be needed. Just under half of the parents said that clothes had worn out sooner than they had expected.

It was interesting to observe the responses of the pupils to questions concerning the fairness of the distribution among various members of the family of the money spent for clothes. Three-fourths of all the pupils indicated that they thought the sharing in their families was just. The pupils were asked, if they did not think the arrangement in their family was equitable, to name the family members whom

they believed to receive more or less than a fair share. Table XX shows that almost a fifth of the pupils named themselves as receiving more than their share, while none of them said they had been unfairly treated in this respect. On the other hand, almost a fifth believed that their mothers had had less than a fair share, and some also thought this was true of their fathers.

TABLE XX

PERSONS BELIEVED BY HOME MAKING PUPILS TO RECEIVE MORE OR LESS
THAN A FAIR SHARE OF THE MONEY SPENT FOR CLOTHING
IN THEIR FAMILIES

Persons	Percentage of pupils who believed certain family members received	
	More than a fair share (N = 101)	Less than a fair share (N = 101)
Self.....	18	0
Brothers or sisters.....	10	8
Mother.....	1	17
Father.....	0	8
Total*.....	29	33

*Some pupils mentioned more than one person as receiving more or less than a fair share.

Mutual concern of family members for clothing. That almost all of the 31 pupils who were interviewed felt that someone in their families cared what they wore is revealed in Table XXI. More of the girls mentioned their mothers than any other family member as being the person

TABLE XXI

FAMILY MEMBERS WHO SEEMED TO BE CONCERNED ABOUT THE CLOTHING
AND APPEARANCE OF HOME MAKING PUPILS

Family members	Percentage of pupils (N = 31)
One or more family members.....	94
Mother.....	71
Father.....	29
Sister.....	19
Brother.....	13

who cared how they looked. Many reported that their mothers advised them about style, color, and appropriateness of garments. A goodly number also said that their mothers urged them to look neat and not messy. A few stated that their mothers wanted them to wear what other girls were wearing, and one girl said her mother didn't want her to dress like a certain girl.

About a fourth of the pupils said they felt that their fathers cared what they wore. No special thing on which the fathers offered advice stood out in the responses given by the pupils. Two fathers preferred pretty clothes, two, plain clothes, and two, clothes that were neat and clean. Two did not want their daughters to wear jeans and one didn't want his daughter to wear anything that made her look older.

The sisters, like the mothers, offered advice on style and color, while the brothers objected to shorts and to a sloppy appearance.

When the mothers were asked if their daughters seemed to care what others in the family wore, 71 per cent of them said "Yes," as is shown in Table XXII. About a third of the mothers felt that their

TABLE XXII
FAMILY MEMBERS WHOSE CLOTHING AND APPEARANCE SEEMED TO CONCERN
HOMEMAKING PUPILS

Family members	Percentage of pupils (N = 31)
One or more family members.....	71
Mother.....	32
Sister.....	32
Brother.....	26
Father.....	6

daughters cared how they looked. The daughters had offered their mothers advice about style and color. One had bought a hat for her mother, while another had made a dress. One of the mothers reported the following incident as evidence of her daughter's concern. "My hair used to be curly but then, when it got grey, it wouldn't go right. This bothered Jean and one day she said to me, 'Mother, I'm going to give you a permanent and tint your hair.' She did and for a while my hair looked pretty good. Oh, I don't know that it helped my looks such a lot, but it didn't do no harm, and Jean is satisfied."

Again, the sisters were said to advise one another on style and color in clothes. Four of the pupils were reported to have made or bought dresses for their sisters.

Seven of the eight mothers who indicated that the pupils seemed to be concerned about the appearance of their brothers said that the girls wanted the boys to dress up more and look neater.

Disagreements among family members about clothes. Both the pupils and the mothers were asked in the interviews whether or not the pupil had disagreed with other family members, either about her clothes or about their clothes. About a third of the pupils and a half of the mothers said that disagreements had taken place. The writer does not believe that the responses of the parents or the pupils represent accurately the number of cases in which disagreements had occurred. Many

times the pupil or the parent, in answer to a previous question, would have described what the interviewer would call a conflict situation. Yet when the question about disagreements was asked, the reply was that they never had disagreements about clothes in their families. It is possible, of course, that the word "disagreement" means different things to different people.

The responses which were made, however, do give some indication of the areas of conflict between various family members. It appears that conflicts arose between mothers and daughters because of differing opinions concerning styles and colors which were becoming to the daughter. Some occurred because the daughter wanted to wear garments which the mother thought were too old for her. A few of the arguments reported were related to the cleaning and care of garments.

The conflicts between father and daughter seemed to center around the daughter's wearing of clothes which he thought were too revealing of her figure. Some fathers also objected to the cost of their daughters' clothes. Others felt that their daughters were negligent in taking care of their clothes.

The disagreements between sisters seemed to focus around differing preferences for style and color and around the wearing of one another's clothes. One girl stated, "My sister doesn't take care of her own clothes. She likes to wear mine and I don't mind when she takes care of them, but she's always spilling something. She wore my skirt and spilled all over it and mother had to get it dry-cleaned."

The brother-sister differences were related to the girl's taking more time in dressing and caring for her clothes than the boy thought

she should and to the boy's failure to be as well groomed and as well dressed as his sister thought he ought to be.

It should be recognized that no effort was made to determine the seriousness of family conflicts about clothes.

The Peer Group and the Teen-age Girl's Choice
and Wearing of Clothing

Desire of pupils for approval of the peer group for their clothes.

The homemaking pupils were asked whether they thought they should often, sometimes, or seldom wear clothes which girl friends and boys liked on them. In Table XXIII, their responses are summarized according to the homemaking classes in which they were enrolled. Generally speaking,

TABLE XXIII

IMPORTANCE TO HOMEMAKING PUPILS OF WEARING CLOTHES APPROVED BY
GIRL FRIENDS AND BOYS

Person whose approval was important	Percentage of pupils		
	Homemaking I (N = 49)	Homemaking II (N = 30)	Homemaking III (N = 22)
Girl friends:			
Often.....	49	63	59
Sometimes.....	47	37	36
Total*.....	96	100	95
Boys:			
Often.....	25	47	55
Sometimes.....	61	53	45
Total*.....	86	100	100

*The remaining pupils gave "seldom" as their response.

most of the pupils at all levels thought it important, sometimes or often, to dress in a manner approved by other girls and by boys. With each advance in class, the proportion of pupils who thought they should often wear clothes liked by boys increased. This would seem to be

consistent with the usual increasing interest in the opposite sex during the teen years. It should also be mentioned that at all class levels the proportion of pupils who thought they should often dress to appeal to boys and girls was greater than the proportion who thought they should often wear what their mothers and fathers liked on them.

Influence of the peer-group on the teen-age girl's choice and wearing of clothing. The general influence of the peer group on the teen-age girl's choice of apparel can be seen in the fact that four-fifths of the pupils said they obtained ideas for clothes from their friends.² The mothers' view of this influence was sought by asking, during the interview, whether they thought their daughters were influenced by other girls in school and, if so, by whom. About a fifth of the 31 mothers who were interviewed did not think their daughters were influenced by other girls as far as their clothes were concerned. The two comments which follow are typical of the responses of these mothers. "She knows there is a lot she can't wear because of her figure. She mentions some things she'd like, but she knows we can't afford them." "She has a mind of her own on clothes. She likes to come out with something new so other girls will copy her."

The four-fifths of the mothers who felt their daughters were influenced by what other girls were wearing were about equally divided in their beliefs as to whether the influence came from particular girls or from the general group. Rather interesting comments were made by mothers who held each point of view. One of those who thought her

²Cf. p. 76.

daughter was influenced by certain girls said, "She looks to what the girls who have more money wear. It means a lot to her to look nice." Another said, "I think you'd say she is influenced by her own friends, and then by what the older girls are wearing. She is growing up so fast." A mother who thought her daughter was influenced by other girls in general stated, "She started to school with brown oxfords. She came home and said only three girls in her English class did not have either saddles or white bucks. She got saddles and has been wearing them ever since. Right now she wants to get a poplin jacket because no one else is wearing corduroy."

A further attempt to gain understanding of the influence of peers upon the teen-age girl's choice of clothing was made by asking the home-making pupils to list the names of other high school girls that they wished to dress like. Thirty-seven per cent of all the pupils did so: 40 per cent of each of the Homemaking I and II classes, and slightly less than a fourth of the Homemaking III class. This may mean that only 37 per cent of the pupils wished to emulate certain other girls in the matter of dress, or it may mean that only 37 per cent were willing to admit their wish. It should be noted that this percentage of pupils is fairly close to the proportion of the interviewed mothers who said that they felt their daughters were influenced in dress by particular girls. At any rate, the names which were given by the pupils were examined from several points of view. The 37 pupils named 52 girls: 34 of them were named once, 10 were named twice, and 8 were named three or more times. One girl was named as a model by seven of the pupils. Thus, it appears that while some girls were recognized as models in

dress by a number of pupils, no single girl or group of girls could be said to be the models for most of the pupils. Of the 52 girls named as models, one-fourth were enrolled in classes in homemaking. A check was also made as to whether the homemaking pupils named, as the persons they would like to emulate in dress, girls who were in the same grade as they or girls who were in a higher grade, and whether or not the girls they named were among their close friends. The result of this examination is given in Table XXIV. It appears that the pupils were more likely to name girls in their own grade than those in a higher grade.

TABLE XXIV

RELATION BETWEEN GIRLS NAMED AS MODELS IN DRESS AND THE GIRLS WHO NAMED THEM

Characteristics of girls named as models	Percentage of pupils naming models (N = 37)
*Grade in school	
Same grade as pupil naming.....	66
Higher grade than pupil naming.....	32
#Friendship	
Close friend of pupil naming.....	35
Not a close friend of pupil naming.....	54
No judgment given.....	11

*This information was obtained from school records.

Some pupils named girls from their own grade and also girls from a higher grade.

#This judgment was obtained from the girls' counselor in the high school.

If it can be assumed that a high school girl's friends are likely to be among the girls in her own grade, then this would seem consistent with the fact that while four-fifths of the pupils said they got ideas

for clothes from friends, less than half said their ideas came from older girls.³ The judgment concerning the friendship between the girls named and naming was obtained from the girls' counselor in Plainfield High School. It must be recognized that her judgment was probably not infallible. In fact, she would be among the first to admit this. Yet, the writer believes that her contact with the pupils as a teacher and a counselor placed her in a position where she would be likely to have reasonably accurate knowledge of the friendship patterns within the school. If her judgment can be accepted, it appears that these pupils were somewhat more likely to name girls outside their circle of close friends than to name those within the circle.

"Choosing and Wearing Clothing" in the Plainfield Curriculum in Homemaking

Little time had been devoted to the study of choosing and wearing clothing in the homemaking classes in Plainfield High School in 1953-54. Table XXV indicates that in the Homemaking I and II classes,

TABLE XXV

TIME ALLOTTED TO THE STUDY OF CHOOSING AND WEARING CLOTHING
IN THE HOMEMAKING CURRICULUM

Homemaking class	Time spent in study of clothing	Time spent in study of choosing and wearing clothing	
	Days	Days	Per cent
Homemaking I.....	56	4	7
Homemaking II.....	49	4	8
Homemaking III.....	50	2	4

³Cf., p. 76.

four days had been spent in such study and that this represented seven and eight per cent of the total time given to the study of clothing in these classes. In Homemaking III class, study of choosing and wearing clothing had assumed an even smaller proportion of time.

The Homemaking I class had given attention to the selection of colors, styles, and textures which were becoming and appropriate for the individual. The pupils had studied about the qualities of colors and the effect of one color on another. They had made generalizations concerning the effect of different colors on an individual's apparent size and coloring. They had examined styles from the standpoint of proportion, balance, and harmony. They had considered the illusions created by different lines and the way in which lines could be used to flatter the individual figure. The textures of fabrics had been thought of in relation to appropriateness for specific uses. In this class, too, clothing for pre-school children had been included as a part of a unit in Child Development.

In Homemaking II, the pupils had made a study of fashion trends in style and fabric as they appeared in current magazines. They also made recommendations for colors and styles which were considered most becoming for each individual pupil.

The Homemaking III class reviewed the current fashion picture in style and fabric and made a special study of fabrics on the market.

Opinions of Pupils and Parents Concerning "Choosing and Wearing Clothing" in the Curriculum in Homemaking

Both the homemaking pupils and their parents were asked to give their opinions as to whether the various aspects of clothing should be given more, less, or about the same attention as they now received in the curriculum in homemaking. Their responses with respect to choosing and wearing clothing are reported in Table XXVI. Many pupils and parents

TABLE XXVI

OPINIONS OF HOMEMAKING PUPILS AND THEIR PARENTS CONCERNING THE EMPHASIS WHICH SHOULD BE GIVEN TO CHOOSING AND WEARING CLOTHING IN THE CURRICULUM IN HOMEMAKING

Aspects of choosing and wearing clothing	<u>More emphasis</u>		<u>Less emphasis</u>	
	Percentage of pupils (N = 101)	Percentage of parents (N = 75)*	Percentage of pupils (N = 101)	Percentage of parents (N = 75)*
Choosing clothes for the teen-age girl to wear.....	60	48	1	0
Choosing clothes for other members of the family to wear.....	25	25	5	17

*Six of the 81 parents did not respond to this item.

thought that more emphasis should be given to choosing clothes for the teen-age girl to wear, while only one pupil and none of the parents felt that less emphasis should be given to this aspect. The one pupil was a member of the advanced class in homemaking. Generally speaking, more pupils and more parents thought that the classes in homemaking should

be concerned with the problems of the teen-age girl in choosing and wearing clothing than with the problems of other members of the family.

In the free responses as to what should be included in the home-making curriculum about choosing and wearing clothing, the greatest concentration of suggestions from both pupils and parents was in relation to colors and lines in clothing that were becoming to the individual. Choice of clothing which is appropriate for different occasions was also mentioned. A few persons suggested general planning for the wardrobe and using accessories for more variety in the wardrobe.

Some of the parents and pupils also gave their opinions as to values which they thought it important to emphasize. They believed that the importance of an attractive appearance should be stressed. Some of the parents thought that girls should be taught to make their decisions in terms of their individual coloring, figures, and pocketbooks, rather than in terms of what other girls were wearing. One mother stated her point of view in these words. "I think it would help if someone would try to put across to each girl that what makes one girl attractive doesn't make the next one look equally nice. They should try to dress to cover up their bad points and not be a carbon copy of everyone else. The 13 to 15 year-olds are really in a dither about what to wear to their dances and on dates. At that age they seem to think their mothers are being too hard on them. If they studied these things, there would be a lot less friction between everyone."

CHAPTER V

BUYING CLOTHING

The same plan will be followed in presenting the findings relative to buying clothing as was used in the preceding chapter. First, attention will be given to the beliefs and practices of the homemaking pupils and their parents. Next, a review of the 1953-54 curriculum in homemaking as it related to the buying of clothes will be given, and then the opinions of the pupils and parents concerning the emphasis which should be placed on this aspect of clothing in the homemaking curriculum will be summarized.

Beliefs and Practices Relative to Buying Clothing

The beliefs and practices of pupils and parents concerning the buying of clothes will be reported in four categories: (1) beliefs and practices which provide the setting in which purchases of clothing are made, (2) patterns of participation in the purchase of clothing, (3) garments purchased in the past year, and (4) expenditures for clothing.

The Setting for the Purchase of Clothing

General setting for the purchase of clothing. It can be said that the purchase of clothing occurs in a setting made up, at least in part, of the ideas which people have and the practices which they follow in relation to clothing in general. It would seem desirable, at this point, to review some of the beliefs and practices relative to choosing and wearing clothing which appear to be part of that general setting in

Plainfield.

On the whole, the homemaking pupils thought they should wear clothes that were approved by their parents and by other teen-agers. Generally speaking, the type of clothing which was usually worn by the pupils for different occasions was the type approved by their parents. The appropriateness of clothes for the age, build, and coloring of their daughters was very important to the parents. There was not general agreement between mothers and daughters as to the outfits which were thought to be most becoming to the daughters. In the statements of mothers about the clothes which they did not want their daughters to wear and in the accounts of disagreements about clothes, there was further evidence of differences in the opinions of mothers and daughters concerning the wearing of specific garments, colors, and styles. Suitability of the teen-agers' clothing for the dual purposes of school and good was thought important by many parents. The families tended to meet clothing needs as they arose and provided new clothing for their children for such occasions as the beginning of the school year. A sizeable proportion of the families planned for purchasing clothing at sales. The pupils obtained ideas for clothes from many sources, and a number of the parents felt that their daughters wanted too many clothes. While many of the parents desired their daughters to have clothes which were similar to those of other teen-agers, not many thought it was important for them to have as many clothes as other children. About two-thirds of the parents felt that their daughters were influenced by what other girls were wearing and about half of these believed that their daughters looked to particular girls as models.

Specific setting for a purchase of clothing. It seemed reasonable to believe that in addition to the rather general background in which clothing purchases are made, there was likely to be a specific setting for each individual purchase. It was in the hope that more understanding might be gained in this matter, that pupils and parents were asked, in the interviews, to describe the purchase of some garment which had been added to the pupil's wardrobe "since last fall." Two of the mothers said that they could not describe such purchases because they had not participated in the buying of any clothing for their daughters during that period. The remainder of mothers and all of the pupils reported on the buying of some outergarment: dress, skirt, sweater, coat, blouse, shoes.

In order to illustrate some of the elements or combinations of elements which entered the purchase of these articles, quotations from a few of the pupils and mothers will be given.

The first quotation is from a Homemaking I pupil and illustrates a peer shopping expedition along with the stimulation of the market place. "I had pictured this turtle neck sweater in my mind. Then my sister, my girl friend, and I saw some in the store. We all fell in love with them, so we paid a dollar down and a dollar a week. We should have told Mother but we didn't until later."

The second quotation is also from a Homemaking I pupil. "I was looking in the catalogue for jeans when I saw this red blouse. I saw some shoes I wanted, too. I was going to order them as I earned the money, but Mother said we might as well order them all in one dose. She paid for them and I pay her from my allowance. If I'd waited until I

had the money I wouldn't have had them all yet, but I don't like to owe my folks. It takes some out of my allowance, too." Here the catalogue served to stimulate the girl's desire for certain apparel and the mother approved the purchase to the extent of advancing the money. The daughter had mixed feelings concerning the advantage of having had the clothes and having had to pay for them over a period of time.

The mother of a Homemaking I pupil made the following statement: "I guess you'd say I picked out the dress. Louise didn't exactly like it. She wanted a grey one and this one was blue, but it was the best we could find. We had to get the dress right then because she needed it for the play. We were in a hurry and getting tired and Daddy was waiting for us in the car." Here can be seen the urgency of purchasing a garment at a specific time, the limited offerings of the market in the eyes of the purchaser, and the feeling of fatigue and the time pressure under which the purchasers were operating.

The difference of opinion between a mother and daughter concerning the purchase of a coat was related by the mother of a Homemaking II pupil. "Mary wanted a winter coat. She'd never had anything but a handed-down coat (she was the middle child of eleven children), and she wanted a new one. I told her to wait until after Christmas for the sales. She did. Then she found a coat down town for \$30.00. I told her she'd have had to pay that much early in the fall, but she said she'd have had to pay more than that for such a good coat. Anyway, they were having a sale in the catalogue and I sent for a coat. When it came Mary said she didn't like it, that she wouldn't like any but the one down town. I told her we'd just hang the coat up and wait and see. She finally start-

ed to wear it."

One of the parents mentioned that she allowed her daughter to go ahead with a purchase of which she did not approve, hoping that the girl would learn from the experience. "Lucy doesn't always see what's practical in clothes. Now, take that pink sweater she wanted. I knew it wouldn't stay clean a day, but she was bound to have it. I said to my husband, 'Maybe if we let her get that sweater she'll learn, and if she learns, it will be worth it.' She bought the sweater and she's had to wash and wash it. But you know, I think she still likes that sweater."

Some elements or combinations of elements, such as the ones illustrated above, were reported in relation to almost all of the purchases described by pupils and parents. There is no intent to imply here that the specific elements described were particularly likely to be present in the buying of clothes. However, it does seem fair to conclude that some such elements were likely to be present.

Factors considered in purchasing clothes for teen-agers. The pupils and their mothers were also asked whether certain factors had been considered in making the purchases which they described. Table XXVII indicates that, of these factors, the ones which were most often given consideration by both mothers and daughters were personal preferences for color and style, the cost of the garment, and its expected use. Quality of fabric and construction were weighed by a smaller proportion of both groups, and by an even smaller proportion of pupils than of parents.

The comments made by pupils and parents about the consideration given to color preference, style preference, and expected uses in the

TABLE XXVII
FACTORS CONSIDERED IN THE PURCHASE OF OUTERGARMENTS
FOR TEEN-AGE GIRLS

Factors considered in making purchases	Percentage who considered factor	
	Pupils (N = 31)	Parents (N = 29)*
Cost of garment.....	80	66
Color preference.....	80	76
Style preference.....	74	62
Expected use of garment.....	61	66
Care required by garment.....	39	52
Fit or comfort of garment.....	32	22
Quality of fabric.....	19	45
Quality of construction.....	16	34

*Two mothers declined to describe purchases because they had not participated in any.

purchase of these garments supports the viewpoint which had been expressed by the total group of parents concerning the importance of these factors in relation to teen-agers' clothes in general.¹ The statements most often made about color were that the purchasers had looked for a color which was becoming to the girl and which the girl liked. A few of the pupils said they wanted to try a new color, and one parent said a certain color had been chosen because it wouldn't show the dirt. Styles that were flattering to the girl's figure, that the girl liked, and that were similar to the ones other girls were wearing were the kinds most frequently chosen by both mothers and daughters.

About half of the pupils and of the parents said that they had a

¹Cf., p. 94.

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price range in mind when they went shopping for these garments. About a sixth of the reported articles had been bought on sale.

That a garment could be washed or that it would infrequently require dry-cleaning were factors considered by about a third of the pupils and half of the parents. In a few instances the purchasers indicated that they realized the garment would be difficult to wash and iron or expensive to keep cleaned, but that they wanted it so much that they bought it anyway.

No comment stood out in relation to fit and comfort except the difficulty in getting a good fit because of the girls' figure problems.

Fabric and construction that would stand up under wear seemed to be the concern of the persons who said they considered these factors. One girl and two parents said they chose a particular garment because the fabric had an "expensive" look.

Time of planning for clothing purchases. Another aspect of the setting for the purchase of clothing is the period of time over which a purchase is planned. It will be recalled that somewhat over a third of the total group of parents said that they often planned about a year in advance for the purchase of large items like coats, and that over a fourth said that this was sometimes true for them.² In the interviews the pupils and parents were asked for how long a period of time they had planned to buy the outergarment whose purchase they described. Five pupils and five parents described the purchase of a coat; all five parents reported that they had planned their purchases for between three months and a year, but

²Cf., p. 95.

only two of the pupils reported this long a planning period. It may be that the parents had done some planning before the daughter was included, or it may be that the parents thought the longer period of time was the preferred behavior and, thus, the preferred answer.

For the purchases of dresses, skirts, blouses, and sweaters, about a fourth of the pupils and of the parents reported that they had bought the articles on the spur of the moment without any previous planning. Another fourth had planned their purchases for about a week; and half, for a period of a week to a month. Thus, it would appear that purchases of clothes, with the exception of large items, had been planned over relatively short periods of time.

Sources of money for the teen-age girl's clothing. Still another part of the setting for the purchase of the teen-age girl's clothing is the source of the money with which her clothes are purchased. The pupils were asked to indicate whether certain practices with respect to money for clothes were followed often, sometimes, or seldom, in their cases. The "often" and "sometimes" responses are summarized in Table XXVIII. With each advance in class, a larger proportion of the pupils earned some of the money with which their clothes were purchased. Almost all of the Homemaking III pupils did so. Conversely, the proportion of parents who paid for their daughters' clothes was smaller in the older than in the younger groups.

