

A SURVEY OF THE CLOTHING PREFERENCES
AND BUYING PRACTICES OF ONE
HUNDRED GIRLS OF WEST DIVISION
HIGH SCHOOL IN MILWAUKEE, WISCONSIN

Thesis for the Degree of M. A.
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This is to certify that the

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PRACTICES OF ONE HUNDRED GIRLS OF WEST
DIVISION HIGH SCHOOL IN
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By
Grace Jeanette Leask

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CHAPTER I

INTRODUCTION

"'Clothes make the man!'"

This statement, though superficial when applied to an adult, may have more meaning in regard to a child. For the child, clothes may make growing up easier or harder, they may become a symbol of security, an extension of self, a way of identifying with someone, a means of real satisfaction. Clothes may go a long way toward making the man!"¹ As Mrs. Read has implied, the problem of clothing involves individual and group reactions which are worthy of study. However, if these studies are to be made, certain basic material must be obtained; therefore the purpose of the survey to be discussed in the following pages was to secure practical information on clothing preferences and buying practices of one hundred teen-age girls.

The design of the investigation proposed to indicate what factors affected their clothing choices and buying practices. Specifically, the objectives were to analyze the buying practices characteristic of teen-age girls; to indicate if the individual felt her wardrobe was adequate in terms of her needs; to evaluate data to determine whether or not these teen-age girls

¹ Katherine H. Read. "Clothes Help Build Personality." Journal of Home Economics, 42:348, May, 1950.

had developed a sensitivity to the appropriateness of dress for specific occasions; and also to indicate to what extent their wardrobe reflected their preferences in color, type and style in clothing.

Decision to undertake this survey was made because of the lack of studies related specifically to teen-agers' clothing problems and recognition of the individual and group benefits which might be derived from such a survey. Values foreseen were improved relationships, not only between teacher and pupil but also between parents and their daughters. For the teacher and pupil, it was felt that increased understanding of her needs and problems in the selection and use of clothing would lead to mutual satisfaction. Additional information obtained would, when adapted, result in improvements in the home economics curriculum, particularly in areas of clothing selection, budgeting, consumer problems, construction units, as well as increased carry-over of her skills into the home. The findings of the Silverman study gave impetus to this investigation. Indicative of the adolescent girl's interest in clothes and the importance she associates with them, Silverman found that sixty-two percent of the group indicated that consciousness of their clothes resulted in their feeling ill at ease. The social aspect of clothing also appeared to be a potent force.² Verification of

² Sylvia S. Silverman. "Clothing and Appearance Their Psychological Implications for Teen-Age Girls." (Teachers' College Contributions to Education) No. 912. New York: Teachers College, Columbia University.

this premise was found in the report of a study conducted by Lois Helman Pearson who recommended that recognition should be given to the effect of personality, age, socio-economic status, intelligence and previous home economics training on the clothing worn by girls between fourteen and eighteen years of age.³

Making note of the fact that the teen-age girl's wardrobe, its adequacy in terms of activity and satisfactions to her and her parents, the investigator felt that mutual benefit might result through a better understanding of the adolescent girl's clothing preferences and improved buying practices on her part. Similar thoughts were expressed by Block who noted the frequency of mother-daughter conflicts due to decisions regarding clothing⁴ and by Silverman from whom the following quotation is taken.

Girls' differences of opinion with their mothers which come not over questions of suitability, or unwillingness of the girls to abide by their mothers' choices, but over the mothers' criticisms of the girls' attention to their appearance suggest another area where the school can be of help. The development of girls' interest in clothing and appearance, the extent of this interest and the reasons for it comprise an area which

³ Lois Helman Pearson. "Teen-Agers' Preferences in Clothes." Journal of Home Economics, 42:802, December, 1950.