TABLE XXVIII

SOURCES FROM WHICH HOMEMAKING PUPILS RECEIVE MONEY
FOR CLOTHES

Sources of money for clothes	Percentage of pupils		
	Homemaking I (N = 49)	Homemaking II (N = 30)	Homemaking III (N = 22)
Parents pay for clothes.....	90	74	46
Pupils use allowance for clothes.....	54	47	23
Pupils earn money for clothes..	49	83	91

Patterns of Participation in the Purchase of Clothing

Beliefs of parents and pupils relative to who should purchase the pupils' clothing. The parents were asked to indicate whether they thought the clothing for children of various ages should usually be purchased by the parent alone, by the child alone, or by the parent and child together. According to Table XXIX, it was the belief of most of

TABLE XXIX

PERSONS WHO PARENTS BELIEVE SHOULD PARTICIPATE IN THE
PURCHASE OF CLOTHING FOR CHILDREN

Children	Percentage of parents who believe clothes for children should be selected		
	By parents, alone	By child, alone	By parents and child, together
Children under six (N = 78)*.....	76	0	24
Children from six to twelve (N = 80).....	13	0	88
Teen-age girls (N = 80).....	0	18	83
Teen-age boys (N = 73).....	1	16	82

*Not all of the 81 parents responded to these items.

the parents that until a child reached the age of six, the parents should select his clothing. However, about a fourth of them thought the young child should also be included in the selection process. After a child reached six years of age, most of the parents thought that the selection of his clothes should be made by the parent and child together. About a sixth of the parents thought that their teen-age sons and daughters should usually be allowed to select their clothes alone.

The parents were also asked to name any garments of teen-age apparel which should be selected by the teen-ager alone, by the parents alone, or by the teen-ager and parent together. The over-all proportion of parents who named garments was small and yet the responses did give some insight into the thinking of parents on this matter. Over a tenth of them named coats and underclothing as articles which should be selected by parents alone. In explanation, it was stated that parents ought to take the responsibility for choosing garments which were expensive or which would have to be worn for a long time. Several of the mothers wrote that as a matter of convenience they usually purchased "standard" items, such as socks and underwear.

Garments of teen-age apparel which over a tenth of the parents thought it would be wise for their daughters to choose for themselves were: blouses, dresses, skirts, sweaters, shoes, and undergarments. However, they tended to qualify their statements with such comments as, "if she will use reason," "with pointers from me," or "with my approval."

Garments named by over a tenth of the parents as being ones which should be jointly selected by a teen-age girl and her parents were: coats, dresses, skirts, and shoes. Again, the parents thought that they

should participate in the selection of the more expensive items and should give advice on such factors as color and style, washability, and care and time required for upkeep.

Table XXX indicates that the pupils were in general accord with the beliefs of their parents as to who should choose their clothing.

TABLE XXX

PERSONS WHO HOMEMAKING PUPILS BELIEVE SHOULD PARTICIPATE IN
THE PURCHASE OF THEIR CLOTHING

Persons who should participate in the purchase of clothing	Percentage of pupils					
	Homemaking I (N = 49)		Homemaking II (N = 30)		Homemaking III (N = 22)	
	Often	Sometimes	Often	Sometimes	Often	Sometimes
Parent, alone.....	4	25	0	20	0	9
Pupil, alone.....	14	59	16	63	23	68
Pupil and parent, together	49	45	30	60	9	68

Very few of the pupils thought that their parents should often choose clothes for them, but somewhat more of them thought that this was sometimes all right. It appears that most of the pupils thought that they should sometimes be allowed to choose their own clothes and that sometimes their parents should participate in the selection. The proportion of pupils who thought they should often choose their own clothes was slightly larger in the advanced class than in the beginning ones. This seems reasonable in view of the age difference in the groups.

Practices relative to patterns of participation in the purchase of clothing for teen-age girls. The pupils were asked to indicate who

usually participated in the selection of certain of their garments. As is shown in Table XXXI, over half of the pupils indicated that they usually chose undergarments and scarfs or kerchiefs by themselves, while about half of them reported that they had the help of their parents in selecting shoes, sweaters, and blouses. For over three-fourths of the pupils, the selection of a good dress or a winter coat was a joint pupil-parent project. A relatively small proportion of the pupils indicated that garments were chosen by parents alone. The articles most often

TABLE XXXI

PERSONS WHO USUALLY SELECT CERTAIN GARMENTS FOR HOME MAKING PUPILS

Garment	Percentage of pupils for whom garments are usually purchased			
	By pupil alone	By parent alone	By pupil and parent	By pupil and girl friend
Panties (N = 99)*.....	69	11	18	2
Scarf or kerchief (N = 95).....	67	6	16	11
Ankle socks (N = 101).....	56	11	27	6
Slip (N = 101).....	51	14	31	5
Shoes (N = 101).....	33	3	55	9
Sweater (N = 101).....	32	4	49	16
Blouse (N = 101).....	28	6	48	19
Good dress (N = 99).....	10	3	78	9
Winter coat (N = 98).....	4	2	88	6

*Not all of the 101 pupils responded to all of the items.

chosen in this manner were the undergarments: slips, panties, and ankle socks. It is interesting to note that blouses and sweaters, two common articles of school apparel, were the ones which were most often chosen in the company of a girl friend.

Figure 1 shows a schematic diagram of a 2D hexagonal lattice. The lattice is composed of solid black circles representing atoms. A central atom is labeled 'A'. To its right is an atom labeled 'B'. Above 'A' is an atom labeled 'C'. Below 'A' is an atom labeled 'D'. To the left of 'A' is an atom labeled 'E'. To the right of 'B' is an atom labeled 'F'. The lattice is bounded by a dashed line on the right. The top and bottom edges are labeled 'Top' and 'Bottom' respectively. The left edge is labeled 'Left' and the right edge is labeled 'Right'.

The proportion of the pupils in each homemaking class who selected certain garments for themselves, without help from other persons, is given in Table XXXII. For most of the garments, a considerably greater proportion of the advanced than of the beginning pupils made selections for themselves. This did not appear to be the case, however, with good dresses and winter coats. Relatively small proportions of the pupils at any class level chose these garments alone.

TABLE XXXII

GARMENTS WHICH WERE USUALLY PURCHASED ALONE BY PUPILS IN
HOMEMAKING I, II, AND III

Garment	Percentage of pupils		
	Homemaking I (N = 49)	Homemaking II (N = 30)	Homemaking III (N = 22)
Panties.....	61*	60	91
Scarf or kerchief.....	53 [#]	70*	77
Ankle socks.....	49	50	82
Slip.....	43	43	77
Shoes.....	25	23	64
Sweater.....	20	33	55
Blouse.....	18	27	50
Good dress.....	9*	7	18
Winter coat.....	4 ⁼	3	5

*Two pupils did not respond.

[#]Four pupils did not respond.

⁼Three pupils did not respond.

Thus, it would seem that the practices which were followed in the selection of clothes for teen-age girls in Plainfield were, in general, in accord with the stated beliefs of the homemaking pupils and their parents relative to the persons who should participate in the purchase of such apparel.

Participation of homemaking pupils in the selection of clothes for other persons. In order that some information might be obtained concerning the participation of teen-agers in the purchase of clothes for other persons, the homemaking pupils were asked whether or not they had helped in choosing certain garments for others during the past year. The list of garments included ones which were thought to be commonly given as gifts. Table XXXIII indicates that many of the pupils did take part

TABLE XXXIII

PARTICIPATION OF HOMEMAKING PUPILS IN THE PURCHASE OF GARMENTS
FOR OTHER PERSONS

Garments purchased for other persons	Percentage of pupils (N = 101)
For mothers, sisters, girl friends:	
Blouse.....	70
Hose.....	68
Dress.....	61
Sweater.....	60
Slip.....	56
Scarf or kerchief.....	55
Gloves or mittens.....	41
Pajamas or nightie.....	39
For fathers, brothers, boy friends:	
Shirt.....	72
Socks.....	70
Tie.....	51
Gloves or mittens.....	38
Sweater.....	30
Scarf.....	26
Pajamas.....	22

in the selection of these garments for other persons. The garments of feminine apparel which over half of them had helped to select were:

blouses, hose, dresses, sweaters, slips, and scarfs. The articles of masculine apparel which a similar proportion had helped to choose were: shirts, socks, and ties.

Garments Purchased During the Past Year

Garments purchased ready-to-wear for teen-age girls. The proportions of the Plainfield homemaking pupils who, during the past year, had obtained certain garments as ready-to-wear purchases and as gifts is given in Table XXXIV. The proportions of pupils who indicated that they had received the garments from any source, made at home or handed-down, as well as by buying them or receiving them as gifts, is also included for purposes of comparison. Six of the garments listed, ankle socks, skirt, blouse, panties, slip and shoes, had been obtained from some source by over 90 per cent of the pupils; and four others, sweater, dress, hose, and coat or jacket, by over three-fourths of the group. In the case of most of the garments, the major proportion of the pupils who had obtained a garment at all, had obtained at least one as a ready-to-wear purchase. For example, 80 per cent of the pupils said they had acquired a dress and almost three-fourths of this group indicated that at least one dress had been purchased ready-to-wear. In fact, for only three garments, housecoats or bathrobes, aprons or smocks, and suits, had less than half of the pupils who obtained them bought them ready-to-wear.

The pupils were not asked to distinguish between gifts of clothing which they had received from members of their immediate families and from persons outside their families. In view of the fact that giving gifts of clothing was a common family practice, it is probable that some of the

TABLE XXXIV

GARMENTS OBTAINED DURING THE PAST YEAR AS READY-TO-WEAR PURCHASES
AND AS GIFTS BY HOMEMAKING PUPILS (N = 101)

Garments	Percentage of pupils who obtained garments		
	From any source*	As ready-to-wear purchases	As gifts
Ankle socks.....	96	90	13
Skirt.....	95	66	8
Blouse.....	94	63	15
Panties.....	93	84	12
Slip.....	91	76	19
Shoes.....	91	89	2
Sweater.....	85	62	19
Dress.....	80	56	3
Hose.....	80	67	20
Coat or jacket.....	77	70	7
Pajamas or nightie.....	72	41	19
Scarf or kerchief.....	72	41	35
Jeans.....	71	68	2
Gloves or mittens.....	67	36	30
Slacks or shorts.....	61	48	2
Housecoat or bathrobe...	49	14	17
Apron or smock.....	42	13	15
Hat.....	42	29	5
Suit.....	30	14	0

*Obtained as ready-to-wear purchases, gifts, made at home and handed-down.

garments which were reported as gifts should actually be considered as purchases of ready-to-wear. However, while it is probable that the proportion of pupils who received garments as gifts can, in general, be considered to swell the proportion who obtained ready-to-wear garments, two cautions should be placed on this interpretation. First, some of the garments reported as gifts may have been made at home, and second,

some of the pupils reported that they had received certain garments both as gifts and as ready-to-wear purchases. Scarfs or kerchiefs, gloves or mittens, hose, slippers, sweaters, and pajamas were the articles of apparel most commonly received as gifts by the Plainfield homemaking pupils.

Places in which articles of clothing for family members were purchased. Because it was considered important to learn where, as well as whether, articles of clothing had been purchased, the parents were asked if certain garments had been bought in the past year in Plainfield, in other towns, or by mail. A substantial proportion of the parents had patronized each of the three: local stores, out-of-town stores, and mail-order houses. All of the 81 parents said that some apparel for women and girls had been purchased locally; four-fifths indicated that such purchases had been made in other towns, and somewhat over half had ordered garments by mail. Only 70 of the parents responded to the section of the questionnaire which dealt with clothing for men and boys. In a few instances, this was because the family group did not include any masculine members. In other cases, it may have been that the parents failed to see a relation between clothing for men and boys and the curriculum in homemaking, and therefore, omitted the section. Of the 70 parents who did respond, all had purchased some clothing for men and boys in Plainfield; over two-thirds had gone to other towns to do so, and a half had ordered garments by mail.

Table XXXV indicates the proportions of parents who reported that specific garments for women and girls had been purchased in these various places. Again, the proportion who reported that garments had been obtained

TABLE XXXIV

GARMENTS FOR WOMEN AND GIRLS PURCHASED IN PLAINFIELD, IN OTHER TOWNS,
AND BY MAIL DURING THE PAST YEAR BY FAMILIES OF HOMEMAKING
PUPILS (N = 81)

Garments	Percentage of parents who reported that garments were obtained			
	From any source*	As ready-to-wear purchases		
		In Plain- field	In another town	By mail
Ankle socks.....	100	82	22	19
Panties.....	100	83	25	26
Slip or petticoat.....	100	75	30	26
Shoes.....	100	88	38	7
Blouse.....	98	83	42	22
Skirt.....	98	70	40	22
Hose.....	94	85	20	11
Dress other than house dress...	93	56	52	17
Scarf or kerchief.....	91	84	21	4
Jeans.....	90	79	12	15
Pajamas or nightie.....	90	46	20	25
Sweater.....	89	63	35	19
Coat or jacket.....	88	47	44	19
Gloves or mittens.....	86	69	19	7
Slacks or shorts.....	69	42	16	12
House dress.....	68	41	12	11
Housecoat or bathrobe.....	61	21	15	15
Hat.....	59	38	20	4
Suit.....	33	14	12	7

*Purchased ready-to-wear and made at home.

from either ready-to-wear or made-at-home sources is included for purposes of comparison. It can be noted that some of each of the garments were bought in all three places. In the case of every garment, a larger proportion of parents reported that it had been purchased locally than reported it had been purchased out-of-town. For some garments, however,

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this difference was very small; dresses other than house dresses, coats or jackets, and suits were acquired in local stores and in out-of-town stores by almost equal proportions of families. The garments for which over a third of the parents reported that they had gone out-of-town were: sweaters, skirts, blouses, and shoes, in addition to coats or jackets, and dresses other than housedresses. The garments which were ordered by mail by a fourth or more of the families were panties, slips, and pajamas or nighties. Thus, it appears, that the garments for girls and women which were most commonly purchased in out-of-town stores were outer garments in which fashion was likely to be an important consideration. Those most commonly purchased by mail were undergarments in which fashion was not so likely to play an important role. It should, however, be noted that in a fair proportion of families, garments which are usually considered fashion items were purchased from mail-order houses.

A similar report on the garments purchased for men and boys is given in Table XXXVI. The same general statements can be made for these garments as was made for those of women and girls. Some of each of the garments were bought in Plainfield, out-of-town, and by mail. All but two of the garments had been purchased locally by a larger proportion of families than had gone out-of-town for them. Almost twice as many parents reported buying suits in out-of-town stores as reported buying them locally. Bathrobes were bought in Plainfield and in other towns by about equal proportions of families. Three garments had been purchased out-of-town by more than a third of the families: dress shirts, sport shirts, and coats or jackets. Those articles which had been ordered by mail by a fifth of the families were undershirts or shorts, dress

TABLE XXXVI

GARMENTS FOR MEN AND BOYS PURCHASED IN PLAINFIELD, IN OTHER TOWNS,
AND BY MAIL DURING THE PAST YEAR BY FAMILIES OF HOMEMAKING
PUPILS (N = 70)*

Garments	Percentage of parents who reported that garments were obtained			
	From any source [#]	As ready-to-wear purchases		
		In Plain- field	In another town	By mail
Socks.....	97	94	29	14
Overalls or jeans.....	93	86	20	16
Gloves or mittens.....	91	89	14	7
Shoes.....	91	93	26	7
Undershirts or shorts.....	91	79	19	20
Dress shirt.....	84	61	34	20
Coat or jacket.....	83	56	36	20
Separate trousers or slacks.....	80	49	29	17
Sport shirt.....	80	50	34	17
Pajamas.....	71	36	16	16
Tie.....	61	57	17	3
Suit.....	47	17	30	1
Sweater.....	46	31	11	10
Bathrobe.....	24	9	10	9

*Eleven parents (4 from Homemaking I, 2 from Homemaking II, and 5 from Homemaking III) did not respond to the section of the questionnaire dealing with men's and boys' clothes.

[#]Purchased ready-to-wear and made at home.

shirts, and coats or jackets. For Plainfield families, the undergarments and dress shirts can probably be considered rather standard items. It would be interesting to know whether the coats and jackets which were purchased in out-of-town stores were different in their style requirements from those ordered by mail. That is, were work jackets more prevalent in one group than another?

The responses of the parents also revealed that clothing for the families of the Plainfield homemaking pupils had been purchased during the past year in 17 towns and five states. However, only two of the towns were mentioned as sources of clothing by any appreciable number of parents. These towns had populations of approximately 100,000 and 50,000 and were within 30 miles of Plainfield. Three-fourths of the families had bought clothing in the larger town, and a fifth, in the smaller. Thus, these two towns should probably be considered as important supplements to Plainfield as shopping centers for clothing for the people of that community.

The fifteen other towns were each mentioned by only one or two parents. They ranged in population from about 1,000 to over 1,000,000 and in distance from Plainfield from 10 miles to 135 miles. The most distant town was a small one of 2,000 population. The five states which were mentioned were Alabama, Florida, Illinois, Indiana, and Texas. It would seem probable that the purchasing of clothing done in these centers was, for the most part, incidental to other activities such as visiting or vacationing; that is, a trip was probably not made to these towns or states for the specific purpose of purchasing clothes.

Expenditures for Clothing for the Teen-age Girl

Yearly expenditures for clothing. Both the pupils and parents were asked whether they had kept records of expenditures for clothes and whether they knew approximately the amount which was spent for the pupils' clothes in a year. Table XXXVII indicates that such record

TABLE XXXVII

HOMEMAKING PUPILS AND PARENTS WHO KEPT RECORDS OR HAD KNOWLEDGE OF THE
AMOUNT OF MONEY SPENT FOR CLOTHES IN A YEAR

Record or knowledge of expenditures	Percentage of pupils (N= 101)	Percentage of parents (N = 81)
Kept records of expenditures for clothes.....	13	11
Knew the approximate amount spent in a year for pupil's clothes.....	27	41

keeping was not a common practice among the homemaking pupils or their parents, for only slightly over a tenth of each group reported following this practice. However, larger proportions of both groups, a fourth of the pupils and two-fifths of the parents, thought they knew about how much was spent in a year for the pupils' clothing. When the parents were asked whether they thought their daughters ought to be aware of the amount of money spent for clothes for them, almost three-fourths of them replied, "Yes."

The homemaking pupils were asked, if they knew, to tell the approximate amount of money which had been spent for their clothes during the past year. Twenty-seven of the pupils answered this question. The proportion of pupils who did so was greater in the advanced classes than in the beginning one; about a sixth of the Homemaking I pupils, a fourth of those in Homemaking II, and half of those in Homemaking III replied. The amounts which were given ranged from \$15.00 to \$425.00.

The following method was used in arriving at a judgment as to whether the amount given was reasonably accurate. The following informa-

tion for each pupil was assembled from the questionnaire which she had filled out: the garments which she said she had obtained in the past year as ready-to-wear purchases or made at home and the amount of money which she said she would expect to pay for certain garments. Using this information and such other impressions as had been obtained during rather brief contacts with the pupils and with some of the parents, the writer made a judgment as to whether the amount given by the pupil was low, probably accurate, or high. The homemaking teachers were then given the information which had been assembled along with the investigator's judgments and were asked to indicate whether or not they agreed. It was pointed out to the teachers that they had observed the pupils over a longer period of time and had more information concerning the volume of clothing which the girl possessed than had the investigator. The teachers agreed with the investigator's judgment for 19 of the 27 pupils. In cases of disagreement the teacher's judgment was accepted as likely to be the more accurate.

On the basis of these judgments, five of the pupils were considered to have given amounts which were high; three, low; and nineteen, reasonably accurate. The range in the amounts which were considered reasonably accurate was from \$25.00 to \$200.00.

It is recognized that the treatment of these data was subject to the error of human judgment. However, the following summary statements would seem to be justified. A goodly proportion of the pupils who said that they knew about how much money had been spent for their clothes in a year were able to state an amount which seemed reasonably accurate. Other pupils gave amounts which, in all probability, were higher or lower

than the actual amount of money expended. Within the amounts of money accepted as accurate, there was a fairly wide range in the amounts expended in a year for clothing by different pupils.

Expected costs for various garments. An effort was made to obtain information concerning the price ranges within which the pupils and parents expected to buy garments by asking each of them to give the approximate amount which they would expect to pay for certain articles of teen-age apparel. The pupils were encouraged not to respond to this section of the questionnaire unless they knew with certainty the amount that they would expect to pay. For none of the nine garments were there responses from all the pupils or all the parents. A few pupils and parents omitted the section entirely; others did not make responses for specific items. A few parents said they did not give amounts for certain items because they usually made them at home and were not familiar with the current market prices. The persons who did not respond seemed to be divided about proportionately among the three classes in homemaking.

Table XXXVIII is a summary of the responses of the pupils which includes for each garment: the median in dollars of the amounts which the pupils said they would expect to pay, the range for the middle half of the pupils, and the total range in the group. It would seem that with respect to the amounts of money which they expected to pay for certain articles of apparel, the Plainfield homemaking pupils were a relatively homogeneous group. Fifty per cent of the pupils estimated amounts within a range of 20 cents for ankle socks, 25 cents for panties, \$1.00 for slips and blouses, \$1.50 for shoes, \$3.00 for sweaters, \$4.00 for dresses, and \$10.00 for coats. On the whole, the estimates appear to the writer

TABLE XXXVIII

MEDIAN AMOUNTS OF MONEY AND RANGE IN AMOUNTS WHICH HOME MAKING PUPILS
EXPECTED TO PAY FOR CERTAIN ARTICLES OF TEEN-AGE APPAREL

Article of apparel	Median amount in dollars	Interquartile range in dollars	Total range in dollars
Ankle socks (N = 93)*.....	.49	.39 - .60	.25 - 2.00
Panties (N = 84).....	.59	.45 - .70	.25 - 2.00
Slip (N = 87).....	2.98	1.98 - 3.00	1.00 - 8.00
Blouse (N = 93).....	2.98	2.00 - 3.00	1.00 - 5.50
Sweater (N = 84).....	4.50	3.00 - 5.98	1.98 - 9.00
Good dress (N = 89).....	9.98	7.98 - 12.00	2.98 - 17.50
Winter coat (N = 86).....	30.00	25.00 - 35.00	10.00 - 72.00
Shoes (N = 95).....	6.00	5.00 - 7.50	2.50 - 10.95

*For no garment did all of the 101 pupils estimate an amount that they would expect to pay.

to be those of a group of people who were fairly conservative in their expenditures for clothes.

Since homemaking class, or more probably age level, had appeared to be related to some other aspects of the clothing problem, it was thought desirable to determine if there were differences in the amounts of money which the Homemaking I, II, and III pupils expected to pay for various garments. In order to do this, the amounts estimated by the pupils in each class group were tabulated in two cells; the median and above in one cell, and those below the median in the other. From these data chi-squares were computed. As is revealed in Table XXXIX, for only three garments, slip, blouse, and good dress, did the chi-square value indicate a difference in the responses of the class groups which was significant at either the .05 or .01 levels. For these three garments,

TABLE XXXIX

AMOUNTS OF MONEY WHICH PUPILS IN THE HOMEMAKING I, II, AND III CLASSES
EXPECTED TO PAY FOR CERTAIN ARTICLES OF TEEN-AGE APPAREL

Article of apparel and expected cost in dollars	Number of pupils			χ^2
	Homemaking I,	Homemaking II,	Homemaking III	
Ankle socks (N = 93)				
.49 or over.....	26	18	11	
under .49.....	17	11	10	.51
Panties (N = 84)				
.59 or over.....	23	14	10	
under .59.....	15	12	10	.65
Slip (N = 87)				
2.98 or over.....	13	17	18	
under 2.98.....	25	10	4	13.88*
Blouse (N = 93)				
2.98 or over.....	17	15	18	
under 2.98.....	27	13	3	22.70*
Sweater (N = 84)				
4.50 or over.....	15	13	14	
under 4.50.....	23	12	7	4.06
Good dress (N = 89)				
9.98 or over.....	16	12	18	
under 9.98.....	26	15	2	36.64*
Winter coat (N = 86)				
30.00 or over.....	18	15	12	
under 30.00.....	21	13	7	1.54
Shoes (N = 95)				
6.00 or over.....	26	15	15	
under 6.00.....	20	13	6	1.78

*Significant at the .01 level.

for which more of the advanced pupils expected to pay higher prices than did the less advanced ones, the differences reached the .01 level of

significance. It may be that differences in the amounts of money which older and younger girls expect to pay for these particular articles of apparel can be partially explained in terms of a relation between preferences for certain types of garments and a developing concept of femininity.

The problem of whether there was a difference in the amounts which the pupils and the parents said they would expect to pay for certain garments was approached in two ways. First, the responses for the group of parents and for the group of pupils were treated in the same manner in which those for the pupils at different class levels had been treated. The resulting chi-square values did not indicate that for any garment there was a significant difference in the costs estimated by the pupils and by the parents.

In the second approach to this problem, the difference was computed between the cost estimated by a pupil and by her parent. When this difference was 3 per cent or less of the cost estimated by the parent, the pupil and parent were considered to be estimating the same amount. For example, if a pupil said she expected to pay \$.98 for an article and her parent said \$1.00, it was believed that they had the same amount of money in mind. It was thought that this adjustment would allow for sales tax and for common practices in price setting. Table XL reports the similarities and differences in the costs which were estimated by pupils and parents. Perhaps the first thing to be noted from this table is that for no article were there responses from all of the 81 pupil-parent pairs. By way of explanation, it should be added that for each garment there was representation from each homemaking class in the complete responses. The number of responses for the various garments ranged from 35 to 42 out of a possible 43 in the Homemaking I group. In Homemaking II

TABLE XL

DIFFERENCES IN THE AMOUNTS OF MONEY WHICH HOME MAKING PUPILS AND THEIR
PARENTS EXPECTED TO PAY FOR CERTAIN ARTICLES
OF TEEN-AGE APPAREL

Article of teen-age apparel	Percentage of pupil-parent pairs who expected to pay the same amount*	Range of difference in dollars in the amounts a pupil and her parent expected to pay					
		For the half of pupil-parent pairs with smallest differences			For all pupil- parent pairs		
		Pupil higher	to	Pupil lower	Pupil higher	to	Pupil lower
Ankle socks (69 pupil-parent pairs)	23	.07	-	.06	.65	-	.24
Panties (63 pupil-parent pairs)	27	.15	-	.14	1.51	-	.60
Slip (65 pupil-parent pairs)	32	.50	-	.50	2.98	-	1.50
Blouse (70 pupil-parent pairs)	30	.50	-	.50	1.30	-	2.00
Sweater (64 pupil-parent pairs)	19	1.00	-	1.00	4.00	-	3.00
Good dress (66 pupil-parent pairs)	20	1.00	-	1.00	9.00	-	8.00
Winter coat (64 pupil-parent pairs)	16	5.00	-	5.00	20.00	-	20.00
Shoes (73 pupil-parent pairs)	16	1.00	-	1.00	3.50	-	5.00

*Differences of 3 per cent or less based on a parent's estimated cost were tabulated as the same.

there were from 19 to 23 responses out of a possible 26, and in Homemaking III, 7 to 9 out of a possible 12. The picture of the amount that individual pupils and their parents expected to pay for certain articles of teen-age apparel appears, in general, to be one of agreement. Sixteen per cent of the pupils estimated the same cost as their parents for winter coats and shoes. An even higher proportion of pupils agreed exactly with their parents on the cost of other garments, reaching almost a third in the case of slips and blouses. When differences did exist, for at least half of the cases they were relatively small. For example, 50 per cent of the pupils estimated an amount within \$.07 of that estimated by their parents for ankle socks. For slips and blouses, half of the pupils gave expected costs within \$.50 of their parents. Only in the case of winter coats did the differences for the half of the pupil-parent pairs with the smallest differences extend beyond a range of \$1.00. That there were some pupils who differed substantially from their parents in their opinions as to how much they would expect to pay for various garments is indicated by the total range in differences for all pupil-parent pairs.

"Buying Clothing" in the Plainfield Curriculum
in Homemaking

As is indicated in Table XLI, a relatively small amount of time had been devoted to the study of buying clothing in the homemaking classes in Plainfield in 1953-54. About a week had been spent in such study in the Homemaking I classes, and about two days in each of the Homemaking II and III classes.

TABLE XLI

TIME ALLOTTED TO THE STUDY OF BUYING CLOTHING IN THE HOME MAKING CURRICULUM

Homemaking class	Time spent in study of clothing	Time spent in study of buying clothing	
	Days	Days	Per cent
Homemaking I.....	56	5	9
Homemaking II.....	49	2	4
Homemaking III.....	50	2	4

The pupils in Homemaking I had studied about the characteristics and wearing qualities of cotton and nylon undergarments which were made of woven or knitted fabrics. They had also given attention to factors to be considered in the purchase of full length hose. They had tried to become more intelligent purchasers of fabrics for garments to be made at school, giving consideration to the various characteristics which affect the wearing quality of a fabric, learning about the different weaves by which fabrics are made and about the finishes which are applied to them, and learning to identify such commonly used cotton fabrics as: broadcloth, chambray, denim, flannel, gabardine, piqué, and seersucker, among others.

The Homemaking II pupils compared the costs of ready-to-wear garments with those made at home. They also gave consideration to the purchasing of wool and synthetic fabrics for garments to be made at school.

The major concern of the Homemaking III pupils, in this respect, was the purchasing of suitable fabrics for a garment to be made. They

.....
.....
.....

paid particular attention to the characteristics of such synthetics as nylon, dacron, dynel, and orlon.

Opinions of Pupils and Parents Concerning "Buying Clothing"
in the Curriculum in Homemaking

The opinions of the pupils and of the parents concerning the emphasis which should be placed on buying clothing in the curriculum in homemaking are to be seen in Table XLII. A relatively large proportion of both pupils and parents thought that more attention should be given to buying clothes for the teen-age girl than is now given, and none believed that less attention should be accorded this aspect. It would appear that both pupils and parents were more interested in having teen-age girls study about buying clothing for themselves than for other family members.

TABLE XLII

OPINIONS OF HOMEMAKING PUPILS AND THEIR PARENTS CONCERNING THE EMPHASIS
WHICH SHOULD BE GIVEN TO BUYING CLOTHING IN THE
CURRICULUM IN HOMEMAKING

Aspect of buying clothing	More emphasis		Less emphasis	
	Percentage of pupils (N = 101)	Percentage of parents (N = 75)*	Percentage of pupils (N = 101)	Percentage of parents (N = 75)*
Buying clothes for the teen-age girl.....	70	56	0	0
Buying clothes for other family members.....	29	19	14	16

*Six of the 81 parents did not respond to this question.



The free responses of pupils and parents as to what should be studied relative to buying clothing included: judging the difference between good and poor quality in materials, judging when a garment is well made, judging when a garment is a good value for the money, and learning the meaning of labels and trademarks on fabrics and garments.

The comments of pupils and parents concerning the importance of such study ran in the following vein: Most teen-age girls buy some of their own clothes now and will continue to buy clothes for themselves and for other people. Therefore, it is important for them to learn how to get value for money spent. It is also important for them to learn to get clothes that are attractive for people and that will be liked by them.

CHAPTER VI

MAKING CLOTHES

The general plan for this chapter which is concerned with the making of clothes will be the same as that for the two preceding chapters. A review of the beliefs and practices of the homemaking pupils and their parents, a description of the 1953-54 curriculum in homemaking, and a summary of the opinions of pupils and parents with respect to the homemaking curriculum, each in relation to making clothing, will be presented in that order.

Beliefs and Practices Relative to Making Clothing

The beliefs and practices of the homemaking pupils and their parents in relation to the making of clothing will be reviewed in four areas: (1) homemade garments as a source of clothing for family members, (2) number and type of garments made at home, (3) making over and altering clothing as a part of home sewing, and (4) reasons for sewing or not sewing.

Homemade Garments as a Source of Clothing for Family Members

Homemade clothing in the wardrobes of family members. It will be recalled that 60 per cent of the pupils in homemaking reported that they had obtained some homemade clothing in the past year.¹ A somewhat higher proportion of the parents (73 per cent) indicated that in their families

¹Cf., p. 83.

some garments for women and girls had been made in this period. However, only a third of the parents stated that this was true of garments for men and boys. Thus, it appears that in this respect the picture in Plainfield was similar to that revealed by the Bureau of Human Nutrition and Home Economics research relative to family clothing supplies.² In the majority of families, some home sewing was done, and the greater part of that sewing involved the making of clothes for women and girls.

Garments made at home for family members. Table XLIII shows the proportions of families in which garments had been made at home for women

TABLE XLIII

GARMENTS WHICH HAD BEEN MADE AT HOME FOR WOMEN AND GIRLS

Garments for women and girls	Percentage of families in which garments were obtained (N = 81)	
	From any source*	By making them at home
Ankle socks.....	100	4
Panties.....	100	2
Slip or petticoat.....	100	20
Blouse.....	98	44
Skirt.....	90	46
Dress other than house dress.....	93	32
Scarf or kerchief.....	91	1
Pajamas or nightie.....	90	35
Jeans.....	90	--
Sweater.....	89	4
Coat or jacket.....	88	5
Gloves or mittens.....	86	11
Slacks or shorts.....	69	19
House dresses.....	68	27
Housecoat or bathrobe.....	61	12
Apron or smock.....	59	42
Hat.....	59	4
Suit.....	33	6

*Purchased ready-to-wear and made at home.

²Cf., pp. 31-32.

and girls during the past year. The proportions of parents who reported that a garment had either been purchased or made at home is also included in this table for purposes of comparison. It will be noted that each of the garments, with the exception of jeans, had been made at home in at least one family. However, only six of the garments had been made in over a third of the families which reported obtaining such garments during the year. These articles were: blouses, shirts, house dresses, other dresses, pajamas, and aprons or smocks. Only one of these, aprons or smocks, had been made at home by over half of the families who had acquired them during the year.

The picture concerning the proportions of homemaking pupils who had secured various homemade garments during the year did not differ greatly from the proportions of families in which such garments had been acquired, with two exceptions. Only 4 per cent of the pupils had obtained homemade slips, and only 13 per cent, homemade aprons or smocks. It is the belief of the writer that it was probably the little girls in the families for whom the slips were made, and that it was the mothers who acquired the aprons.

The proportions of families in which various garments had been made for men and boys are reported in Table XLIV. Only for pajamas does the proportion of families in which the garment was made at home approach being a third of the families in which the garment was acquired during the year. Sport shirts were made in about a fourth of the families who obtained them.

In these Plainfield families, then, it appears that both for women and girls and for men and boys, home sewing was concentrated in a few general types of garments.

TABLE XLIV

GARMENTS WHICH HAD BEEN MADE AT HOME FOR MEN AND BOYS

Garments for men and boys	Percentage of families in which garments were obtained (N = 70)*	
	From any source#	By making them at home
Socks.....	97	1
Overalls or jeans.....	93	6
Gloves or mittens.....	91	7
Undershirts or shorts.....	91	6
Dress shirt.....	84	4
Coat or jacket.....	83	9
Separate trousers or slacks.....	80	1
Sport shirt.....	80	17
Pajamas.....	71	23
Tie.....	61	1
Bathrobe.....	24	1

*Eleven of the 81 parents did not respond to the section of the questionnaire dealing with men's and boys' clothing.

#Purchased ready-to-wear and made at home.

Numbers and Types of Garments Made at Home

While the preceding section dealt with the proportion of families in which home sewing was done, this section will give attention to the quantity and general type of home sewing done in the families of the Plainfield homemaking pupils.

Number of garments made at home. The information concerning the numbers and types of garments which had been made by various persons was obtained by asking both the pupils and the parents to list the articles which they had made at home during the past year and to tell from what material (fiber) each garment had been made. The reports which some of the pupils and some of the parents made were probably inaccurate due to their inability to recall all of the garments that they had made in a year's time. This was, perhaps, more likely to be the case for persons who had made many garments than for those who had made only a few. In fact, five of the mothers simply said they had made too many garments to remember and they did not even attempt to make a list. This probable inaccuracy should be kept in mind as Table XLV is reviewed. This table

TABLE XLV

NUMBER OF GARMENTS MADE AT HOME IN A YEAR BY HOMEMAKING PUPILS
AND BY THEIR PARENTS

Pupils and parents	Number of garments made at home		
	Median	Interquartile range	Total range
Homemaking I (N = 49).....	1	0 - 4	0 - 18
Homemaking II (N = 30).....	3	0 - 5	0 - 12
Homemaking III (N = 22).....	3	0 - 8	0 - 26
All homemaking pupils (N = 101).....	3	0 - 5	0 - 26
Parents (N = 76)*.....	4	0 - 10	0 - 61

*Five of the 81 parents responded that the garments they had made were too numerous to remember.

indicates that there was a great difference in the numbers of garments made by individual pupils and by individual parents, ranging from none

to 26 for the pupils, and from none to 61 for the parents. It further indicates that for the homemaking classes and for the parents, a fourth or more of each of the groups made no garment at home. Moreover, the number of garments made in a year by the majority of the pupils was not large. It did appear that the advanced pupils were more likely to make a greater number of garments than were the beginning ones. However, when chi-square test of significance was applied for the pupils at the different class levels who had made three (the median) or more garments and who had made less than three, the differences did not prove to be statistically significant.

Types of garments made at home. The garments which were made by the pupils and by the parent who had done the most home sewing give an interesting view of the type of garment construction which was done in the homes of the Plainfield homemaking pupils. The Homemaking I girl who had done the most sewing had made 18 garments: 4 blouses, 7 skirts, 2 dresses, 2 pajamas, 1 slip, 1 suit, and 1 weskit. All were made of cotton fabrics, except for a wool skirt and a rayon tafetta dress. Eleven of the 12 garments made by the Homemaking II pupil who had made the most garments were constructed of cotton fabrics: 4 blouses, 2 skirts, 2 shirts, 2 aprons, 1 dress. She had also made a wool skirt. The Homemaking III girl who had made 26 garments had made 12 aprons, 10 skirts, 2 baby dresses and 2 blouses. The blouses were of nylon fabric and all the rest of the garments were of cotton. Included in the 61 garments of the mother who had made the most garments were: 12 aprons, 13 dresses, 12 pajamas, 6 skirts, 6 shorts, 5 blouses, 3 shirts, 2 blouses and 2 slips.

One wool skirt and another of wool and orlon, two nylon blouses, a nylon slip, and an orlon dress were the only non-cotton garments among them.

That there was a preponderance of cotton garments among those made at home by both the homemaking pupils and their parents is shown in Table XLVI. About 90 per cent of the 349 garments which had been made by the pupils and an equal proportion of the 544 which had been made by the parents were constructed from cotton fabrics. It should be mentioned

TABLE XLVI

VARIOUS GARMENTS MADE BY HOME-MAKING PUPILS AND BY PARENTS FROM FABRICS OF COTTON AND OF OTHER FIBERS

Garments	Percentage of garments made by pupils (N = 349)			Percentage of garments made by parents (N = 544)		
	Cotton	Other fiber*	Total	Cotton	Other fiber*	Total
Skirt.....	27	5	32	12	3	15
Blouse.....	21	1	22	13	3	16
Dress.....	11	4	15	15	3	18
Apron.....	15	-	15	15	-	15
Shorts, slacks.....	5	-	5	4	-	4
Pajamas.....	4	-	4	8	-	8
Shirts.....	3	-	3	10	1	11
Housecoat, duster.....	2	-	2	2	-	2
Slip.....	2	-	2	2	1	3
Suit.....	1	-	1	1	-	1
Overalls.....	-	-	-	2	-	2
Panties.....	-	-	-	6	-	6
Totals#	91	10	101	90	13	103

*Wool, silk, or synthetic fibers.

#Totals exceed 100 per cent due to rounding.

that the accuracy of the information with respect to the fiber content of the fabrics may be limited by inadequate knowledge of fabrics on the part of the respondents. However, the writer believes that the pupils and parents would be likely to know whether or not a given fabric was a cotton one even though they might not be able to distinguish among other fibers with any degree of accuracy.

Table XLVI also reveals that over four-fifths of the garments made by the homemaking pupils were concentrated in four types of apparel: skirts, blouses, dresses and aprons. These four articles made up almost two-thirds of the garments which had been made by the parents.

By far the greater proportion (75 per cent) of the garments made by the homemaking pupils had been made for the pupils themselves. Mothers and sisters were most often the other persons for whom the pupils sewed. A few pupils said that they had made garments for a brother, a grandmother, a cousin, or a friend. One girl said she had made clothes for underprivileged children.

Making Over and Altering Clothing

The data relative to the families in which garments had been altered or made over were secured from the parents in response to a request to list the garments they had made over or altered during the past year and to describe the extent of the project. Fifty-eight per cent of the 61 parents reported some alterations or make-overs. Over half of those which were described consisted of lengthening or shortening skirts, dresses, slacks, and coats or coat sleeves. The remainder included more

extensive remodeling, such as making a child's coat from an adult's coat or making a child's overalls from a skirt.

The homemaking pupils were asked to check whether they often, sometimes, or seldom, took responsibility for making various alterations in their clothing. Almost two-thirds of the pupils indicated that they sometimes or often lengthened or shortened their skirts, while less than a third reported that they did other types of remodeling.

Therefore, it would seem that the most common type of alteration of clothing in these Plainfield families was adjusting the length of garments. More complex types of alterations or make-overs were reported by fewer pupils and parents.

Reasons for Sewing or Not Sewing at Home

Both the pupils and the parents were asked, if they had sewed in the past year, to tell why they had, and, if they had not done so, to tell why they hadn't. Tables XLVII and XLVIII are based on their free responses to these questions. It appears from Table XLVII, that the reasons for sewing most commonly recognized by the pupils who had sewed in the past year were that they liked to sew and that they saw this as a way of getting clothes that they needed or wanted. Many of the parents who sewed also recognized that they did so because they liked to. Many in this parent group viewed home sewing as a means of getting clothing more economically. Two further reasons for sewing which were mentioned by the pupil group were completing a 4-H project and learning how to sew. Relatively few of the pupils or parents mentioned specifically that they

sewed in order to get color, style, or fit which the ready-to-wear market did not provide in garments.

TABLE XLVII

REASONS FOR SEWING GIVEN BY HOMEMAING PUPILS AND PARENTS WHO HAD SEWED
AT HOME IN THE PAST YEAR

Reasons for sewing	Percentage of pupils (N = 64)	Percentage of parents (N = 52)
Enjoy sewing, sew for recreation.....	58	37
To get needed or wanted clothes.....	25	6
To get clothes for less money.....	16	42
To complete a 4-H project.....	14	--
To learn how to sew.....	13	--
To get desired colors or styles in clothes....	9	6
To get better fitting clothes.....	3	4
To get clothes that are different from those others are wearing.....	3	--
To get better quality clothes.....	--	10
To make use of unwearable garments.....	--	8
Totals*	141	113

*Total exceeds 100 per cent because some persons gave more than one reason.

As is shown in Table XLVIII, lack of time for sewing was the reason given by almost all of the parents who had not sewed during the past year. Almost two-fifths of these parents gave the further explanation that it was because they worked away from home that they did not have time to sew. Just over a third of the pupils indicated that they didn't have time to sew; a similar proportion said they did not enjoy sewing. About a fourth of the pupils and of the parents said that their failure to sew during the past year was because they didn't know how to sew very well.

That their sewing machines were not in good running order was stated by a fifth of the parents.

TABLE XLVIII

REASONS FOR NOT SEWING GIVEN BY HOMEMAKING PUPILS AND PARENTS WHO HAD NOT SEWED DURING THE PAST YEAR

Reasons for not sewing	Percentage of pupils (N = 37)	Percentage of parents (N = 29)
Didn't have time to sew.....	35	97
Don't enjoy sewing, prefer to do other things...	35	14
Don't know how to sew well.....	24	29
Didn't have money for fabric.....	5	--
Don't have sewing machine in running order.....	3	21
Mother does my sewing or daughter does our sewing.....	3	7
Don't like to wear what I make.....	3	--
Have been having trouble with eyes or have been ill.....	--	14
Can buy clothes as economically as they can be made.....	--	3
Totals*	108	185

*Total exceeds 100 per cent because some persons gave more than one reason.

"Making Clothing" in the Plainfield Curriculum in Homemaking

It is clear from Table XLIX that most of the time which was spent in the study of clothing in the homemaking classes in Plainfield in 1953-54 was devoted to the constructing of garments. In Homemaking I, almost three-fourths of the total time allotted to clothing was spent in this manner. The proportion of time in Homemaking II and in Homemaking III which was given to this aspect of clothing was even greater.

TABLE XLIX

TIME ALLOTTED TO THE STUDY OF MAKING CLOTHING IN THE HOMEMAKING CURRICULUM

Homemaking class	Time spent in study of clothing	Time spent in study of making clothing	
	Days	Days	Per cent
Homemaking I	56	41	73
Homemaking II	49	40	82
Homemaking III	50	41	82

In each year in homemaking, every pupil made one or more garments. These garments were selected on the basis of the pupil's wardrobe needs as she saw them, her abilities in clothing construction, and her personal desires. In Table L, the garments or combinations of garments which were constructed by the pupils in the different classes are shown. It will be noted that a large proportion of the members in each of the classes made skirts or blouses, or both. The variety in types of garments was greater in the advanced classes than in the beginning one. The proportion of pupils in the advanced classes who made garments which are usually considered more difficult to construct, such as suits and dresses, was larger than in the beginning class.

All but one of the garments made by the pupils in Homemaking I were made of cotton fabrics such as: broadcloth, chambray, corduroy, denim, embossed cotton, flannelette, plissé crepe, percale, and terry cloth. Three-fourths of the garments made in Homemaking II were constructed of such cotton fabrics. The other fourth was made of such fabrics as: rayon gabardine, wool flannel, and wool and orlon jersey. Of the garments

TABLE L
GARMENTS MADE AS CLASS PROJECTS BY PUPILS IN THE HOMEMAKING CLASSES DURING
1953-54

Garments or combinations of garments	Percentage of pupils		
	Homemaking I (N = 49)	Homemaking II (N = 28)*	Homemaking III (N = 21)*
Skirt and blouse or weskit....	24	21	33
Skirt or skirts.....	35	14	24
Duster, beach coat.....	16	--	5
Blouse.....	10	7	5
Dress.....	10	29	14
Slacks and blouse.....	4	--	--
Jumper and blouse.....	--	7	--
Pajamas.....	--	7	5
Suit.....	--	4	5
Slacks.....	--	4	--
Pajamas and skirt.....	--	4	5
Pajamas and shirt.....	--	4	--
Dress and blouse.....	--	--	5
Totals#.....	99	101	101

*Two of the Homemaking II pupils and one of the Homemaking III pupils were not enrolled in homemaking during the semester in which clothing construction was done.

#Totals do not equal 100 per cent due to rounding.

constructed by the Homemaking III pupils, almost three-fourths were of non-cotton fabrics, including in addition to those listed above: rayon taffeta, rayon satin, rayon serge, and nylon plissé.

In each of the classes, emphasis was placed on using time and material economically and on using construction processes which were appropriate for garment and fabric and likely to result in a well fitting garment. At each class level, also, an effort was made to encourage the

pupils to become increasingly independent and self-reliant in garment construction.

Opinions of Pupils and Parents Concerning "Making Clothing"
in the Curriculum in Homemaking

As can be seen in Table LI, relatively more parents than pupils thought that greater emphasis should be placed on the study of making garments for teen-age girls than was currently the practice in the curriculum in homemaking. On the other hand, a few pupils and a few parents thought that this aspect of clothing should receive less attention than it had. Both pupils and parents appeared to be much less concerned with having the girl make garments for other persons in the family than they were with having her learn to sew for herself.

TABLE LI

OPINIONS OF HOME MAKING PUPILS AND THEIR PARENTS CONCERNING THE EMPHASIS
WHICH SHOULD BE GIVEN TO MAKING CLOTHES IN THE
CURRICULUM IN HOME MAKING

Aspect of making clothes	More emphasis		Less emphasis	
	Percentage of pupils (N = 101)	Percentage of parents (N = 75)*	Percentage of pupils (N = 101)	Percentage of parents (N = 75)*
Making clothes for teen- age girls.....	39	59	8	3
Making clothes for other family members.....	15	16	30	25

*Six of the 81 parents did not respond to this section.

Of the specific suggestions from pupils and parents for the study of making clothing, a number were related to the development of desirable

habits of work: doing well whatever is done and finishing what is started. Others related to the development of judgment concerning the choice of garments to be made. Still others concerned the development of skill in specific construction processes, such as skill in fitting garments or skill in setting in a zipper. Several pupils and parents suggested that more advanced garments, like tailored suits, be made in Homemaking III. A few pupils and parents also thought that the pupils should be taught to make over garments.

It was in relation to the teaching of clothing construction that a few parents, recalling their own days in similar classes, made suggestions for teaching methods. For example, one mother thought it would be desirable to divide the pupils into groups according to their past experiences in sewing. Another suggested that each girl make a set of samples of the various construction processes.

More of the parents made suggestions for the study of making clothing than made suggestions for any of the other aspects under consideration.

CHAPTER VII

CARING FOR AND REPAIRING CLOTHING

The same general plan will be used in presenting the findings relative to caring for and repairing clothing as has been used in presenting those relative to the other aspects of clothing. First, the beliefs and practices of the homemaking pupils and their parents will be reviewed. Then, the attention which was given to care and repair of clothing in the curriculum in homemaking during 1953-54 will be reported, and, finally, the opinions of the pupils and their parents in regard to the study of this aspect of clothing will be given.

Beliefs and Practices Relative to Caring for and Repairing Clothing

The beliefs and practices of the pupils in homemaking and their parents will be reported in three categories: (1) the care and repair of clothing which was done at home by various members of the families, (2) facilities which the homemaking pupils had for storing their clothes, and (3) the feelings of various family members concerning the care and repair of clothing.

Care and Repair of Clothing by Various Members of the Families

Two approaches were made to the problem of finding out who took care of the clothes of these Plainfield families. The parents were asked

to check whether various tasks were usually done by the different family members, and the pupils were asked to check whether they often, sometimes, or seldom did certain jobs in maintaining clothes for themselves and for other members of their families.

It can be seen in Table LII that, of the tasks in care and repair of clothing which the parents had checked, only dry-cleaning was done away from home in an appreciable proportion of the families. In very

TABLE LII

CARE AND REPAIR OF CLOTHING USUALLY DONE AT HOME BY VARIOUS FAMILY MEMBERS

Tasks in repairing and caring for clothing	Percentage of families in which task was done (N = 81)				
	At home	By mother	By teen- age girl	By teen- age boy	By father
Mending or darning.....	100	94	49	3	--
Shining shoes.....	100	48	86	52	23
Washing sweaters.....	100	77	70	1	--
Ironing.....	98	93	70	4	3
Washing.....	95	93	35	--	-1
Pressing wool clothes.....	90	74	57	3	--
Removing spots or stains.....	82	78	26	3	3
Dry-cleaning.....	12	11	4	--	1

few of the families were the washing and ironing done outside the home. The mothers were the persons who most commonly took responsibility for the care of the family's clothing, although it appears that in many cases this responsibility was shared with teen-age daughters. It would seem that the daughters were somewhat less likely to assist by doing washing than by pressing or by ironing clothes. The only task for which

the men and boys assumed regular responsibility was the shining of shoes. However, each of the listed tasks was done by a masculine member in at least one family.

The general picture of the teen-age girl as an active participant in repairing and caring for clothes was supported by the responses of the homemaking pupils. According to Table LIII, four-fifths or more of the pupils reported that they sometimes or often did each of the tasks related to the care of their own clothing, with the exception of darning their own ankle socks. An equally high proportion reported that they sometimes or often helped with the family washing and ironing. However, only a few pupils did the washing or ironing alone, or darned socks, or mended clothes for other persons in their families.

In answer to a question concerning whether their washing was done with the family's laundry, 82 per cent of the pupils said this was usually the case.

One of the tasks for which the homemaking pupils said that they often took responsibility was the washing of their own sweaters. It will be recalled that about a fourth of the pupils indicated that within the last year, they had had to discard sweaters which had shrunk or faded.¹ Shrinkage and fading in sweaters is very likely to be related to the procedures which are followed in washing and drying them. It is interesting to note in this connection that the proportion of advanced pupils who reported they had had this difficulty was almost equal to that of the beginning pupils who did so.

¹Cf., p. 82.

TABLE LIII

RESPONSIBILITIES ASSUMED BY HOMEMAKING PUPILS FOR CARE AND REPAIR OF
CLOTHING FOR THEMSELVES AND OTHER MEMBERS
OF THEIR FAMILIES

Responsibilities in care and repair of clothing	Percentage of pupils who assumed responsibility (N = 101)	
	Often	Sometimes
Washing:		
Washing own clothes.....	32	56
Washing own sweaters.....	60	22
Helping with family washing.....	34	45
Doing the family washing alone.....	4	21
Ironing and pressing:		
Ironing own clothes.....	60	32
Helping with the family ironing....	51	44
Doing the family ironing alone.....	6	30
Pressing own skirts.....	72	19
Pressing wool clothes for others...	9	31
Darning:		
Darning own anklets.....	26	20
Darning socks for others.....	9	14
Mending:		
Mending ripped seams in own clothes	52	33
Sewing button back on own clothes..	62	34
Sewing ripped hems.....	47	26
Mending or patching for others.....	8	28

Facilities Which Homemaking Pupils Had for Storing
Their Clothes

The homemaking pupils were asked to check whether or not they had various facilities which they used alone or with someone else for storing their clothes. They were also asked to tell where they usually kept their coats, dresses, shoes, sweaters, and undergarments.

As is indicated in Table LIV, no pupil reported that she did not have a dresser in which to keep her clothes, and four-fifths of the pupils said they had dressers which they, alone, used. Shelf space, in addition to dresser space, was available to almost a third of the pupils. However, less than half of the girls had closets which only they used, and about a seventh of them reported that they used hooks or rods in their rooms in lieu of a closet.

TABLE LIV
FACILITIES USED BY HOME-MAKING PUPILS FOR STORING THEIR CLOTHES

Facilities for storing clothes	Percentage of pupils (N = 101)
Drawer and shelf space:	
Dresser, used alone.....	57
Dresser, used alone, and shelves.....	23
Dresser, shared with someone.....	10
Dresser, shared with someone, and shelves.....	8
Dressers, one used alone and one shared.....	2
Total.....	100
Closet or hanging space:	
Closet, used alone.....	24
Closet, used alone, and hooks or rod in room.....	22
Closet, shared with someone.....	20
Closet, shared with someone, and hooks.....	21
or rod in room.....	14
Hooks or rod in room.....	14
Total*	101

*Total exceeds 100 per cent due to rounding.

The responses of the pupils relative to the places where they kept their coats, indicated that good coats were quite often kept in a hall

or a hall closet which was shared by the entire family. Work coats were often kept in backrooms, sheds, and stairways. One girl said she kept her work coat on a "coat chair" near the back door.

Dresses were most often kept in a closet or on a rod in the girl's bedroom. However, some pupils kept theirs in the bedrooms of sisters or of parents.

About a third of the pupils said they kept their shoes in shoe bags, in boxes, or on shoe racks. The remainder indicated that their shoes were kept on the floor; about half of these pupils mentioned a special place, such as beside the bed or under the dresser.

Nearly all of the pupils stored their sweaters in dresser drawers. A few mentioned that the drawers were mothproof or that they put mothballs in with their sweaters. Some of the pupils did keep sweaters on hangers in their rooms or closets. All of the girls kept their undergarments in bureau or dresser drawers.

The responses of the pupils relative to facilities for storing clothing did not include any judgment on their part as to the adequacy of the facilities that they possessed. Nor were the questions and responses of such a nature that they might be used in arriving at a judgment concerning the adequacy of storage space for clothes. For example, one pupil indicated that she shared a dresser and a closet, that she kept her coats and dresses in a closet, her sweaters and undergarments in a dresser, and her shoes on the floor. Her responses were all true. However, she lived in a two-room house where one closet and two chests served to store the clothing of six persons.

Feelings of Family Members Concerning Care and
Repair of Clothing

Preference of parents for clothes that are easy to care for. It has already been stated that many of the mothers who were interviewed, mentioned their preference for garments which were washable and which did not require ironing as the garments for their daughters to wear around home.² Furthermore, slightly over half of these mothers mentioned that the required care had been considered in the purchases of teen-age clothing which they described.³

That the parents, generally, were desirous that their daughters' clothing be easy and inexpensive to care for is indicated in the responses of the total group of parents to questions related to the care required by certain of their daughters' clothes. Over two-thirds of them said that they thought it was of great importance to select undergarments which could be washed with the rest of the family's washing. Over half of the parents thought this was very important for blouses, too. That clothing did not require frequent dry-cleaning was reported by over three-fourths of the parents as being important to them.

Opinions concerning the care which the homemaking pupils gave their own clothes. It will be recalled that a few of the reported disagreements between teen-age girls and other members of their families had centered around care of clothes.⁴ In order that some understanding might be gained

²Cf., p. 86.

³Cf., p. 114.

⁴Cf., p. 100.

relative to this matter, the total group of parents was asked for opinions about certain aspects of their daughters' care of clothes, and the total group of pupils was asked whether various members of their families had made certain remarks to them about the care they gave their own clothes. Three-fourths of the parents said that they thought their daughters were sometimes careless about hanging up clothes, and a fourth of them believed that the girls sometimes spent too much time on their dress.

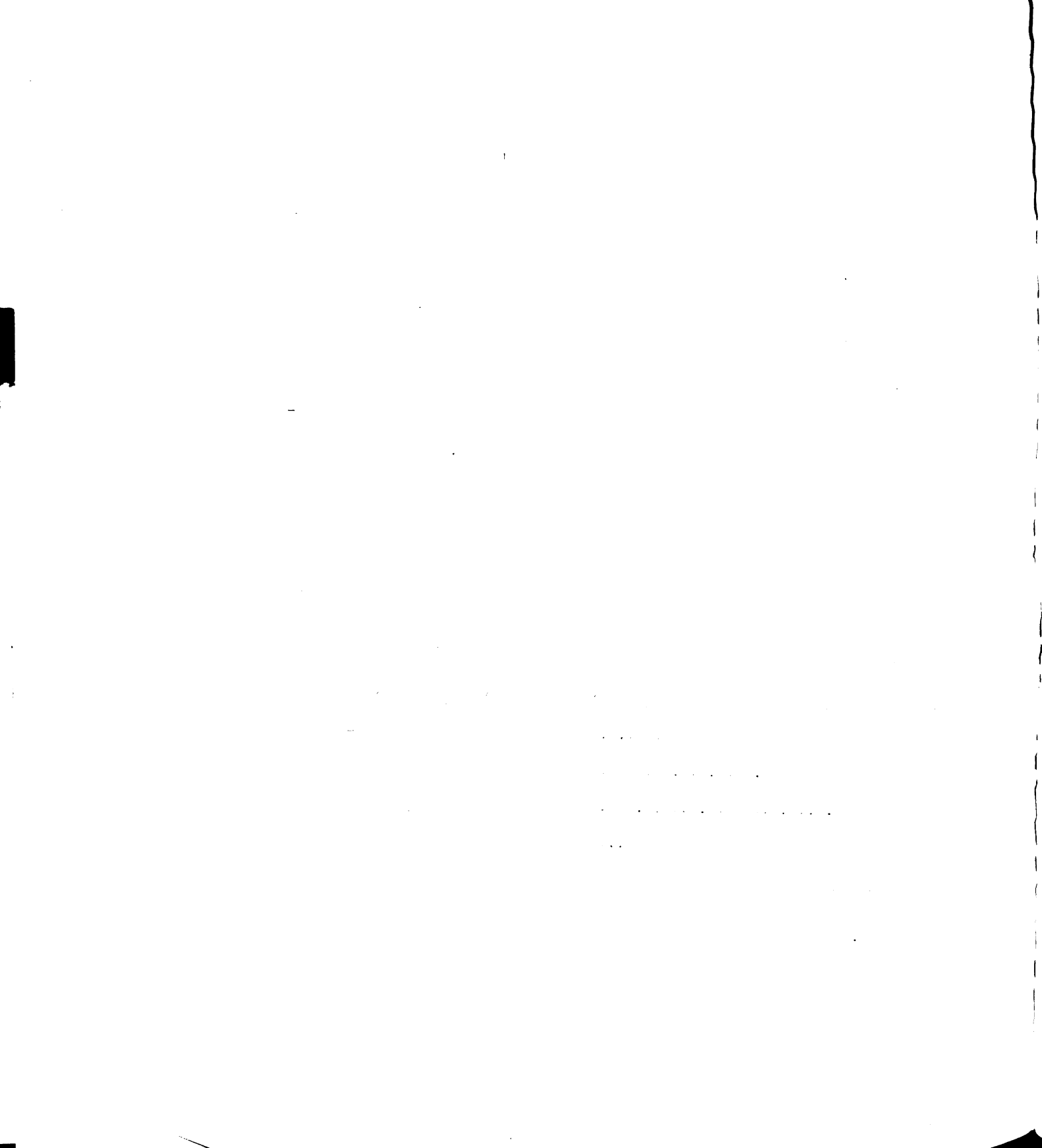
The comments which had been made to the homemaking pupils by various members of their families are reported in Table LV. The responses of

TABLE LV
COMMENTS ABOUT CARING FOR CLOTHES MADE TO HOMEMAKING PUPILS BY VARIOUS
MEMBERS OF THEIR FAMILIES

Comments about caring for clothes	Percentage of pupils to whom family members had made comments		
	Parents (N = 101)	Sisters (N = 53)*	Brothers (N = 70)*
You should hang up your clothes.....	66	8	--
You should mend a rip before it gets any bigger.....	57	8	--
You should straighten your dresser drawers.....	36	17	--
You should sew your slip and bra straps instead of pinning them...	30	13	--
You spend too much time on your clothes	17	4	13

*Of the 101 homemaking pupils, 53 had sisters living at home and 70 had brothers.

the pupils relative to the remarks of their parents about hanging up clothes and spending too much time on clothes appear to be consistent with the



expressed opinions of the parents on these matters and would seem to indicate that if the parents held such opinions they were likely to voice them to their daughters. On the whole, comments concerning the care which a teen-age girl gave her clothes appeared to be more likely to be made by parents than by brothers or sisters. The comment which sisters were most frequently said to have made concerned the straightening of dresser drawers. The one comment which brothers reportedly made was that their sisters spent too much time on their clothes. It will be recalled that this was also one of the conflict areas between brothers and sisters which was mentioned by the interviewed parents when they discussed disagreements involving clothes.⁵

Feeling of homemaking pupils about caring for and repairing clothes.

Since it was considered important to get an idea of the way the homemaking pupils felt about doing various tasks in caring for and repairing clothes, all the pupils were asked to list any such jobs which they particularly liked or disliked doing. Their free responses are summarized in Table LVI. It will be noted that slightly over two-fifths of the pupils did not report any task which they particularly liked, and that slightly over a third of them did not report any which they particularly disliked. Each of the tasks which was mentioned was liked by someone and disliked by someone else. Washing and ironing were mentioned as being liked by more pupils than were any of the other jobs. More of the pupils said that they did not like to mend or darn than said that they disliked any other tasks.

⁵Cf., p. 100.

TABLE LVI

TASKS IN REPAIRING OR CARING FOR CLOTHING WHICH WERE LIKED OR DISLIKED
BY HOME MAKING PUPILS

Tasks in repairing or caring for clothing	Percentage of pupils (N = 101)	
	Liked task	Disliked task
Ironing clothes.....	23	9
Washing clothes.....	16	11
Pressing wool clothes.....	9	3
Keeping clothes neat and in order.....	7	1
Sewing on buttons.....	6	5
Making over clothes.....	5	6
Repairing rips, hems, zippers.....	4	6
Mending or patching.....	2	15
Darning socks.....	1	18
No response.....	43	35

A few of the pupils' comments will give some insight into why certain individuals enjoyed doing certain things. One of the pupils said, "I like to do any sewing that can be done quietly, like sewing on buttons or sewing in hems." Another said, "I love to iron sprinkled clothes." A third commented, "I like to take care of clothes and put them in their right places, to make sure they are ironed nice before putting away." One girl said she didn't like to hang up her skirts because she never could find any pins.

"Caring for and Repairing Clothing" in the Plainfield
Curriculum in Homemaking

Table LVII shows that the amount of time which had been devoted to the study of caring for and repairing clothing in the 1953-54 curriculum

TABLE LVII

TIME ALLOTTED TO THE STUDY OF CARING FOR AND REPAIRING CLOTHING IN THE
HOMEMAKING CURRICULUM

Homemaking class	Time spent in study of clothing	Time spent in study of caring for and repairing clothing	
	Days	Days	Per cent
Homemaking I.....	56	4	7
Homemaking II.....	49	1	2
Homemaking III.....	50	1	2

in homemaking in Plainfield was very small; about a week in the Homemaking I class and a day in each of the Homemaking II and III classes.

In the Homemaking I class the pupils had been concerned with the care of underclothing as this related to being well groomed. They had studied about preferred procedures for laundering cotton and nylon undergarments. Washing sweaters was another aspect of caring for clothing to which they had given attention. They had also considered methods of sewing on buttons securely. During the time when they were studying about their own rooms they made equipment for storing their clothes: dividers for drawers, envelopes for sweaters or undergarments, and shoulder covers for hangers.

In the Homemaking II class, the pupils had studied about the care required by different kinds of fabrics and how they should be pressed.

The pupils in Homemaking III gave particular attention to the pressing of different fabrics and to the care of pressing equipment.

Opinions of Pupils and Parents Concerning "Caring for and
Repairing Clothing" in the Curriculum
in Homemaking

As is shown in Table LVIII, a majority of both the pupils and the parents believed that in the curriculum in homemaking, more emphasis should be placed on caring for and mending clothes for the teen-age girl. Relatively few pupils or parents thought that less attention should be given to this aspect of the study of clothing. On the whole, both the pupils and parents seemed to be much less concerned with having such study relate to the clothing of other members of the family than to that of the teen-age girl herself.

TABLE LVIII

OPINIONS OF THE HOMEMAKING PUPILS AND THEIR PARENTS CONCERNING THE EMPHASIS
WHICH SHOULD BE GIVEN TO CARING FOR AND REPAIRING CLOTHING
IN THE CURRICULUM IN HOMEMAKING

Aspect of caring for and repairing clothing	More emphasis		Less emphasis	
	Percentage of pupils (N = 101)	Percentage of parents (N = 75)*	Percentage of pupils (N = 101)	Percentage of parents (N = 75)*
Caring for and mending clothes for the teen-age girl.....	59	73	4	1
Caring for and mending clothes for other family members.....	34	40	14	13

*Six of the 81 parents did not respond to this item.

In their free responses, some of the pupils and some of the parents stressed the importance of learning to care for clothes so that the girls

could help their mothers now and, also, so that they would get experience which would "prepare them for later life." However, two of the pupils thought it was the job of the mothers to teach their daughters how to care for clothing and that the time in the homemaking class should be used for more important things.

A few of the pupils and a few of the parents suggested that each of the following things should be stressed: the care a girl gives her clothes is more important than the number of clothes she has; if a girl expects to look nice, she must take care of her clothes; girls should take care of their clothes without reminders from parents; and it is better to take care of little things as they happen than to let them pile up.

By far the greatest number of suggestions concerning what ought to be included in the curriculum about caring for clothes related to the care required by different kinds of fabrics. A number of pupils also thought it important to learn how to wash sweaters. Other suggestions related to mending and darning. One pupil thought it would be helpful to study how to keep clothes neat when no clothes closet was available.

CHAPTER VIII

CLOTHING IN THE LIVES OF SIX SELECTED PUPILS

Up to this point in the presentation of the findings of this investigation, the major concern has been with what appeared to be true of the group as a whole, that is, with the beliefs which were commonly held, with the practices which were commonly followed, and with the variations within the group. Remarks or actions of particular persons were related primarily to illustrate points of view or practices with respect to the various aspects of clothing. It would seem to be desirable for a teacher, in thinking through problems related to curriculum in clothing for any given group, to give attention to individual pupils as well as to the group as a whole. For example, it would seem important to think in terms of a pupil's total reaction to her problems in clothing, for what any one pupil thinks and does in relation to one aspect of clothing is likely to be interrelated with what she thinks and does with respect to other aspects of clothing and, for that matter, with respect to other aspects of living.

It was with this general thinking as a background that information concerning six selected pupils was brought together. It will be recalled that the six pupils were chosen, from among those who had been interviewed, by the following procedure: the homemaking teachers were asked to name four pupils in each of the homemaking classes, Homemaking I, II, and III, for whom they would particularly like to have the information compiled;

then the school counselor for girls was asked to select the six pupils, two from each class, whom she thought it might be most interesting and profitable to study individually. The sources for information about the pupils, in addition to the questionnaires and interviews which were used in the study, were: records of individual pupils from the school's central office and from the homemaking department, and conferences about individual pupils with the teachers of homemaking and with the school counselor for girls.

In each of the case stories which follow some information is given concerning the pupil's family and her school experience along with her reactions and practices in relation to clothing. Each pupil has been given a fictitious name.

Case Stories of Individual Pupils

Martha Emery	14 years, 9 months	Ninth grade	Homemaking I
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Martha Emery, a slight, dark haired girl, entered the ninth grade in Plainfield High School last fall. Up to this time she had attended the rural district school near her home which was about five miles from town. Her high school teachers saw her as a pupil who worked very hard and wanted to do well in her school work. However, they said she did not get much result from her effort. Her grades at the end of the first semester were C and C-, C- in homemaking. Her teachers reported that she was very attentive in class but did not take part in class discussion. She was pictured as being pleasant, courteous, exceedingly shy, and lacking in self-confidence. Martha had not participated in any school clubs or activities during the year. As a result of his conference with her parents, her homeroom advisor wrote that he feared there was danger that she would become discouraged and quit school.

Martha's father is a farmer and her mother a full-time homemaker. She has two sisters, ages, sixteen and twelve. The sixteen-year-old graduated from the eighth grade this spring.

Mrs. Emery stated that the family was in debt and that they bought only the clothing that they felt they absolutely had to have. She said that people gave them clothes, good clothes, and that they made use of them. Martha indicated that dress, jeans, slip, and ankle socks were the only garments that had been purchased for her during the past year. She had made a blouse and skirt at school, and a coat and sweater had been given to her.

Some of the items of family clothing had been purchased in Plainfield and others had been ordered by mail. The girls and the mother had obtained undergarments, jeans, blouse, dress, shoes, and mittens from these sources and the father, overalls, socks, gloves, and a work jacket.

The dresses for the girls represented a rather interesting purchase. The sister who was graduating from the eighth grade was to get a new dress for the occasion. An inexpensive, yellow, printed organdy was selected from the catalogue. All the girls liked the dress and the mother felt they should all have new dresses, so a pink one and a blue one exactly like the yellow dress were ordered for Martha and her younger sister. This pink dress was the outfit which Martha described as the one she liked best. Both Martha and her mother said they would expect to pay \$3.98 for a good dress for her.

The family clothing which was made at home was limited to a blouse and a slip. Skirts had been lengthened and shortened.

Neither Martha nor her family kept a record of clothing expenditures. The mother did not consider it important that the girls should know how much was spent for their clothes.

Mrs. Emery said that Martha needed more clothes now that she was going to Plainfield to school than she did when she attended rural school. Martha didn't actually ask for things, but her mother knew she wanted them. Right now she wanted a pair of red pumps. Martha reported that she felt she needed more skirts for school. She did not feel that any partiality was shown to particular family members in the matter of clothing. She said that she got her ideas for clothes from her friends, her mother, catalogues, and the homemaking class. She chose the material and pattern for the skirt she made at school for two reasons, "a lot of the kids had those skirts" and the style made her small hips look bigger.

Martha took almost complete responsibility for the care of her own clothes and often helped in caring for the clothes of other family members. This task she shared with her mother.

Disagreements about clothes had come about because Martha wanted to wear her skirts longer than her mother thought she should and because Martha thought her clothes should be dry-cleaned more often than they were. Her mother said, "We just can't afford to have clothes at the cleaners all the time."

Mrs. Emery would like to see more emphasis in the school curriculum on choice and wearing of clothing and on buying clothes. Martha would like more emphasis on choosing clothes that are suitable and attractive for her to wear.

Nancy Marsh 14 years, 6 months Ninth grade Homemaking I

Nancy Marsh entered the Plainfield schools in the fourth grade. Before that time she had attended three different schools. During the war, she, her mother, and younger brother had lived with her maternal grandmother, and when her father returned, the family found it necessary to move to different towns while he was becoming re-established. Nancy has attended the Plainfield schools ever since she entered, with the exception of one semester in the eighth grade when she went to a school about six miles from Plainfield. Notes from her teachers indicated that they thought her an excellent student and a cooperative, considerate, and thoughtful girl with a great deal of social skill. During the conference between her mother and her home-room advisor, Mrs. Marsh indicated that she was proud of Nancy and pleased with her work. It was a matter of some concern to Nancy's teachers and to her mother, that Nancy seemed to limit her friendship to one girl.

Nancy's father works in a factory to which he commutes twenty miles daily. Her mother works four days a week in the publication of the town shopping guide. Nancy's twelve-year-old brother completes the family group. The Marshes have just moved to a newly built home in which they have done much of the finishing and decorating themselves.

Mrs. Marsh says that Nancy has been interested in clothes ever since she was a little girl. As a child she loved to dress up and to change her clothes many times a day. She has always been particular about her clothes and appearance. Mrs. Marsh feels that Nancy is developing good taste in clothes. She stated that her daughter seemed to be influenced in her choices by what the better-dressed girls were wearing.

Nancy indicated that during the past year she had obtained every garment listed on the questionnaire except a housecoat. Many of the articles had been purchased ready-to-wear; some had been received as gifts, and a few, dress, skirt, blouse, and shorts, had been made at home. None of her garments had been handed down to her. Mrs. Marsh also checked every clothing article listed on the parents' questionnaire as being one which some member of the family had obtained during the past year.

Home sewing was done by both Nancy and her mother, although Mrs. Marsh said she had done less than usual during the past year due to the fact that she had been working away from home and had also spent a great

deal of time on the house. Both Nancy and her mother like to sew and feel that they can have more clothes and nicer ones by doing so.

Nancy pays for many of her own clothes from her allowance and from the money she earns by baby-sitting. Mrs. Marsh said that when Nancy was first given an allowance she had had a terrible time because she wanted so many things and was always running out of money. She has less difficulty now, but, even so, she has more trouble with her money than does her brother who has always been "tight."

Most of the family disagreements about clothes are between Nancy and her brother. He thinks she spends too much time on her clothes and appearance, and he doesn't dress up enough to suit her.

Nancy checked all of the sources of ideas for clothes listed on the questionnaire as being ones from which she obtained ideas for the clothes she wanted. She also added that she often thought up ideas herself. In answering the question about whether she had the clothes she needed, she wrote, "I have as many as I need, but girls always want more."

Mrs. Marsh described the purchase of a dress for Nancy to wear to the school Honors Dance to which she had received a special invitation because of her high grades. Mrs. Marsh said that they usually purchased clothes very carefully, selecting washable garments and ones that would be suitable for school after having been worn for good. This time, however, they were so proud of Nancy that they "splurged." The dress that they chose was a navy crepe with a stand-up collar, a fitted waist, and full skirt. Mother, father, and daughter were all pleased with the purchase. Mrs. Marsh said, "She looks just like a little doll in it," and reported that Nancy kept bringing out the dress and modeling it over and over. At one of these showings Mr. Marsh had told his daughter that it was a "pretty snazzy" dress.

Mrs. Marsh feels that she has been successful in teaching Nancy to sew and wishes the school would teach more about choosing, buying, and caring for clothes. Nancy feels more emphasis should be given to choosing and to making clothes.

Susan Oliver	15 years, 7 months	Tenth grade	Homemaking II
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Susan Oliver, an attractive redhead, has spent all but one of her school years in Plainfield. The year that she was in second grade she and her family lived in California. Susan's grade school teachers described her as a plain but good child, a good worker, dependable, conscientious, sensible, agreeable, affectionate, shy, and easily embarrassed. Her interest in art and her difficulty in arithmetic are mentioned many times in the records from grade school. Her high school teachers think

that she does good written work but that she seems to be self-conscious when she talks in class. Some of her teachers feel that she is friendly and well liked, and others, that she is shy and has few friends. During the past year she has belonged to the Bible Club at school and to the young people's group in the Assembly of God church to which she belongs.

Susan's ideas for the future have changed several times during the past few years. When she was in the eighth grade she thought she would like to become a practical nurse. The next year she thought that after she had graduated from high school she would like to join the WAVES because she liked to travel. When she was in the tenth grade she stated that she wanted to go to Bible College. She did think that she might go into the WAVES for two years to earn the money for Bible College.

Susan's responses on the Kuder Preference Record indicate high interest in artistic, literary, outdoor, and social service areas.

Susan is the oldest of six children; her brothers are 11, 9, and 7 years old, and her sisters are 13 and 3. Her father is a truck driver and her mother a full-time homemaker.

During the past year Susan has developed rapidly. In the spring she could no longer wear many of the clothes that were new in the fall because she had grown taller and filled out. Susan is somewhat self-conscious about her developing figure but her mother is very pleased because she thinks Susan is becoming a beautiful girl. She is also pleased because Susan seems to have imagination and skill in the way she wears her clothes, using a scarf, flower, or jewelry to obtain a smart appearance. (Susan's mother has long been interested in dress design and figure drawing, and last year she enrolled in a correspondence course in dress design.)

Both mother and daughter expressed opposition to the wearing of jeans and shorts on the basis of religious beliefs.

Susan said that around home she wore old clothes and that, because she didn't have much time for going away, she didn't need many dress-up clothes. However, she did think she needed more school clothes. She felt that she and her three-year-old sister received more than a fair share of the money the family spent for clothes. She estimated her clothing expenditures for the past year at \$80.00. This amount was judged to be reasonably accurate by her homemaking teacher and the investigator. Much of this money she had earned by working as a waitress. Mrs. Oliver approved Susan's knowing the amount of money which was spent for her clothes.

During the past year Susan's newly purchased garments included a coat, skirt, blouse, sweater, hose, ankle socks, shoes, and purse. She had received other garments as gifts and her aunt had handed down several dresses and a suit to her. In fact, the favorite garment in her wardrobe

was one which her aunt had given her. Mrs. Oliver didn't think the clothes her sister gave Susan were always appropriate because they were too old and sophisticated for her.

The purchase of Susan's winter coat was described by both mother and daughter. Susan took some of her earnings and her mother added enough to make \$30.00. This, Mrs. Oliver thought, was enough to spend for a winter coat for a teen-age girl. Susan's grandparents went with her when she went shopping. They found a blue coat in a deep pile fabric with brilliant buttons. It cost \$40.00. Susan wanted it very much and her grandparents gave her the extra money. Mrs. Oliver said the coat was beautiful on Susan, and she could understand why Susan had wanted it. However, she did think \$40.00 was too much to pay for a coat, and, besides, she didn't like the idea of Susan's getting the extra money from her grandparents. Susan continued to be pleased with the coat. When she checked the questionnaire items describing what she did to care for her clothes she added that she often brushed her coat. When Susan and Mrs. Oliver filled in their separate questionnaires and estimated the amount of money they would expect to pay for a winter coat for Susan, Mrs. Oliver wrote \$30.00 and Susan wrote \$40.00.

Neither Susan nor her mother do home sewing. Susan says she doesn't care much for sewing and Mrs. Oliver says they need a new sewing machine.

Susan takes almost complete care of her own clothes but assumes little responsibility for care of the clothes of others in the family.

Mrs. Oliver thinks girls should be taught in school to be neat in their sewing and not to scatter their work all around. She also thinks they should learn to make accessories and to use them in changing a basic outfit. She wishes that more emphasis might be placed on how to make, buy, and care for clothes. Susan would like more emphasis on choosing and wearing, buying, and caring for clothes.

Edith Cole	15 years, 11 months	Tenth grade	Homemaking II
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Edith Cole, a chunky, brown-eyed girl, lives with her family in the house in which her father was born. Their house is one in a village of about twenty houses, six miles from Plainfield. They live across the street from the blacksmith shop which Mr. Cole owns. Edith's mother works four days a week doing housework for families in Plainfield. There are six boys and two girls in the Cole family; six of the children live at home. Two of the boys at home are older than Edith and two are younger. Her sister is twelve years old. Edith says she likes to play softball and to go swimming and fishing with her brothers.

Edith attended a country school until she entered the seventh grade in Plainfield. Her teachers in the eighth, ninth, and tenth grades wrote that she was a quiet and cooperative girl who had a cheerful, kindly way with people. They stated that she was an average student, one who did her assigned tasks willingly but who was not very resourceful in going ahead on her own. Edith's estimate of herself was much like her teachers' estimates of her. She had underlined the following words as descriptive of her general makeup: slow, friendly, patient, calm, strong, cheerful, cooperative, well liked by others, and happy. Last year Edith belonged to the Library Club and worked in the school library one period a day.

Mrs. Cole believed that Edith was a stable girl who had had to carry more home responsibilities than had the average teen-age girl.

As for the future, Edith plans to become a housewife because "we can't afford to send me to college and I would rather be a housewife anyway."

For the past two years Edith has bought nearly all of her own clothes from the money she has earned by baby-sitting. She has selected as well as paid for the garments. Many of them have been ordered by mail. Mrs. Cole said that she had showed her daughter how to use catalogues and how to make out a mail order. Now Edith can go ahead without help from her mother.

During the past year Edith bought a coat, dress, skirt, jeans, slip, and shoes and received a scarf, ankle socks, and mittens as gifts. The Cole family plans to give gifts of clothing for birthdays and holidays. A blouse and pajamas had been made at home for her.

Neither Edith nor her parents keep a record of expenditures for clothing, although Mrs. Cole says she thinks there might be some value in doing so.

Around home Edith wears jeans and her brother's castoff shirts. She wears simple dresses or skirts and blouses for school. Both she and her mother approve plain, tailored clothes that are neat looking and that make her appear slimmer. Edith says her brothers are sure to tell her if the clothes she wears make her look bigger.

She wears the same clothes for school and for good. As she says, "I never go anywhere that it isn't all right to wear my school clothes." She has not yet started to wear nylon hose and has refused to accept a pair that her sister-in-law wanted to give her. She checked that she thought she should often wear clothes that were approved by boys and by other girls and stated that she had bought her newest blouse because her girl friend had one like it.

Edith takes care of her own clothes except for washing sweaters and darning ankle socks. Her only responsibility for caring for the family clothing is helping with the washing, which she likes to do. She said her mother often reminds her to hang up her clothes and straighten her dresser drawers.

During the past year Edith made a cotton skirt and a cotton apron for a gift. Her mother made cotton skirts, aprons, blouses, and pajamas. Mrs. Cole says she doesn't have as much time to sew as she would like.

Mrs. Cole thinks that more emphasis should be placed on making and caring for clothes in the homemaking classes. She also thinks it is helpful for girls to learn what colors and styles are suitable for them. Edith wants more emphasis on buying, making, and caring for clothes.

Jean Landon 15 years, 8 months Eleventh grade Homemaking III

Jean Landon entered the Plainfield schools in the sixth grade. Her teachers picture her as a quiet and ladylike girl who is an excellent student. They praise her imaginative ability in writing and her thoughtfulness concerning the world about her. Her record contains many references to her timidity, her retiring manner, and the teachers' belief that she should contribute more to class discussions. One teacher commented that Jean seemed to work well and to be able to express herself in a small group.

At the beginning of the eleventh grade Jean wrote, "I am not sure what I am going to do after I graduate. I plan on going either to college or to nursing school, but I don't know whether I will be able to go right away. I feel I am getting along all right in school, but I need to talk more in class. This is very hard for me to do."

Jean belongs to two school organizations; band and Future Homemakers of America. She is a Sunday school teacher and a Junior leader in a 4-H Clothing Club.

Jean's father is a farmer and a rural school teacher. Her mother, a full-time homemaker, had a dress shop before her marriage. Jean is the oldest of four children; her sister is four and her brothers, twelve and two. The family project at the present time is the building of a barn. Jean does much of the housework in order to free her mother to help Mr. Landon and Jimmy with the outside work. For example, in addition to taking complete care of her own clothes, Jean often does the washing, ironing, and mending for the rest of the family.

Mrs. Landon says that Jean has always had many clothes. When she was a child, her mother made new clothes for her for each season. Now

Jean does much of her own sewing and sews for other members of the family as well. Her latest project consists of mother-and-daughter outfits for Mrs. Landon and the two girls, including dresses, slips, hats, and purses.

Much of the family's clothing is made at home. The only ready-to-wear purchases for the mother and girls in the past year were sweaters, jeans, undergarments, shoes, and a suit. All other garments were home-made. The dress shirts, sport shirts, pajamas, and undershorts for the father and boys had also been made at home. Both mother and daughter enjoy sewing and feel they can have more and better clothes for the money they can spend, if they make their own.

The Landon family purchases clothing in Plainfield, in nearby towns, and by mail. They make a practice of planning a year in advance for the buying of large-expenditure garments. They also plan for the children to have new clothes for the beginning of school and to give gifts of clothing for Christmas and holidays. They commonly take advantage of year-end and month-end sales. Last Christmas when Jean asked for a sweater for her Christmas gift, she requested her parents to wait for the after-Christmas sales so that they could get a better sweater for the money they could spend.

Mrs. Landon feels that it is important that Jean's clothes be suitable for her age and becoming to her. She feels that her daughter has good, conservative taste and that she never spends too much money for clothes. Jean and her mother described the same one of Jean's outfits as their favorite.

Jean stated that she had once kept a record of her expenses for clothes for about four months but that she no longer did so. Her parents do not keep a record and do not think it important for Jean to know how much money is spent for her clothes.

Both Jean and her mother would like to see advanced dressmaking and tailoring taught in homemaking. They also feel that more emphasis should be given to the buying of clothing. Mrs. Landon wrote, "The selection of ready-made garments is important. The girls should know the difference between cheap, shoddy materials and good, durable materials, regardless of the price tag on them. Often they are attracted to some garment because it is flashy or faddy when the garment is actually not worth taking home." She then went on to say that her husband thought this was especially true of shoes. Jean and her mother also agreed that more emphasis should be placed on how to care for clothing.

Sandra Thomas 18 years, 10 months Eleventh grade Homemaking III

The family of Sandra Thomas is made up of her father, mother, and six-year-old brother. Her father is a maintenance man in one of the local plants and her mother is a full-time homemaker. Mr. Thomas has been ill and the family has experienced financial difficulties in the past years. Last summer Sandra had wanted to be married, but her parents persuaded her to postpone her marriage and to return to school in the fall.

Sandra has gone to school in Plainfield since she was in the fourth grade. Her school record from the fourth grade through the eleventh is filled with references to her inability to read. She repeated two grades: the fourth and the sixth. Her teachers describe her as impulsive, lacking in judgment, immature in her social contacts with others, and a lone wolf in the class. They also say that she often volunteers to do the more unpleasant tasks in the work of the group. When she filled out the Mooney Problem Checklist in the ninth grade she indicated that the following problems were of great concern to her: being overweight, having less money than friends do, losing my temper, sickness in the family, worrying about how I impress people, and failing in so many things I do.

Sandra's teachers say that she does not dress appropriately or attractively and does not appear well groomed. Her homemaking teachers feel that she does fairly well in activities which do not require reading. They believe that she has had a great deal of practical experience in helping at home.

Sandra does not take part in any school activities. However, she does belong to the Royal Neighbors of America organization in Plainfield. She is also very interested in roller skating and a considerable proportion of the money which she earns by doing housework goes to pay for skating lessons and for costumes for the exhibitions in which she participates.

Mrs. Thomas and Sandra both say that she has taken the major responsibility for making or buying her own clothes for the past five years. In the last year she had bought new sweaters, undergarments, and shoes. She had made skirts and blouses, and a coat, housecoat, and gloves had been handed down to her. A suit and a kerchief, she had bought at a rummage sale.

No records of expenditures for clothes have been kept by either Sandra or her parents. Her mother thinks that Sandra should know how much money is spent for her clothes.

Mrs. Thomas thinks Sandra would look better in tailored dresses than she does in the sweaters and skirts which she wears. She went on to say, "She wants to wear what the others wear. I think this is important, too. I remember my own school days when I had to wear long underwear and high shoes when no one else did. I think it made a difference in the way

the others treated me." Mrs. Thomas feels her daughter is gradually developing better taste and that being overweight is a very difficult problem for a teen-age girl.

There is apparently quite a bit of bickering about clothes in the Thomas family. Sandra wants to wear jeans; her father won't let her. Sandra wants to wear her best things to school; her mother doesn't want her to. Sandra always has to be reminded to take care of her clothes, her mother says. While Sandra appears to be very fond of her little brother, she does feel that he gets more than his share of what the family spends for clothes.

Sandra helps with the family's mending, and ironing, and also with the washing which is done at a neighbor's home because the Thomas family does not have a washing machine.

Both mother and daughter feel that more attention should be given to making over clothes. Sandra said that because she has lost about twenty pounds many of her clothes don't fit her and need to be made over. Mrs. Thomas feels that many good clothes can be picked up at rummage sales and used if one just knows how to make them over. Sandra's mother also thinks more emphasis should be given to care of clothing. Sandra wants more attention to be given to every phase of clothing. As she says, "I'll need to know all this for my own home. I figure the more I learn now, the better I'll be."

The Six Selected Pupils as They Might Appear to a Homemaking Teacher

These were six of the pupils in homemaking in Plainfield High School. As a teacher looked at them, what would she see which would have meaning for the curriculum in homemaking? The writer has tried to put herself in the position of a local homemaking teacher and to draw from each case story some of the things which seem to her to be important for the teaching of that pupil. It must be granted that different homemaking teachers, coming from different backgrounds, having different values, might see other things in these pupils than did the writer.

Martha Emery was a pupil who moved from a rural school situation, in which there was probably not much stress on what the pupils wore,

into the Plainfield school situation, in which there was more emphasis on dress. Martha wanted to fit into the Plainfield school and to wear what other girls were wearing. In her efforts to do so, she was handicapped by the very limited resources of her family. She was further handicapped because, as far as clothing was concerned, neither she nor they seemed to know how to use the resources they did have to reach the ends they had in mind. For example, there was the expenditure of money for the three organdy dresses for the girls. The writer believes that it is safe to assume that those dresses cost \$3.98 each, or close to \$12.00 in all. This probably represented a sizeable sum of money for the Emery family. The mother and daughters were very pleased with the garments as they were purchased. However, the investigator, from her observation of the dresses, would very much doubt that they would go through one laundering without shrinking and fading. To be sure, they were inexpensive dresses, but the writer believes that it would probably have been possible to purchase garments at that price which would have met the style requirements as they were conceived by the mother and daughters and which would have given more lasting satisfaction. Although the Emery family made use of handed-down garments, there was no evidence that they altered these garments to fit their own needs. Martha was at variance with her family concerning how often her garments should be dry-cleaned. There was no evidence that the family had tried to do spotting or cleaning of garments at home or that they had tried to determine whether certain garments might be laundered with safety. Martha said that she thought more emphasis should be placed in the homemaking curriculum on the

choosing and wearing of suitable and attractive clothes. This desire probably grew out of her wish to wear what other girls were wearing. In order for Martha to achieve this, she needs to know more than what is attractive and suitable for her. In fact, to learn only this without learning how she can get better values for the very little money she has to spend, how to make better use of the clothes that are given to her, and how to care for her garments at home, might prove to be a rather academic experience and, perhaps, a frustrating one.

The Marsh family appeared to be one in which great value was placed on having a nice home and good clothes. The family had been able to use its material resources and its skills in achieving these aims. For example, they had done much of the finishing and decorating in their new home in order to get what they wanted for the money they had to spend. Both Nancy and Mrs. Marsh sewed for the same reason. There would seem to be indication that in the purchase of the dress for the Honors Dance the Marsh family had deviated from their usual pattern of purchasing clothing; that they had done so knowingly; and that they had recognized their reasons for so doing. Nancy was a girl whose desire to wear what the better-dressed girls wore and whose sensitivity to sources of ideas for clothes sometimes placed her in the position of wanting more things than her earnings and allowance would buy. This would seem to indicate a need for more over-all and long-time planning which might make her less subject to pressures of the moment and might even help her to achieve her goal of wearing what the better-dressed girls wear. Actually the class group might be encouraged to examine the validity of various aims in dress,

such as, to have clothes like the ones of certain other girls. However, a homemaking teacher who asked Nancy to think through her beliefs in this matter would need to realize that she was asking the girl to think through, not only her own values, but those of her family as well.

Mrs. Marsh indicated that she had been able to teach Nancy to sew and wanted the school to assume more responsibility for teaching about choosing, buying, and caring for clothes, areas in which she felt less capable. Nancy's desire for greater emphasis on choosing and wearing clothing seems consistent with her high interest in dress. Since she already possessed a great deal of skill in clothing construction, it may be that her request for greater emphasis in this area arose from her enjoyment of sewing. She may also have seen the making of garments at school as a legitimate way of getting one more outfit.

Susan Oliver was having some difficulty in accepting her own bodily development. The writer would guess, in view of her mother's satisfaction with her development, that Susan will make this adjustment without undue difficulty. A homemaking teacher might help her to an easier acceptance of her femininity during this period by having her study the selection of garments neither too young nor too old, neither too revealing nor too concealing, to meet the requirements of her growing up. However, both the homemaking teacher and Mrs. Oliver should realize that Susan will probably need to do her own experimentation with clothes as she tries to find what is particularly appropriate for her. Another point at which a homemaking teacher might be of some help is in Susan's difference from other girls in her non-acceptance of jeans and slacks as a

mode of dress. Here, work might be done with the class group toward the understanding and acceptance of differences of opinion concerning what is appropriate and what is attractive. Some differences may result from religious beliefs, as Susan's do; others may stem from artistic convictions; and still others from other sources. Susan's desire for greater emphasis in homemaking on choosing and wearing, buying, and caring for clothing can probably be explained in terms of her responsibilities in these areas. It will be recalled that Mrs. Marsh wanted the school to teach what she had felt less able to teach her daughter. In contrast, Mrs. Oliver asked that the school place more emphasis on using accessories in varying a basic dress, a skill, which, in her judgment, Susan already possessed to a considerable degree. Her suggestion may have resulted from the value which she apparently placed on this aspect of dress. Though neither she nor her daughter sewed very much, Mrs. Oliver wanted more emphasis on making clothing in the curriculum in homemaking.

Edith Cole was a girl who had found a style of dress that was pleasing both to her and her family; plain, tailored, neat looking clothes that made her look slimmer. Edith did not feel that her social life demanded anything in the way of clothes which did not fall into this classification. Therefore, she was not concerned that there should be any more emphasis in the homemaking curriculum on the choosing and wearing of clothing. However, she did want more emphasis on buying, making, and caring for clothes. This desire can probably be explained by the fact that she carried almost complete responsibility for these aspects of her own clothing, as well as some responsibility for the clothing of the

other members of her family. On the other hand, Mrs. Cole, who probably felt that she had already taught her daughter how to buy clothes, was more concerned that other aspects of clothing be emphasized in the curriculum. Since Edith does do her own buying and desires more emphasis in this area of clothing, it would seem that she would be particularly likely to profit from such study. Through keeping records of her expenditures, she might be in a position to analyze and evaluate her over-all outlay of money for clothes. For such an effort she would probably have her mother's approval.

The Landon family was one in which rather limited material resources had been made quite adequate through very careful management and through the creative skills of the various members of the family. As to clothing, the mother and daughter were in agreement in their conservative taste and in their desire to get lasting value for their money. Jean would probably make use of any information or experience which would enable her to better evaluate various garments in terms of the satisfactions they would be likely to give. In the Landon family, a great deal of clothing was produced at home. Jean and her mother both wanted greater emphasis in homemaking on advanced dressmaking and tailoring. The writer believes that Jean is probably one of the few Plainfield homemaking pupils who would be likely to profit from such instruction.

Of these six pupils, Sandra Thomas seemed to be the one most betwixt and between the adolescent world of the school and the adult world of the community. She had already accepted an image of herself as a housewife and had allied herself with an adult women's organization in

the community. In these respects, she was perhaps the most ready of the pupils to think in terms of the clothing problems of a family. This, then, might prove to be an appropriate area of study for her. She might, her family permitting, concern herself with such problems as the following: managing the care of her family's clothing, selecting articles of apparel for her brother and father as well as for her mother and herself, evaluating the relative amounts of money spent in her own family for clothes and for other consumer goods.

Sandra also tried to look like the adolescent group of which she was a part. She was limited in her efforts by her stocky and mature appearance, by her poor grooming habits, and by the fact that she didn't have very much in the way of material resources. A teacher might do well to pay attention to the interest which was expressed by both Sandra and her mother in making over clothing. Such study might help the Thomas family to extend their limited resources and might enable Sandra to have clothes that fitted her. Sandra was very sensitive about being overweight. Her being overweight was, of course, not primarily a clothing problem but careful selection of styles could minimize her apparent stockiness.

For six of the pupils in homemaking, these were some of the curricular needs in clothing as they appeared to the investigator. These needs have been viewed here in relation to individual pupils. In the next chapter, they will be called to mind again in relation to consideration of the curriculum for the total group of pupils in homemaking.

One further point should probably be mentioned here. It has no doubt been apparent that the investigator and the parents have not always

diagnosed the pupil's curricular needs in the same way. One area which would seem to deserve further study is: What do parents conceive as the role of the school in the task of educating their daughters in home-making, a task shared by the parents and the school? It appeared that some of the parents looked to the school to teach more of the values and skills that they were already trying to teach their daughters at home. For example, Mrs. Oliver thought it important for girls to learn to use accessories skillfully and Mrs. Landon wanted advanced dressmaking taught. Other parents seemed to want the school to teach their children in areas in which they felt less capable of doing so. There was, however, no evidence concerning how far the parents might be willing to go in allowing their daughters to examine beliefs which differed from those of their parents or to try out practices which were not commonly followed in their homes.

CHAPTER IX

SUMMARY AND CONCLUSIONS

At this point, the findings in this study may appear to the reader as interesting but unrelated strands. An attempt will now be made to draw the strands into an intelligible pattern and, through interpretation, to arrive at some suggestions for the further development of the clothing area of the homemaking curriculum in Plainfield. First, the purpose of the study will be restated, and the procedures and the setting will be re-described in brief. Second, a composite description of the various aspects of the clothing area of the 1953-54 curriculum in homemaking will be given. Third, a summary of the beliefs and practices of the pupils and their parents in relation to each of the four aspects of clothing under investigation will be presented. Fourth, some general comparisons will be made of these beliefs and practices and the clothing area of the existing homemaking curriculum. Fifth, a summary of the opinions of the homemaking pupils and their parents relative to the emphasis which should be placed on the various aspects of the study of clothing will be viewed both in relation to the clothing area of the existing curriculum and in relation to the beliefs and practices of pupils and their parents. Finally, some implications of this study for the further development of the clothing area of the homemaking curriculum will be stated. Suggestions for further study will be made at appropriate points throughout the discussion.

Purpose, Procedures, and Setting of the Study

Purpose of the Study

This study had for its base three ideas which seem to be generally accepted by leaders in homemaking education concerning the relationship which should exist between the problems and practices of the families of a community and the secondary curriculum in homemaking in that community: (1) that the curriculum should be focused on the activities of the homes and the problems of the families, (2) that the curriculum should give recognition to social and economic changes affecting family life, and (3) that the home should be viewed as an important part of the learning situation in homemaking. Recognition was given to the fact that underlying these ideas are beliefs about the way in which learning takes place: that it occurs more efficiently when it is purposeful in the eyes of the learner, when the learning situation tends to clarify and support the learner's feeling of purpose, and when there are similarities between the new and the past experiences of the learner.

The basic purpose of the study was to explore the meanings that these ideas concerning the relationship between curriculum and homes and families might have for the clothing area of the secondary curriculum in homemaking in a local community. Thus, the setting for the study was the high school in one community, and the participants were the pupils in the homemaking classes, their parents, and the two homemaking teachers. The purposes of the study as they were seen at the action level were these: (1) to obtain information from the pupils in homemaking and from their

parents concerning what they believed and practiced in relation to choosing and wearing, buying, making, caring for, and repairing clothing, (2) to obtain information from the pupils in homemaking and their parents concerning their beliefs about what should be emphasized in the clothing area of the homemaking curriculum, (3) to compare the clothing area of the existing curriculum in the local community with the beliefs and practices of the pupils and families relative to clothing and with their ideas concerning what should be emphasized in the clothing area of the local curriculum, and (4) on the basis of these comparisons to make recommendations for the further development of the local curriculum in homemaking in the area of clothing.

Procedures Used in the Study

Obtaining information from pupils and parents. The data concerning beliefs and practices relative to clothing and opinions relative to the clothing area of the existing curriculum in homemaking were obtained from the homemaking pupils and their parents through questionnaires and interview schedules which were developed for the study. The "Clothing Questionnaire for High School Students" was filled out in regular class periods in homemaking by all of the pupils. The "Clothing Questionnaire for Parents" was sent home with all of the pupils and was returned by 84 per cent of the parents. From each of the homemaking classes, Homemaking I, II, and III, approximately one-third of the pupils were chosen at random to be interviewed. The parents of these pupils were also interviewed. All of the interviews were done by the investigator; those with

the pupils were done at school during the study periods of the pupils, and those with the parents were done in the homes. Such personal information about each pupil as age, occupation of father, employment status of mother, composition of family, and participation in school and community activities was obtained through an information sheet which was filled out by the pupils along with the questionnaires.

Obtaining information about the clothing area of the curriculum in homemaking. The descriptive information about the clothing area of the 1953-54 curriculum in homemaking was secured from the teachers' daily planbooks which included: stated pupil and teacher goals in the area of clothing, an outline of the day-to-day work of the pupils, copies of study guides, references to resources, and copies of evaluation devices. The homemaking teachers furnished additional information about the projects of each pupil in clothing construction, and they also checked, for completeness and accuracy, the descriptions of the clothing area of the curriculum which were written by the investigator.

Developing the questionnaires and interview schedules. The questionnaires and interview schedules were designed to secure information from pupils and parents relative to four aspects of clothing: (1) choosing and wearing clothing, (2) buying clothing, (3) making clothing, and (4) caring for and repairing clothing. Only such information as was thought to be significant for the development of the curriculum in homemaking was requested. Several other guides which were kept in mind in the development of the devices were: that a pupil or a parent would be likely to have had experience which would permit her to answer the items

accurately; that a pupil or a parent could reasonably be expected to recall the information which was requested; and that the information be requested in such a way that a pupil or parent would not hesitate to give it. In some instances it did not seem possible to satisfy all of these conditions, and one condition had to take precedence over another. At various points in their development, the questionnaires and interview schedules were criticized by Michigan State College staff members in Textiles, Clothing and Related Arts and in Home Economics Education, and by the homemaking teachers who were supervising student teachers in homemaking for Michigan State College. The devices were also given a trial with homemaking pupils and their parents in a community other than the one in which the study was made.

Setting for the Study

The community and the school. The study was carried out in a south-central Michigan community of 6,500 population which was designated as Plainfield. The incomes of the families in this community are derived largely from business, industries, and farming. While some of the inhabitants are employed in industries in Plainfield, others commute a distance of about twenty-five miles daily to jobs in the two cities which lie in opposite directions from Plainfield. A number of the farmers are part-time farmers who are also employed in other occupations. In Plainfield, there are the church and club groups which are usually found in small towns, including the women's clubs and the 4-H clubs which are a part of the United States Cooperative Extension Service.

Plainfield High School draws its students from the town and from the surrounding area, roughly from a ten-mile radius. During 1953-54, the enrollment in grades nine through twelve was about 560. Forty-four per cent of these pupils came from outlying districts.

The school program in homemaking and the homemaking pupils. Three years of homemaking are offered in the high school. Some additional work in homemaking is offered in the eighth grade and at the adult level. During 1953-54, about one-third of the time in each of the high school classes in homemaking was devoted to the study of clothing.

The 101 pupils who were enrolled in homemaking during 1953-54 were, for the most part, daughters of factory workers and farmers. One-half of them were enrolled in Homemaking I, the beginning class in high school; less than a third were enrolled in Homemaking II, and about a fifth, in Homemaking III, the advanced classes. Fifty-five per cent of these pupils came from rural homes, the proportion of rural pupils in homemaking being somewhat higher than the proportion of rural pupils in the school. The mothers of about a third of these girls were employed part-time or full-time outside their homes. Ninety per cent of the pupils earned some of their spending money and a fifth of them earned all of it. Almost a third of the pupils took part in no school or community activities, and over a fourth participated in only one club or activity. Although there were differences among the pupils in homemaking, they appeared, on the whole, to be a rather homogeneous group. Further, the group of pupils which was chosen to be interviewed, appeared to be very similar in a number of respects to the total population in the homemaking

classes and was, therefore, considered to be fairly representative of that group.

The Clothing Area of the Curriculum in Homemaking
in Plainfield High School

The study of clothing in the curriculum in homemaking in Plainfield High School during 1953-54 was largely centered in the construction of garments. Table LIX shows that in Homemaking I slightly over eight of the eleven weeks which were spent in the study of clothing were allotted to the making of garments. In Homemaking II and III, an even higher proportion of the time, eight weeks out of ten, was devoted to the construction of garments. In each of the classes, from a day or two to a week

TABLE LIX

TIME ALLOTTED TO VARIOUS ASPECTS OF THE STUDY OF CLOTHING
IN THE HOMEMAKING CURRICULUM

Aspects of Clothing	Time allotted to each aspect of clothing					
	Homemaking I		Homemaking II		Homemaking III	
	Days	Per cent	Days	Per cent	Days	Per cent
Choosing and wearing						
clothes.....	4	7	4	8	2	4
Buying clothes.....	5	9	2	4	2	4
Making clothes.....	41	73	40	82	41	82
Caring for and repairing						
clothes.....	4	7	1	2	1	2
General: goal setting						
and evaluation.....	2	4	2	4	4	8
Total.....	56	100	49	100	50	100

at the most was allotted to each of the other aspects of the study of clothing: choosing and wearing clothes, buying clothes, and caring for and repairing clothes. A few days in each class were given to the setting of goals and to evaluation in general.

The garments which the pupils chose to make were selected on the basis of their wardrobe needs as they saw them, their abilities in garment construction, and their personal desires. A large proportion of the pupils at all three class levels made skirts or blouses, or both. A larger proportion of the pupils in Homemaking II and III made garments like dresses and suits, which are usually considered more difficult to construct. Nearly all of the garments made by Homemaking I pupils were of cotton fabrics. About a fourth of those made by the Homemaking II pupils and three-fourths of those made by the Homemaking III pupils were of non-cotton fabrics: wool, silk, or synthetics.

In the construction of garments, emphasis was placed on the economical use of time and materials, the use of appropriate construction procedures for the garment and the fabric, and the development of increasing independence on the part of the pupils in solving problems of garment construction.

In relation to choosing and wearing clothing, the major emphasis was on the selection of colors, styles, and textures which were appropriate for individuals. The use of colors and lines to create illusions which were flattering to the individual were considered. In the Homemaking II and III classes, particular attention was given to current fashion trends in color, style, and fabric. A day spent in the study of selecting

clothing for pre-school children as part of a Child Development unit in Homemaking I represented the attention which was given to selection of clothes for persons other than teen-agers.

As for the buying of clothes, the pupils in Homemaking I studied the characteristics and wearing qualities of cotton and of nylon undergarments and of full-length hose. In each of the classes consideration was given to the purchase of fabrics for the garments to be constructed in class: the names, weaves, and finishes of cotton fabrics in Homemaking I; and the names, weaves, and finishes of wool, silk, and synthetic fabrics in Homemaking II and III. The pupils in Homemaking II made cost comparisons of ready-to-wear and made-at-home clothing.

The greater part of the study of care and repair of clothing was in the Homemaking I class where the pupils investigated preferred procedures for hand laundering of undergarments and sweaters. In this year they also made small equipment, such as drawer dividers, to assist in the storage of their clothing. The attention to care and repair of clothing in Homemaking II and III was related to the study of fabrics and included the type of care, particularly pressing, which was required by them.

Thus, it can be seen that in some instances the study of selection, buying, and care of clothes was related to the garments which were to be constructed by the pupils. Clothing for the teen-age girl was the central focus in the curriculum; the only attention given to clothing for other family members was in the selection of clothes for small children.

Beliefs and Practices of Pupils and Parents Relative to
Various Aspects of Clothing

Choosing and Wearing Clothing

General considerations in the teen-age girl's choice and wearing of clothing. Many of the Plainfield homemaking pupils believed that their wardrobes were inadequate. However, very few thought that they lacked clothes for working around home; the deficiency as they saw it was in clothes to wear for school and for good. Approximately half of the interviewed pupils had asked their parents for new clothes "since last fall." The reasons that they reported giving their parents for wanting new clothes were, in the main: that they had outgrown or worn out the ones they had; that they wanted something different; or that they needed something for a special occasion. However, the reason which the parents most often said that their daughters had given them was that they wanted what the other girls were wearing.

Many parents believed that sometimes their daughters wanted too many clothes. About half of the pupils reported that their parents had told them this, and similarly, about half said that their parents had expressed a wish that they could give their daughters more money for clothes. A number of pupils reported that their parents had made both comments, thus indicating a probability that some parents regarded their daughters' wishes for clothes with ambivalent feelings.

These teen-age girls appeared to get ideas for the clothes they wanted from many sources. Two commercial ones, catalogues and store windows, along with the girls' own friends, were cited by four-fifths or

more of the pupils. However, no single source stood out as being the one from which most of the pupils obtained the idea for the latest acquisitions to their wardrobes. About equal proportions of the pupils mentioned: other girls, catalogues, mothers or other relatives, magazines, store windows, shopping around in the store, pattern books, and own original ideas. Slightly less than half of the pupils said they obtained ideas for clothes they wanted from the homemaking classes. As might be expected in view of the development of increasing independence during the adolescent period, the beginning pupils more often mentioned their mothers as a source of ideas for clothes, while the older girls more frequently named newspapers and magazines.

The picture with respect to the pupils' garments which had been new in the fall and had been discarded by spring was one which reflected the physical growth of adolescents, a changing taste in clothes on the part of some pupils, and a probable lack of information concerning appropriate procedures for laundering sweaters.

Slightly over a third of the pupils reported that handed-down garments had been added to their wardrobes in the past year. Comments made by parents in interviews and the responses of parents to the questionnaire item relating to the family's use of handed-down garments indicate that this percentage is probably too low to present accurately the extent to which pupils obtained garments from this source. Some pupils were apparently reticent to admit that they used handed-down clothes. Furthermore, handed-down and made-over garments were more frequently described by the pupils as their least liked garments than as their best liked ones.

Family interaction in the choosing and wearing of clothing.

Decisions relating to the choosing and wearing of clothing appeared to involve a great deal of interaction among family members. On the whole, the pupils in homemaking desired the approval of their parents for their clothes. They also tended to wear a type of clothing for working around home, for school, and for good that was preferred by their parents for these situations. The typical garb for working around home was jeans with a shirt or sweater, ankle socks, and low-heeled shoes. Although there was general conformity in dress among these teen-age girls, there appeared to be even greater conformity in the school situation, where a skirt and blouse or sweater, ankle socks, and low-heeled shoes was almost the universal costume. There was greater variety in the pupils' dress-up apparel. About half of the pupils indicated that they sometimes wore their clothes interchangeably for school and for good. That garments selected for good should be of a style which would also be appropriate for school was the opinion of many of the parents.

Generally speaking, there seemed to be more agreement between mothers and daughters concerning the usual types of garments worn by the girls for various situations than there was concerning preferences for style and color. Becomingness of clothing for their daughters in terms of color, line, and appropriateness for age seemed to be of great importance to many parents. The color and style problem was one of mutual concern for the feminine members of these families, one in which they advised one another and disagreed with one another. Both mothers and daughters expressed considerable concern about the daughters' figure problems.

While fathers and brothers were not mentioned as often as mothers and sisters in connection with mutual concern for clothes or disagreements about clothes, they did figure to some extent in the total clothing situation for many of the teen-age girls. Fathers were reported as expressing their opinions about the appropriateness of certain garments, while brothers were reported to think that their sisters spent too much time on matters of dress. On the other hand, the girls were sometimes critical of their brothers' failure to dress up enough to suit them.

In these Plainfield families, it was not the general practice to make long-time plans for the meeting of clothing needs. Rather, the needs were cared for as they arose. However, it did appear to be the practice in many families to get new clothes for the beginning of school in the fall. Gifts of clothing were often given for birthdays and holidays. Many families planned some of the time to take advantage of month-end or year-end sales. Such long-time planning as was done by these families concerned the purchasing of such large items as coats.

Although the family planning for clothing did not appear to involve consideration of the overall amount of money to be spent for clothing for each member of the family, a considerable majority of the pupils believed that the distribution of money as it worked out in their families was fair. Those pupils who did not think that the money spent on clothing was equitably divided among the members of their families tended to look on themselves as the favored ones and to see their mothers as the ones who were neglected.

The peer group in relation to the choice and wearing of clothing.
The desire to have their girl friends and boys approve of their clothing

was almost universal among these Plainfield homemaking pupils. The older girls were more likely to think that they should frequently wear clothes that appealed to boys than were the younger ones.

Most of the mothers who were interviewed recognized that their daughters were influenced in dress either by other girls in general or by some girls in particular. Less than two-fifths of all the pupils named specific girls whom they would like to emulate in dress. The proportion of advanced pupils who did so was even less. The pupils who did name other girls as their models were somewhat more likely to name girls from their own grade in school and girls who were not among their close friends than they were to name girls from a higher grade or from among their close friends.

Buying Clothes

General considerations in the purchasing of apparel. The purchasing of clothes was viewed by the investigator as taking place in a setting which was made up, in part, by the ideas and practices of people in respect to clothing in general. This point of view was somewhat supported by the general similarity which appeared to exist between opinions and practices relative to choosing and wearing clothing and the factors which the interviewed pupils and parents said that they had considered in specific purchases of outerclothing for teen-agers. Most of these pupils and of these parents reported that they had given consideration to becomingness of color and style for the individual and the use for which the garment was being purchased. About half of the parents and slightly

less than half of the pupils thought about required care. About half of both groups reported that they had had a general price range in mind. The periods of time over which the purchases of garments, other than coats, had been planned were relatively short. One-fourth of them had occurred on the spur of the moment, and the remainder had been planned for less than a month.

In addition to a general setting, each individual purchase appeared to have a specific setting into which such influences as the following entered: the stimulations or the limitations of the market place, the urgency of making the purchase at a specific time, and interaction of the persons involved in the purchase.

In each of the homemaking classes, some of the pupils earned money or used their allowances for clothes, while the parents of other pupils bought apparel for them. The proportion of pupils who earned money for clothes was higher in the advanced than in the beginning classes.

Patterns of participation in the purchase of clothing. Most parents believed that children over six should participate in the selection of their own clothing, and some of them thought that teen-agers should purchase apparel by themselves. The garments which the parents thought they ought to help the teen-agers select were the expensive ones or the ones which would have to be worn a long time. The pupils were, in general, in harmony with these opinions of their parents. Most of them believed that they should sometimes select their clothes alone, and sometimes with their parents. Few of them favored having their clothes chosen by their parents alone.

In general, the practices which were usually followed in relation to participation of various persons in the selection of apparel for teenage girls appeared to be in accord with the opinions of pupils and parents in this matter. Undergarments and scarfs were usually purchased alone by over half of the pupils. Shoes, sweaters, and blouses were selected with parents by about half of the pupils. Over three-fourths of the pupils usually had the help of their parents in choosing good dresses and winter coats. The proportion of pupils who selected garments alone was greater with each advance in class level except in the case of winter coats and good dresses.

Over half of the pupils helped in the selection of garments for other persons: blouses, hose, dresses, sweaters, slips, and scarfs for women and girls, and shirts, socks, and ties for men.

Garments purchased ready-to-wear for teen-agers. Nearly all of the pupils had obtained some ready-to-wear apparel during the past year. Each of the following garments had been acquired by 90 per cent or more of the pupils: ankle socks, skirts, blouses, panties, slips, and shoes. Sweaters, dresses, and hose had also been purchased for the majority of the pupils. Only aprons and smocks, housecoats or bathrobes, and suits had been acquired ready-to-wear by less than half of the pupils who obtained them in the past year. Suits had been handed down to many of the pupils who had acquired them.

Most of these families purchased clothes in Plainfield and in other towns as well. Over half of the families shopped for clothes by mail. All garments for women and girls were purchased in Plainfield by

a larger proportion of families than purchased them in other towns; this was also true for all garments for men and boys except suits and bath-robes. There appeared to be a greater tendency to go out-of-town for garments in which fashion was likely to be one of the selection factors. The garments which the families appeared to be most likely to order by mail were undergarments or standard items.

The two large cities located near Plainfield should probably be considered as supplementary sources of clothing for the families of this community since so many of them said they had made purchases of clothes in these cities during the past year.

Expenditures for clothing. Very few of the homemaking pupils or their families indicated that they had kept records of expenditures for clothing. About a fourth of the pupils thought they knew about how much had been spent for their clothes in a year and gave an estimated amount. In the judgment of the homemaking teachers and the investigator, over two-thirds of these pupils indicated an amount which was probably accurate. The range in the amounts so considered was from \$25.00 to \$200.00

The homemaking pupils appeared to be a relatively homogeneous group with respect to the amounts of money they said they would expect to pay for various garments. The interquartile ranges in estimated costs for garments were: from \$.39 to \$.60 for ankle socks, from \$.45 to \$.70 for panties, from \$1.98 to \$3.00 for slips, from \$2.00 to \$3.00 for blouses, from \$3.00 to \$5.98 for sweaters, from \$7.98 to \$12.00 for good dresses, from \$25.00 to \$35.00 for winter coats, and from \$5.00 to \$7.50 for shoes.

Generally speaking, the pupils appeared to be aware of the costs of articles of apparel and to be in agreement with their parents concerning the amounts they would expect to pay for certain garments.

For slips, blouses, and good dresses there was a statistically significant difference in the amounts which the pupils in the beginning and advanced classes expected to pay, the advanced pupils estimating the higher amounts.

Making Clothes

Homemade clothing in the wardrobes of family members. In almost three-fourths of the families some home sewing had been done for girls and women. However, in only a third had garments been made for men and boys. Relatively few types of garments had been made in a third or more of the families which had obtained such garments in the past year, and all of these were for women and girls: blouses, skirts, house dresses, other dresses, pajamas, and aprons or smocks. The only garments for men and boys which had been made at home in a fourth or more of the families who obtained them were pajamas and sport shirts.

Number and types of garments made at home. There was a wide range in the number of garments made in a year by individual pupils and by individual parents, from none to 26 for pupils and from none to 61 for parents. Over a fourth of all the pupils and of all the parents had made no garments at home in the past year; the median number of articles made by the pupils was three and by the parents, four. There was not a statistically significant difference in the numbers of garments made at home by the pupils in the beginning and advanced homemaking classes.

Ninety per cent of all the garments made at home by pupils and by parents were made of cotton fabrics. The great majority of all the garments made both by pupils and by parents were skirts, blouses, dresses, and aprons. Most of the articles made by the pupils had been made for themselves; only a few had been made for mothers, sisters, or other persons.

Altering and making over clothes. In a great many of the families, there was alteration or making over of clothing. The most common type of alteration reported both by pupils and parents was the lengthening or shortening of garments. In some of the families, make-overs such as making a child's overalls from a skirt were done.

Reasons given for sewing or for not sewing. Many of the pupils and parents who sewed said they did so because they liked to. These parents viewed home sewing as a way of getting clothes more economically, while the pupils saw it as a way of getting the garments that they needed or wanted. Some pupils said they sewed in order to learn how. Relatively few pupils or parents looked on home sewing as a way of securing color, style, or fit in clothes which the ready-to-wear market did not provide.

Lack of time for sewing was a reason given by nearly all of the parents who did not sew at home. Many of the parents further explained that it was because they worked away from home that they did not have time. Not having time and not liking to sew were reasons which were each given by about a third of the pupils. About a fourth of the pupils and of the parents said they did not sew because they did not know how to sew well.

Caring for and Repairing Clothing

Care and repair of clothes at home. In these Plainfield families, nearly all care and repair of clothes was done at home by various family members. The single exception was in the case of dry-cleaning. For the most part, it was the mothers, assisted by their teen-age daughters, who usually assumed responsibility for caring for the clothing of the families. Few men or boys participated in any of the tasks save for the shining of shoes.

Most of the teen-age daughters sometimes, and in some cases often, washed and ironed their own clothes, laundered their own sweaters, and did their own mending. It should be noted here that the reason most often given by pupils for discarding sweaters was that these garments had shrunk or faded. Relatively few girls darned ankle socks either for themselves or for other members of their families. However, a large proportion of the pupils did assist with the family washing and ironing. Very few commonly did the family washing or ironing alone or mended clothes for other persons in their families.

Facilities for storing clothes for teen-age girls. All of the homemaking pupils reported that they had some dresser space for storing their clothes and most of them had a dresser which they alone used. However, less than half of the pupils had a closet which they alone used, and about a seventh of them had no closets and used hooks or rods in their rooms instead.

Many of the pupils kept their good coats in halls or hall closets which were shared by the entire family, and their work coats in backrooms,

sheds, or stairways. Only a third of the pupils kept their shoes in special bags, racks, or boxes. The remainder said their shoes were kept on the floor; many named a special place on the floor. Sweaters and undergarments were, for the most part, stored in dresser or bureau drawers.

There was no evidence concerning the adequacy of storage space for either the clothing of the teen-age girls or of other family members.

Feelings of family members concerning the care of clothing.

Parents, in general, preferred for their daughters to wear garments which were washable and easy and inexpensive to care for. Over half of them thought it very important to be able to wash their daughters' blouses and undergarments along with the family washing.

Many parents believed that their daughters were sometimes careless about hanging up their clothes and many pupils indicated that their parents had given them reminders in this connection. Relatively few parents thought that their daughters spent too much time on their clothes.

The "care-of-clothing" tasks which some pupils liked to do, others disliked. Washing and ironing were the tasks most often enjoyed, and mending and darning were those least often enjoyed. However, about a third of the pupils did not indicate that there was any such task that they particularly disliked, and a slightly higher proportion did not name any that they particularly liked.

The Clothing Area of the Curriculum in Homemaking
and the Beliefs and Practices of the
Pupils and Their Parents

Almost all of the Plainfield pupils in homemaking and their parents indicated responsibilities and concerns in the areas of choosing and wearing, buying, and caring for and repairing clothing. Yet little time or emphasis had been given to the study of these aspects of clothing in any of the homemaking classes during 1953-54. The greater part of the time and attention had been devoted to the making of garments, an activity in which at least a fourth of the pupils and a fourth of the parents had not engaged during the past year and for which many more had taken only limited responsibility.

In this section the teachings in homemaking in each of the aspects of clothing will be examined in relation to the beliefs and practices of the pupils and parents as they appeared in this study. Mention will be made of common areas of responsibility and concern which were not part of the curriculum in homemaking. The purpose here is to report the situation as it seemed to be. In a later section attention will be given to some implications of this study for further development of this area of the homemaking curriculum for Plainfield.

Choosing and Wearing Clothing

Curricular emphases in 1953-54. The greatest curricular emphasis in choosing and wearing clothing appeared to be in the selection of colors and styles which were becoming to the individual, and in using colors and lines to create illusions to make the figure appear more like

the ideal figure. The study of beliefs and practices revealed that this was an area of great concern to both pupils and parents in relation to the choice of apparel for teen-agers.

The study of current fashion trends in the advanced classes would also seem consistent with the turning of this age group to newspapers and magazines for their ideas for clothes. A question might be raised here concerning whether the curriculum in homemaking served to stimulate the pupils' desire for more clothes, a desire which the parents did not entirely approve. There was little evidence in this study save that slightly less than half of the pupils said they obtained ideas in home-making classes for clothes they would like to have. However, there was no evidence that the curriculum in homemaking sought to gain understanding on the part of the pupils for the problems that a family faces in meeting its requirements for clothing.

The selection of clothing for pre-school children was a curricular emphasis for which the present study revealed no information concerning related beliefs and practices of pupils or parents.

Areas of apparent responsibility and concern not included in the 1953-54 curriculum. There was little evidence that the family setting for the choosing and wearing of clothing had been recognized in the curriculum in homemaking. Attention had not been given to differences of opinion either within or among families concerning the becomingness or appropriateness of certain attire for teen-age girls. The various patterns of planning for clothing and the timing for replenishing wardrobes had not been seen from the point of view of the family. Not much

consideration had been given to the analysis of clothing needs in terms of various purposes or the dual school-good purpose which was part of the thinking of many Plainfield families. It may be that some consideration had been given to this in the selection of a garment to be made.

Nor was there apparent attention to the peer setting for the choice and wearing of clothes and its particular pressures on teen-agers in their efforts to conform and yet be individual.

Buying Clothing

Curricular emphases in 1953-54. The curricular emphasis in the buying of clothes had focused on the selection of undergarments for teen-age girls. This would seem to have been appropriate since undergarments were obtained by pupils almost universally in the period of a year and since they were garments which pupils often purchased by themselves. The emphasis on the purchase of fabrics for garments to be made was, of course, centered on a very real problem in the school situation. The findings of this study did not include specific information concerning the usual responsibility of teen-age girls or parents for the selection of yard goods.

Areas of apparent responsibility and concern not included in the 1953-54 curriculum. Understanding of the total shopping situation in terms of ultimate values sought, of the interaction of the participating persons, and of specific pressures or hindrances at the time of purchasing had not been a consideration of the homemaking curriculum. No attention had been given to the planning for total expenditures for clothing or to

recording such expenditures. While keeping records of expenditures was not a common practice among either the pupils or their families, many parents thought it important for their daughters to have knowledge of how much money was spent for their clothes. Even in respect to the purchase of undergarments, there was little evidence that there had been study of the cost of garments in relation to value. Nor had the buying of other garments which were commonly purchased for these teen-age girls or other persons and in whose purchase they were likely to participate been considered. The problem of shopping by mail, which was common procedure in many families, had not entered the study of buying.

Making Clothing

Curricular emphases in 1953-54. The making of garments was the aspect of clothing on which much attention had been centered in all three classes in homemaking. The types of garments which were made in the homemaking classes were, for the most part, the types of garments most commonly made in the homes. For example, in each of the homemaking classes a large proportion of the pupils made skirts and blouses, garments which were made in a larger proportion of these Plainfield families than any other garments. Dresses and pajamas, garments which were made at school by many pupils, had also been made at home in about a third of the families. House coats and suits were garments less commonly made at home which had been made by some of the pupils in homemaking.

Many of the garments made at school were of cotton fabrics: nearly all in Homemaking I, three-fourths in Homemaking II, and a fourth in

Homemaking III. Cotton was the fabric which also predominated among the garments made at home.

All of the homemaking pupils made garments for themselves at school. Most of the garments which they made at home were also for themselves.

Information was not collected in this study with reference to home practices in use of time and material or various construction processes in home sewing.

Areas of apparent responsibility and concern not included in the 1953-54 curriculum. In many of the families there was some alteration or making-over of garments. However, few individuals and no class groups worked on this problem at school.

Caring for and Repairing Clothing

Curricular emphases in 1953-54. The attention in the homemaking classes to preferred procedures for the hand laundering of undergarments and sweaters would seem to be in harmony with the responsibility for these activities assumed by the great majority of the pupils. The consideration which was given to pressing and other care required by different fabrics would also seem to fit with the participation of the teen-age girl in assisting with the care of the family clothing. The making of equipment for the more efficient storage of clothing might be looked upon as contributing to the solution of problems in the area of hanging up clothes and keeping them neat and in order. This, it will be recalled, was an area in which the behavior of many of the pupils did not always please their parents.

Areas of apparent responsibility and concern not included in the 1953-54 curriculum. There was no evidence that attention to problems and procedures in doing the family laundry was part of the curricular activity in Plainfield. Some, but not much, recognition had been given to the total problem of storing clothes of the teen-ager. It will be recalled that this investigation did not yield information relative to adequacy of storage facilities for the clothing of teen-age girls or their families.

Opinions of Homemaking Pupils and Their Parents Relative to the Clothing Area of the Curriculum in Homemaking

The opinions of the homemaking pupils and their parents concerning whether the various aspects of clothing should receive more or less emphasis than they currently received in the curriculum in homemaking are summarized in Table LX. The proportions of pupils and parents who responded that they thought the emphasis should be "about the same" as that in the present curriculum are not included in the table. For the most part, a majority of the pupils and a majority of the parents recommended that more emphasis be given to each aspect of clothing in relation to the problems of the teen-age girl; however, just under half of the parents thought that the teen-ager's choice and wearing of clothing should receive more attention, and just under two-fifths of the pupils thought the making of clothes for themselves should be given greater emphasis. The proportion of pupils who thought greater attention should be given to the making of articles of teen-age apparel was considerably less than the proportion of parents who thought this would be desirable. This suggests

TABLE IX

OPINIONS OF HOME-MAKING PUPILS AND THEIR PARENTS CONCERNING THE EMPHASIS
WHICH SHOULD BE GIVEN TO VARIOUS ASPECTS OF THE STUDY OF CLOTHING
IN THE CURRICULUM IN HOME-MAKING[#]

Aspects of the study of clothing	More emphasis		Less emphasis	
	Percent- age of pupils (N = 101)	Percent- age of parents (N = 75)*	Percent- age of pupils (N = 101)	Percent- age of parents (N = 75)*
Choosing and wearing clothes:				
Choosing clothes for teen- age girls.....	60	48	1	0
Choosing clothes for other family members.....	25	25	5	17
Buying clothes:				
Buying clothes for teen-age girls.....	70	55	0	0
Buying clothes for other family members.....	29	18	14	16
Making clothes:				
Making clothes for teen-age girls.....	39	59	8	3
Making clothes for other family members.....	15	16	30	25
Caring for and repairing clothes:				
Caring for and mending clothes for the teen-age girl.....	59	73	4	1
Caring for and mending clothes for other family members.....	34	40	14	13

[#]The proportions of pupils and parents who responded "about the same" are not included.

*Only 75 of the 81 parents responded to this item.

that the pupils may have been more aware of the present curricular emphasis on the making of garments than were the parents. Or it may suggest

that some of the pupils were less interested in learning to sew than their parents were in having them learn. The aspect of clothing for teen-age girls for which the greatest proportion of parents recommended increased emphasis was caring for clothes; that for which the greatest proportion of pupils recommended increased emphasis was the buying of clothing. Few pupils and fewer parents thought that less attention should be given to any of the aspects of clothing as they related to the teen-age girl.

Generally speaking, there was less enthusiasm on the part of both the pupils and the parents for the study of clothing in relation to other members of the family. As has previously been mentioned, in the 1953-54 homemaking curriculum such study had been limited to one day in which the pupils in Homemaking I considered the selection of clothing for pre-school children. Thus it would seem that when the pupils and parents said they desired either "about the same" or "less" emphasis on clothing relating to other family members, they probably meant that problems of clothing for family members other than teen-age girls should not have a place in the homemaking curriculum. There may be several reasons for this lesser concern on the part of both pupils and parents for the study of clothing in relation to other family members. Some family situations were probably not such that the pupils normally took responsibility for the clothing of other members of the family. Or perhaps many of the pupils had not yet accepted an image of a housewife role for themselves, and thus were not ready to think in terms of family problems. The parents may have seen responsibility for the clothing of family members as a part

of their own role and may have felt that for the school to be concerned with such problems was an encroachment upon their prerogatives. Or the parents may have felt that if their daughters learned to take responsibility for their own clothes now, they would be able to apply these learnings in later life. There is some support for the idea of a probable relationship between the emphasis desired by pupils and parents for the study of the various aspects of clothing for family members and the extent to which the teen-age girls currently assumed responsibility for these aspects of the family's clothing. For example, many pupils assisted in caring for the family's clothing, and this was the one aspect of clothing for which more than a third of the pupils and of the parents were desirous of having more curricular emphasis. On the other hand, few pupils made garments for persons other than themselves, and a relatively small proportion of either pupils or parents wanted greater emphasis in this area.

In their free responses relative to curricular emphasis on the various aspects of clothing, both pupils and parents mentioned present and future responsibilities of the pupils in the buying and the care of clothes. They said in effect: girls buy clothes now and will continue to do so, they need to learn to get value for money spent; if girls learn to care for clothes they can be of more help to their mothers now and also become better prepared for later life. The free responses concerning the choosing and wearing of clothing reflected the preoccupation of teen-age girls with their own appearance and the concern of their parents that they learn to choose clothes that are becoming and

appropriate for them. The suggestions in relation to making clothing tended to center around the development of desirable habits of work, of judgment in deciding what garments to make, and of skill in construction processes.

As the total picture of pupil and parent opinion relative to the various aspects of clothing is viewed, it would seem that the desire for more emphasis on choosing and wearing, buying, caring for and repairing clothing is readily understandable in terms of common responsibilities and concerns in these areas and the slight attention which was accorded them in the curriculum. It is, however, more difficult to understand the desire for more emphasis on the making of clothes. It may be that skill in garment construction is looked upon as a skill which is handy to have, whether or not it is a commonly used one. Or it may be that many parents do not accept the move from home production of clothes to factory production as a completely desirable one. Or the image which people have of a homemaking class may be one which includes the construction of garments and it may be difficult for them to think in other terms.

It should be noted here that individual persons were not asked to make a decision concerning the relative importance of the study of the various aspects of clothing. It would appear that the tendency of both pupils and parents was to want more of everything. This raises an obvious problem in relation to the time available for the study of clothing. It would be interesting and helpful to know what aspects of study pupils and parents would think it most important to include in the curriculum when the reality of time limitation was faced.

As was pointed out in the preceding chapter in relation to the curricular suggestions of particular persons, it would also be helpful to know the bases upon which pupils and parents made their decisions concerning whether more, less, or about the same emphasis should be given to the study of various aspects of clothing; that is, what they conceive as the role of the school and as the role of the home in such education.

Some Implications of the Study for Further Development
of the Clothing Area of the Plainfield Curriculum
in Homemaking

In this section, the writer has again tried to assume the role of a local homemaking teacher as she did in looking at the cases of individual pupils. The present curricular emphases in clothing have been examined in relation to the activities and beliefs of pupils and parents, and the ideas of pupils and parents concerning the emphases which they thought desirable in this part of the curriculum in homemaking have been studied. What are some of the implications which seem to follow for the further development of the clothing area of the Plainfield curriculum in homemaking?

Perhaps the first point which should be noted is that many pupils and parents were desirous of having more emphasis in all the aspects of clothing. As has been mentioned, this creates a problem in relation to the allotment of time for the study of clothing in the homemaking curriculum. One might say, since there is apparently great interest in having more attention given to clothing, the total allotment of time for

that study should be increased. However, the attitude of pupils and parents in Plainfield concerning the relative distribution of time among the different areas of homemaking is not known. They might, for example, say that they also wanted more study of child development, meal planning and preparation, nutrition, home furnishings, and so forth. From the point of view of the leadership group in homemaking education, it would probably be considered undesirable to increase the total amount of time given to study of clothing; this group has long sought to gain a more equitable distribution of time for the many areas of homemaking in the secondary curriculum.

If the total time devoted to the study of clothing in the curriculum is to remain about the same (and perhaps it is safer to assume that it should until there is a clearer directive from pupils and parents concerning its importance in relation to other aspects of homemaking), there would still seem to be several possibilities.

The homemaking teacher might examine the efficiency of her teaching in the area of garment construction. Is it necessary to spend as much time to learn to construct garments? If more economical methods of teaching were found, more time might be freed for emphasis on other aspects of clothing.

Another possibility might be to work with pupils and their parents in analyzing their requests for more emphasis in all the aspects of clothing in the light of time limitations and also in the light of their current beliefs and practices relative to clothing. It would be interesting and helpful to the teacher to know their reaction to what appears as

a disparity between the curricular emphasis in clothing and their responsibilities and concerns in that area. It might be that pupils and parents would be willing to work with the teachers in trying out some different curricular patterns than the existing one. Parenthetically, the writer would like to comment that the general good will of the parents toward homemaking classes and the homemaking teachers as expressed in their written comments and in interviews would seem to provide a good foundation for work of this type in Plainfield.

It is recognized that the solution of the problem concerning the relation of desired emphases to available time is a basic one in this instance. It further appears that the conception of pupils and parents as to the role of the school in such education may also be a crucial one in further development of the curriculum in this area. However, the writer would like to indicate a few points at which the findings concerning the beliefs and practices of pupils and parents would seem to have implication for the Plainfield homemaking curriculum, if that curriculum is to focus on the activities and problems of the families, to take cognizance of social changes affecting the family, and to recognize the home as part of the learning situation.

Greater relative emphasis would be placed on problems of choosing and wearing, buying, and caring for and repairing of clothing since they are almost universally problems of these Plainfield families. Lesser emphasis would be placed on the construction of garments since this is not as commonly a problem of the families, nor as important a source of their clothing.

Pupils would be encouraged to view their problems in the choice and wearing of clothing in relation to the problems and views of other members of their families and associates. They would be encouraged to examine differing points of view concerning what was considered appropriate and becoming for wear. Here, understanding would be sought for such differences as Susan Oliver's non-acceptance of jeans and for Edith Cole's preference for plain, neat, tailored things.

Pupils would be encouraged to analyze their wardrobe needs in relation to their activities and to their resources for clothes. Since handed-down garments were probably a source of garments for a number of pupils, some attention might be given to simple alterations and make-overs. However, a teacher would need to give recognition to two things: the dislike of many of the pupils for handed-down or made-over garments, and the high degree of skill and creativeness which is often necessary in the making over of garments.

Greater attention would be given to keeping records of expenditures for clothing, particularly among those pupils who are responsible for the purchase of their own garments. This is proposed on the basis that many parents thought their daughters ought to know how much was spent for their clothes rather than on the basis of commonness of current practice.

More consideration would be given to the relation of cost and value in the purchasing of garments, particularly in relation to those garments which the pupils commonly had a part in selecting, such as, their undergarments, blouses, sweaters, and shoes. Since more of the advanced pupils usually purchased various garments alone, the study of buying might be

particularly meaningful for them. That some of the pupils, like Martha Emery, had very little to spend for clothes while others had more liberal amounts at their command would be kept in mind. Plainfield, the nearby cities, and catalogues would all be recognized as places where people shop. Some attention would be given to the many factors which appear likely to be involved in the purchase of garments.

More attention would also be given to problems in the care of the teen-ager's own clothes and in assisting with the care of the family's clothes. It should be recalled here that the greatest approval of attention to family clothing matters was in this area.

There are, no doubt, other curricular implications in these data. Furthermore, it may well be that other persons might interpret some of them in another way. The important thing to note here is that if the clothing area of the homemaking curriculum in Plainfield is to be in harmony with the values of families and the activities of homes in that community, then the homemaking teachers will need to examine the current curricular offerings in homemaking in the light of beliefs and practices of the pupils and their families as revealed in these or similar data. In such comparisons, implications for the curriculum can be seen and from them action can be planned. As has already been indicated, there are points at which the homemaking teachers may well call upon the pupils and parents to assist in making decisions concerning the next steps to be taken in the further development of the curriculum in homemaking.

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APPENDIX

Letter to the Superintendent of Schools in Plainfield

February 8, 1954

Mr. Thomas Parker^{*}
Superintendent of Schools
Plainfield, Michigan

Dear Mr. Parker:

Those of us in homemaking education have long been concerned about what should be taught in relation to clothing in high school homemaking classes. We believe that part of the answer may be found in what people in the community do and believe about clothing.

For my doctoral dissertation, I should like to study the clothing practices and beliefs of the homemaking pupils and their families in Plainfield and to give consideration to what meaning this information may have for the homemaking curriculum in your community. To collect the information, I am thinking in terms of using one questionnaire to be answered by the homemaking pupils and one to be answered by their parents. These are to be followed by interviews with a few of the parents and students.

The latter part of March is the time that I expect to be ready to work in the school.

Should permission be granted for me to do this study in Plainfield, I will of course want to talk with you, Mr. Jones, Mrs. Jackson, and Miss Evans about further arrangements.

You may wish to talk with me further before deciding whether to grant my request, and if so, I shall be glad to come to Plainfield at your convenience. For example, you may wish to know more about the type of information which people would be asked to give.

I shall appreciate hearing from you as soon as possible.

Yours sincerely,

Amy Jean Holmblade

^{*}All names are fictitious.

Letter to the Homemaking Teachers in Plainfield

February 6, 1954

Mrs. Roberta Jackson^{*}
Miss Louise Evans
Homemaking Teachers
Plainfield, Michigan

Dear Roberta and Louise:

You know, of course, that I have been trying to get a study under way. Things are at a point now where I should like to make some definite plans for moving ahead.

I should like to study the clothing practices and beliefs of the home-making pupils and their families in one community and to give consideration to what meaning this information may have for the homemaking curriculum in that community.

If you would be willing to have me, I should like to work in Plainfield. I am writing Mr. Parker to make the official request and he will probably talk to you about it. I thought I'd like for you to have a little advance warning so that you could have thought it over and talked it over before he talks with you.

To collect the information about the clothing practices and beliefs, I plan to use two questionnaires, one for parents and one for students. Then I should also like to interview a few parents and students.

I should also like to talk with you about the clothing area of the home-making curriculum.

I hope to have the trial questionnaires and interview questions ready by February 24 so that all the supervising teachers can check them and I can make revisions before using them in the community during the latter part of March.

If there are any things you'd like to ask, please call me collect or write me.

Sincerely,

Amy Jean Holmblade

*All names are fictitious

Letter to the Supervising Teachers in Homemaking for Michigan State College

A. Request for Help

To the Supervising Teachers:

The problem for my dissertation has developed to one of finding out what the families of a community do and believe about clothing, with the idea that this information will be helpful in developing the local home-making curriculum.

Four devices have been developed for use in obtaining information about beliefs and practices concerning choosing and wearing, buying, making, and caring for and repairing clothing.

I shall appreciate it if you will look through the two questionnaires and the two interview forms and give your reactions to them. You may write your comments right on the forms.

1. Will you please check whether you feel this information would be helpful to a homemaking teacher?
2. Will you also:
 - a. indicate questions or directions which are not clear,
 - b. add any suggestions for other questions,
 - c. indicate any questions which you think pupils and parents might interpret as prying,
 - d. indicate any questions which you think parents or pupils would not be likely to answer honestly?

The questionnaire for parents is too long. Will you please indicate which questions you think might be omitted?

Thank you very much.

Amy Jean Holmblade

COMMENTS MADE IN INTRODUCING THE "CLOTHING QUESTIONNAIRE FOR
HIGH SCHOOL STUDENTS" TO THE HOMEMAKING CLASSES IN
PLAINFIELD HIGH SCHOOL

As homemaking teachers, we give a great deal of thought to what should be taught about clothing in the homemaking classes. We think that if we had a better idea of what you high school girls think and do about clothes, we could do a better job of teaching. Therefore, we are asking you to help us by filling out this questionnaire. It is not a test. It is just a set of questions which ask how you feel and what you do about clothes.

We hope that you will answer the questions carefully and that your answers will give just as accurate a picture of what you do and how you feel about clothes as you can possibly give.

Let us look at the questionnaire. The first question asks where you get ideas for the clothes you would like to have. We could have asked that question, and then, just left a blank for you to fill in your answers. But in order to make the questionnaire easier for you to check, we made some guesses about where you get your ideas for clothes and have asked you to check "yes" or "no" for each of them. If our guesses do not include the places where you really get your ideas, will you please write them in. As you go through the questionnaire, if the answers which are given don't seem to describe what you do or feel, will you please write in words or sentences to give a clear picture of what is true in your case. If you have any questions as you go along, please be sure to ask them. Either (name of homemaking teacher) or I will help you.

COMMENTS MADE IN GIVING THE "CLOTHING QUESTIONNAIRE FOR PARENTS"
TO THE HIGH SCHOOL PUPILS TO TAKE HOME TO THEIR PARENTS

You helped us very much yesterday when you answered the "Clothing Questionnaire for High School Students." Now we are going to ask you for help, again.

Because we thought that we would not have a complete picture of the high school girl and her clothes until we had some idea of what her parents thought and did about the family's clothes, we are asking you to take this questionnaire home to your folks.

The letter to your parents explains what the questionnaire is about and why we are sending it. It also suggests that your parents may want you to help them in filling out the questionnaire or that they may want to do it alone. Either way will be all right. If you do help your parents to fill out the questionnaire, will you please be sure that the answers give their ideas; you see, you've already given us yours.

Now let's go through the questionnaire so that you can see what the questions are like and can ask any questions that you may have.

You will notice that question 10 on the first page asks whether you are careless about hanging up your clothes. In a high school in New Jersey many of the girls said that their parents thought they were careless about this, and we just wondered whether the parents in Plainfield thought that about their children, too.

You will notice that on page 3 we ask your parents the same question that we asked you about how much you would expect to pay for certain articles of clothing. We did this because we weren't sure that you'd

know about the cost of all of them.

Will you please tell your parents that we will appreciate their help very much? Please tell them, too, that if there are any questions they can't answer or would rather not answer, just to leave them blank.

Will you please return the questionnaires to (name of homemaking teacher) by next Wednesday, or sooner, if you can?

WILL YOU PLEASE GIVE THE FOLLOWING INFORMATION ABOUT YOURSELF?

Name _____

How old are you? _____ When is your birthday? _____

What homemaking class are you in (I, II, III)? _____

Where do you live? In the country _____; In town _____

What is your father's (or guardian's) occupation? _____

Does your mother work away from home? Full-time ____; Part-time ____; No ____

If she does, what does she do? _____

How many sisters do you have? _____

Please give the names and ages of those who live at home.

Names: _____ Ages: _____

How many brothers do you have?

Please give the names and ages of those who live at home.

Names: _____ Ages: _____

Where do you get your spending money?

My parents give it to me as I need it. YES ____ NO ____

I have an allowance. YES ____ NO ____

I earn it. YES ____ NO ____

Other: _____

List the clubs to which you belong:

List the school or community activities that you take part in regularly:

CLOTHING QUESTIONNAIRE FOR HIGH SCHOOL STUDENTS

Name _____

These are some questions which ask what you think and do about clothes.

DIRECTIONS: Mark X the column which best describes what you do or think.
Please answer all the numbered statements.

Where do you usually get ideas for clothes you would
like to have?

YES	NO

1. Friends _____

2. Older girls _____

3. Mother _____

4. Teachers _____

5. Home-aking class _____

6. Store windows _____

7. Catalogues _____

8. Newspapers or magazines _____

9. Movies _____

10. Television _____

Other: _____

11. Think of the last dress or blouse which you added to your wardrobe and
tell where you got the idea for it. _____

Where did you get the clothes you like best? Think of
~~the one garment in your wardrobe that you like best~~
and tell where you got it.

YES	NO

12. It was made for me _____

13. I made it _____

14. It was handed down to me _____

15. It was made over _____

16. It was bought in a store _____

17. It was bought by mail (newspaper, catalogue, etc.) _____

Other: _____

-2-

Where did you get the clothes you like the least? Think of the one garment in your wardrobe that you like least and tell where you got it.

	YES	NO
18. It was made for me _____		
19. I made it _____		
20. It was handed down to me _____		
21. It was made over _____		
22. It was bought in a store _____		
23. It was bought by mail (newspaper, catalogue, etc.) _____		
Other: _____		

Do you have drawers or shelf space for your clothes?

	YES	NO
24. I share a dresser with someone else _____		
25. I have a dresser that I use alone _____		
26. I have shelves to keep clothes on _____		
Other: _____		

Do you have space for hanging up clothes?

	YES	NO
27. I have hooks or a rod in the bedroom _____		
28. I share a closet with someone else _____		
29. I have a closet that I use alone _____		
Other: _____		

Where do you keep your clothes? Please tell where you keep these clothes when you are not wearing them. Example: coats, in hall closet. You may keep some of these garments in more than one place. Write all the places you keep them.

30. Coats _____
31. Dresses _____
32. Shoes _____
33. Sweaters _____
34. Undergarments _____

Have you chosen or helped to choose clothes (including gifts) for others during the past year (since last March)?

For your mother, sisters, girl friends or others:	YES	NO
35. Blouse _____		
36. Dress _____		
37. Gloves or mittens _____		
38. Hose _____		
39. Pajamas or nightie _____		
40. Scarf or kerchief _____		
41. Slip _____		
42. Sweater _____		
Other: _____		

For your father, brothers, boy friends or others:	YES	NO
43. Gloves or mittens _____		
44. Pajamas _____		
45. Scarf _____		
46. Shirt _____		
47. Socks _____		
48. Sweater _____		
49. Tie _____		
Other: _____		

	YES	NO
50. Do you keep a record of the money that is spent for <u>your</u> clothes? _____		
51. Do you know about how much is spent for your clothes in a year? _____		
52. If you know and don't mind telling, write the approximate amount which was spent for your clothing last year _____		

YES	NO

53. Do you think the different ones in your family get a fair share of what the family spends for clothes?

54. If you feel someone gets more than a fair share, will you tell who? _____

55. If you feel someone gets less than a fair share, will you tell who? _____

Do you feel that you have as many clothes as you need?

YES	NO

56. For working around home _____

57. For school _____

58. For good _____

59. If you do not have as many clothes as you need, will you please tell what you think you need.

What I need

Why I need it

Who do you think should shop for your clothes?

OFTEN	SOME-TIMES	SELDOM

60. Do you think you should be allowed to choose your clothes without consulting your parents? _____

61. Do you think your parents should help you choose your clothes? _____

62. Do you think your parents should choose clothes for you without talking with you? _____

Is it important to you to have other people think your clothes look nice on you?

63. Do you think you should wear what your mother likes on you? _____
64. Do you think you should wear what your father likes on you? _____
65. Do you think you should wear what boys like on you? _____
66. Do you think you should wear what girl friends like on you? _____

OFTEN	SOME-TIMES	SELDOM

Where do you get money for clothes?

67. My parents buy my clothes for me _____
68. My parents give me money for clothes as I ask for it _____
69. I use my allowance for clothes _____
70. I earn the money that I spend for clothes _____

OFTEN	SOME-TIMES	SELDOM

Do you take care of your clothes?

71. I wash out my clothes _____
72. My clothes are washed with the family washing _____
73. I iron my clothes _____
74. I wash my sweaters _____
75. I press my skirts _____
76. I darn my anklets _____
77. I sew up ripped seams in my clothes _____
78. I sew buttons back on my clothes _____
79. I clean or shine my shoes _____
80. I lengthen or shorten my skirts when they need it _____
81. I sew hems back in when they rip out _____
82. I remake my clothes to fit me _____

OFTEN	SOME-TIMES	SELDOM

Other: _____

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<u>Do you help take care of clothes for others in your family?</u>	OFTEN	SOME-TIMES	SELDOM
83. I help with the family washing _____			
84. I do the family washing alone _____			
85. I help with the family ironing _____			
86. I do the family ironing alone _____			
87. I darn socks for other family members _____			
88. I mend or patch clothes for others _____			
89. I press wool clothes for others _____			
Other: _____			

Do you like to take care of clothes or fix them up?

90. If there is a "caring-for-clothing" job that you particularly like to do, write it here.

91. If there is a "caring-for-clothing" job that you particularly dislike to do, write it here.

Do you have any clothes which were new when school started last fall which you don't wear any more? If you have, please check the column that tells why you do not wear them now.

Clothes	Have outgrown them	Don't like them	They shrank or faded	Have worn them out
92. Dress _____				
93. Skirt _____				
94. Blouse _____				
95. Sweater _____				
96. Shoes _____				
Other: _____				

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What garments have been added to your wardrobe during the past year
(since last March)?

DIRECTIONS: Mark X in the column which describes how you obtained the garments. You will probably not have added all of these garments to your wardrobe in the last year. Be sure you check only those you have obtained since last March.

Garments obtained since last March	Purchased ready-to- wear	Made at home	Handed down	Gift
97. Coat or jacket _____				
98. Hat _____				
99. Scarf or kerchief _____				
100. Dress _____				
101. Skirt _____				
102. Blouse _____				
103. Sweater _____				
104. Suit _____				
105. Slacks or shorts _____				
106. Jeans _____				
107. Apron or smock _____				
108. Housecoat or bathrobe _____				
109. Slip _____				
110. Panties _____				
111. Pajamas or nighties _____				
112. Hose _____				
113. Ankle socks _____				
114. Gloves or mittens _____				
115. Shoes _____				
Others: _____				

Who shops for your clothing?

DIRECTIONS: Mark X in the one column which tells who usually picks out your clothes.

Clothes	Parent alone	Parent and I, together	Girl friend and I, together	I, alone
116. Ankle socks _____				
117. Blouse _____				
118. Winter coat _____				
119. Good dress _____				
120. Panties _____				
121. Scarf or kerchief _____				
122. Shoes _____				
123. Slip _____				
124. Sweater _____				

How much would you expect ready-to-wear clothes for yourself to cost? If you know about what you would expect to pay for the clothes listed below, write the amount in the "cost" column. If you don't know, leave the column blank.

	Approximate cost
125. Ankle socks _____	
126. Blouse _____	
127. Winter coat _____	
128. Good dress _____	
129. Panties _____	
130. Shoes _____	
131. Slip _____	
132. Sweater _____	

Do members of your family ever tell you these things about your clothes?

If they have, mark X in the columns which tell who told you.

	Parents	Sisters	Brothers
133. That they don't want you to wear their clothes _____			
134. That they don't mind if you wear their clothes _____			
135. That they wish they could give you more money to spend for clothes _____			
136. That you don't need the clothes you think you do _____			
137. That you spend too much time on your clothes _____			
138. That you should hang up your clothes _____			
139. That your dresser drawers are neat _____			
140. That you should straighten your dresser drawers _____			
141. That you should sew your slip and bra straps instead of pinning them _____			
142. That you should mend a rip before it gets any bigger _____			
Others: _____			

What sewing have you done outside of homemaking class during the past year (since last March)?

143. List garments you have made for yourself since last March. Please tell the number and kind of material you used, for example, 2 cotton blouses or 1 wool skirt.

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144. List garments you have made for other people and tell for whom you made them. Please tell the kind of material you used, for example, cotton apron for Mother, rayon jumper for niece.

What are your reasons for sewing or not sewing?

145. If you did sew last year, please tell why you did.

146. If you did not sew last year, please tell why you didn't.

Who would you like to dress like?

147. If there are some girls in high school you would like to dress like, write their names here.

WHAT SHOULD WE STUDY ABOUT CLOTHING IN HOMEMAKING CLASSES?

Name _____

Yesterday you answered some questions telling what you think and do about clothes. Now will you please give your opinion on whether the following things should be given more, less, or about the same attention as they are now given in the homemaking classes? Will you also give a few ideas for what you think it is important to emphasize about each of them.

Caring for clothes

	MORE	SAME	LESS
1. Caring for your clothes and mending them _____			
2. Caring for clothes and mending them for others in the family _____			

Choosing and wearing clothes

	MORE	SAME	LESS
3. Choosing clothes that are suitable and attractive for you to wear _____			
4. Choosing clothes that are suitable and attractive for others in the family to wear _____			

Making clothes

	MORE	SAME	LESS
5. Making clothes for yourself _____			
6. Making clothes for others in the family _____			

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Buying clothes

7. Making wise choices in buying clothes for yourself _____
8. Making wise choices in buying clothes for others in
the family _____

MORE	SAF	LESS

Working out disagreements about clothes

9. Working out family disagreements about clothes in
satisfactory ways _____

MORE	SAF	LESS

Other suggestions:

Letter to Parents of Homemaking Pupils

Plainfield High School
Plainfield, Michigan
March 24, 1954

Dear

We are giving serious thought to what should be included about clothing in the high school homemaking classes and would like to ask for your help.

We feel that if we had a better idea of what families do and believe about clothing we could do a better job in our teaching. For example, if we knew how important home sewing was in families, we would have a better idea about whether to stress making clothes in school. If we knew what clothes were bought ready-to-wear, we could teach about buying these clothes. If we knew how much families expect to pay for their daughter's clothes, we would know what price range to include in our study of buying. If we knew some of the things that were important to you about your daughter's clothes, we could give attention to these things.

Therefore, we are asking you some questions about the clothing for your family. You and your daughter may want to work together in answering them or perhaps you would rather do it alone. Either way is satisfactory. Your daughter has already filled out a questionnaire giving her ideas. We would like this one to give us yours. You may be sure that whatever you say, we will keep in confidence.

On the last page of the questionnaire, we are asking you to make some suggestions for what you think should be included about clothing in the homemaking classes. We will be most grateful for your suggestions.

Will you please return the questionnaire to school by your daughter before Wednesday, March 31.

Yours sincerely,

(Mrs.) Roberta Jackson

(Miss) Louise Evans
Homemaking Teachers

CLOTHING QUESTIONNAIRE FOR PARENTS

Name _____

Different people have different ideas about clothes. These are some questions concerning what you do and believe about clothes for your family.

DIRECTIONS: Mark X in the column which best describes what you do or believe.

What is of importance to you about your daughter's clothes?

	GREAT	SOME	LITTLE
1. That her clothes are suitable for her age _____			
2. That she wear clothes that are similar to the ones other girls are wearing _____			
3. That she have as many clothes as her friends _____			
4. That her clothes are becoming to her build and coloring _____			
5. That her "good" clothes will be suitable for school when they are no longer new _____			
6. That her clothes can be worn both for "good" and for school _____			
7. That her clothes are of good enough quality to hand down _____			
Other: _____			

What do you think about your daughter's clothes and appearance?

	OFTEN	SOME-TIMES	SELDOM
8. Is it all right for her to wear current fads if they are becoming to her? _____			
9. Is it all right for her to wear current fads even though they are not becoming to her? _____			
10. Is she careless about hanging up her clothes? _____			
11. Does she want too many clothes? _____			
12. Does she spend too much time on her clothes? _____			
13. Does she spend too much money for clothes? _____			
Other: _____			

What is of importance to you about the care your daughter's clothes require?

	GREAT	SOME	LITTLE
14. That her clothes do not require frequent dry cleaning			
15. That her underclothes can be washed with the family washing			
16. That her blouses can be washed with the family washing			
Other:			

How does your family plan for clothes?

	OFTEN	SOME-TIMES	SELDOM
17. We plan for clothes as we need them			
18. We plan about a year ahead for large items (like coats) for the different members of the family			
19. We decide about how much money each one in the family can spend for clothes for the year			
20. We plan to get some new clothes for the children for the beginning of school in the fall			
21. We plan to get new clothes for family members for holidays (Easter, Christmas)			
22. We plan on giving gifts of clothing to family members for birthdays or Christmas			
23. We plan to make use of handed-down clothes			
24. We plan to buy clothes at year-end or month-end sales			

Have you had difficulty in planning for clothes?

	OFTEN	SOME-TIMES	SELDOM
25. Has it been hard to foresee what clothes would be needed?			
26. Have the children outgrown clothes sooner than you expected?			
27. Have clothes worn out sooner than you thought they would?			

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<u>Who do you think should select clothes for children?</u>	Parents alone	Parents and child together	Child alone
28. Who should select clothes for children under six years old? _____			
29. Who should select clothes for children from six to twelve? _____			
30. Who should select clothes for teen-age girls? _____			
31. Who should select clothes for teen-age boys? _____			

32. If there are some garments that you think you should choose for your teen-age daughter, please tell which ones _____

_____.

33. If there are some garments that you think your teen-age daughter should be allowed to choose by herself, please tell which ones _____

_____.

34. If there are some garments that you think you and your teen-age daughter should choose together, please tell which ones _____

_____.

How much would you expect ready-to-wear clothes for your daughter to cost?

DIRECTIONS: Write what you would consider a reasonable price to pay for these clothes.

<u>Articles of clothing</u>	Approximate cost
35. Ankle socks _____	
36. Blouse _____	
37. Winter coat _____	
38. Good dress _____	
39. Panties _____	
40. Slip _____	
41. Shoes _____	
42. Sweater _____	

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Were the clothes which your family obtained during the past year (since last March) bought ready-to-wear or made at home?

DIRECTIONS: Mark X in the column which tells how these clothes were obtained. If, for example, two blouses were bought in Plainfield and one blouse was made at home you should mark X in both the "In Plainfield" and the "Made at home" columns. Families will not be likely to have obtained every garment on the list. If you have not obtained a garment during the year, leave the column blank.

Women's and girl's clothing	Bought ready-to-wear			Made at home
	In Plainfield	In another town	By mail	
43. Coat or jacket _____				
44. Hat _____				
45. Scarf or kerchief _____				
46. House dress _____				
47. Other dress _____				
48. Shirt _____				
49. Blouse _____				
50. Sweater _____				
51. Suit _____				
52. Slacks or shorts _____				
53. Jeans _____				
54. Apron or smock _____				
55. Housecoat or bathrobe _____				
56. Slip or petticoat _____				
57. Panties _____				
58. Pajamas or nightie _____				
59. Hose _____				
60. Ankle socks _____				
61. Shoes _____				
62. Gloves or mittens _____				
Other: _____				

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Men's and Boy's clothing	Bought ready-to-wear			Made at home
	In Plainfield	In another town	By mail	
63. Coat or jacket				
64. Suit				
65. Separate trousers or slacks				
66. Dress shirt				
67. Sport shirt				
68. Overalls or jeans				
69. Sweater				
70. Gloves or mittens				
71. Undershirts or shorts				
72. Socks				
73. Pajamas				
74. Shoes				
75. Tie				
76. Bathrobe				
Other:				

77. In what towns other than Plainfield, have you bought clothes during the past year? _____

Do you and your daughter know how much is spent for her clothes?

	YES	NO
78. Do you keep a record of how much your family spends for clothes? _____		
79. Do you know about how much is spent for your daughter's clothes in a year? _____		
80. Does your daughter know about how much is spent on her clothes in a year? _____		
81. Do you feel that she should know this? _____		

How much sewing have you done during the past year (since last March)?

82. Please list the garments you have made during the past year, giving the number made and kind of material used. Example: 2 cotton aprons, 1 rayon skirt.

83. Please list the garments that you have altered or made over during the past year. Example: shortened cotton skirt, made child's coat from adult's coat.

What are your reasons for sewing or not sewing?

84. If you did not sew last year, please tell why you didn't.

85. If you did sew last year, please tell why you did.

Who takes care of the clothes in your family?

DIRECTIONS: Mark X the columns which tell which ones in your family usually do these things. More than one person may do each thing.

Caring for clothing	Not done at home	Done at home by:				
		Mother	Father	Teen-age boy	Teen-age girl	Other
86. Washing						
87. Ironing						
88. Pressing wool clothes						
89. Washing sweaters						
90. Dry cleaning						
91. Mending or darning						
92. Shining shoes						
93. Removing spots or stains						
Other:						

What should your daughter study about clothing in homemaking classes?
 Will you please give your opinion on whether the following things should be given more, less, or about the same attention as they are now given in the homemaking classes? Will you also give a few ideas for what you think it is important to emphasize about each of them?

Caring for clothes

	MORE	SAME	LESS
94. Caring for and mending her own clothes _____			
95. Caring for and mending clothes for others in the family _____			

Choosing and wearing clothes

	MORE	SAME	LESS
96. Choosing clothes that are attractive and suitable for her to wear _____			
97. Choosing clothes that are suitable and attractive for other family members _____			

Making clothes

	MORE	SAME	LESS
98. Making clothes for herself _____			
99. Making clothes for others in the family _____			

Buying clothes

	MORE	SAME	LESS
100. Making wise choices in buying clothes for herself _____			
101. Making wise choices in buying clothes for others in the family _____			

Working out disagreements about clothes

	MORE	SAME	LESS
102. Working out family disagreements about clothes in satisfactory ways _____			

PLEASE GIVE ANY OTHER SUGGESTIONS ON THE BACK OF THIS SHEET

CLOTHING INTERVIEW WITH HIGH SCHOOL STUDENTS

Name _____ Address _____

Year in Hocking _____ Telephone _____ Date _____

Convenient time for calling on parent _____

Directions for reaching home _____

1. Most people have some clothes that they like to wear better than others. Which of your outfits do you like to wear best? (For example, what dress or shirt and blouse or slacks and blouse do you like to wear best?)

a. Garment			
b. Color(s)			
c. Material			
d. Design of material			
plain			
plaid or stripe			
print			

- e. Style of dress blouse, blouse or sweater

Neck: round _____, square _____, V _____, other _____

high _____, medium _____, low _____

Sleeve length: short _____, three-quarter _____, long _____, other _____

General line: full _____, fitted _____, other _____

If sweater: slip-over _____, cardigan _____

Variation: _____

- f. Style of skirt: straight _____, flared _____, pleated _____, gathered _____, variation _____

2. Why do you like this outfit best?

3. Do you think this is the outfit that your mother likes best on you?

Yes _____, No _____, Don't know _____

If "yes"; why do you think so?

If "no"; why don't you think so?

what outfit do you think she likes best?

If "don't know"; what outfit do you think your mother likes on you?

4. What clothes do you usually wear:

a. for working around home? (include shoes, socks)

b. for school? (include shoes, socks)

c. for good? (include shoes, socks or hose)

5. Have you asked your mother or someone else in your family for some new clothes since school started last fall? Yes _____, No _____

why did you say you wanted them?

6. What is one article of clothing that was bought for you or you bought for yourself since last fall? a. _____

b. who picked it out?

c. how long before it was bought did you begin to plan to buy it?

not at all _____; few days _____; less than a month _____;

about a month _____; about a year _____; other _____

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d. what different things did you think about when you bought it?

personal preference _____;

expected use or uses _____;

color _____;

style _____;

fit or comfort _____;

goes with other clothes _____;

quality of material _____;

quality of construction _____;

care required _____;

cost _____;

e. have you been satisfied with it?

Yes _____; No _____; Not entirely _____.

If "yes"; why?

If "no"; why not?

7. Do the others in your family care what you wear and how you look?
Yes _____; No _____; Don't know _____.
If yes; how can you tell that they do?
If no; what things make you think they don't?
8. Have you had disagreement with others in your family either about your clothes or their clothes? Yes _____; No _____.
If yes; what was the disagreement about? _____
9. You gave suggestions for what should be included about clothing in the homemaking class in the questionnaire that you filled out the other day. Do you have any other suggestions to make now?

CLOTHING INTERVIEW WITH PARENTS

Name _____ Address _____

Name of daughter(s) in Homemaking _____ Date _____

1. When _____ discusses her clothes with you, what kinds of things does she talk about?

2. How are your family clothing problems different now from when she was a little girl?

3. What clothes do you prefer for her to wear:

a. for working around home? (include shoes, socks)

b. for school? (include shoes, socks)

c. for good? (include shoes, socks or hose)

4. Are there some things you would prefer that she did not wear?

YES _____; NO _____

If "Yes"; what?

5. Does she seem to be influenced by what the other girls in school are wearing? Yes ____; No ____; Somewhat ____

If yes; by whom?

how?

6. Does she seem to care what the others in the family wear?

Yes ____; No ____; Don't know ____

If yes; whom does she care about?

what does she care about?

7. Have you or someone else in your family disagreed with her about her clothes? Yes ____; No ____
If yes; what was the disagreement about?

8. Many parents think that some of their daughter's clothes look better than others on her. Which of your daughter's outfits do you like best on her? (For example, what dress or skirt and blouse or slacks and blouse looks nicest on her?)

a. Garment			
b. Color(s)			
c. Material			
d. Design of material:			
plain			
plaid or stripe			
print			

-3-

e. Style of dress blouse, blouse or sweater

Neck: round___; square___; V___; other_____

high___; medium___; low___

Sleeve length: short___; three-quarter___; long___;

other_____

General line: full___; fitted___; other_____

If sweater: slipover___; cardigan___

Variation: _____

f. Style of skirt: straight___; flared___; pleated___;
gathered___; variation_____

9. Why do you like this outfit on her?

10. Do you think this is the outfit that she likes best?

Yes___; No___; Don't know___

If "yes"; why do you think so?_____

If "no"; why don't you think so?_____

what outfit do you think she likes best?_____

If "don't know"; what outfit do you think she likes best?_____

11. Has she asked for new clothes since school started last fall?

Yes___; No___

If "yes"; what reasons did she give for wanting them?_____

-L-

12. What is one article of clothing that was bought for your daughter since last fall? a. _____
- b. Who picked it out?
- c. How long before it was bought did you begin to plan to buy it?
not at all____; few days____; less than a month____; about a month____;
about a year____; other_____
- d. What different things were considered when the garment was bought?
personal preference____,
expected use or uses____,
color____,
style____,
fit or comfort____,
goes with other clothes____,
quality of material____,
quality of construction____,
care required____,
cost____,
other____,
- e. Has it been satisfactory?
Yes____; No____; not entirely____
If "yes"; why?
If "no"; why not?
If "not entirely"; why not?
13. You gave suggestions for what should be included about clothing in the homemaking classes in the questionnaire that you filled out the other day. Do you have any other suggestions to make now?

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APR 15 '55 JUL 29 1961

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Feb 1 '56 JUL 10 1962

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