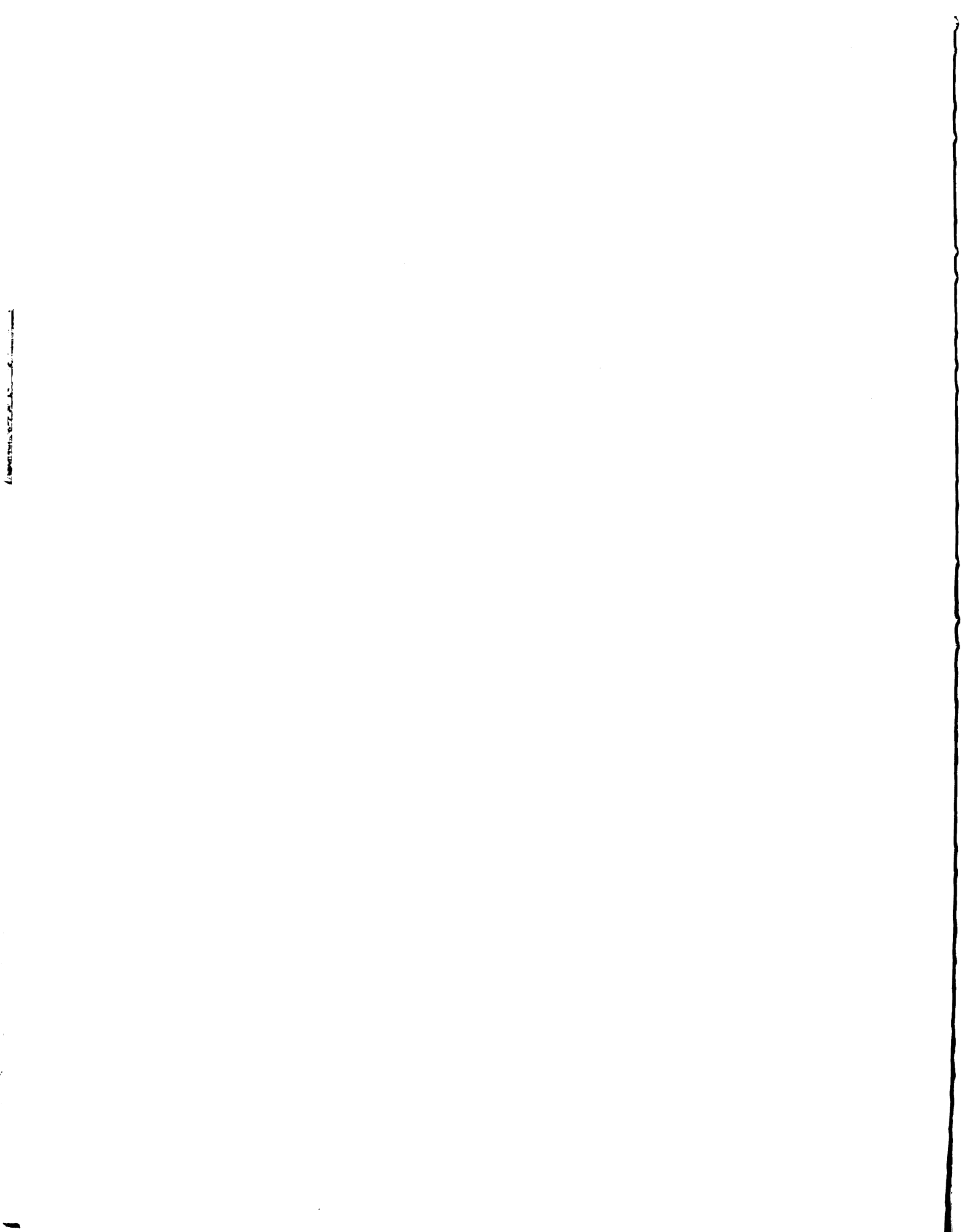
⁴ Virginia Lee Block. "Conflicts of Adolescents with Their Mothers." The Journal of Abnormal and Social Psychology, 32:195.

the school can interpret to parents and thus help make for a better understanding of girls' behavior.⁵

Others to receive benefits by this survey were thought to be the administrator--in judging pupil behavior and in evaluating and improving curriculums; industry--in studying clothing preferences of teen-agers; and sales personnel--through studying the buying practices and preferences of the young ladies who form an appreciable percentage of their customers.

The students cooperating in this study were volunteers who had been or were at the time of the survey enrolled in clothing classes at West Division High, Milwaukee, Wisconsin, where the investigator had been an instructor for eight years. This school of fourteen hundred students was located in a transient neighborhood, with twenty-two percent of the enrollees as shown by school records, characterized by truancy and early drop out. An average home in this neighborhood was considered to be rather unstable in that parental supervision was often lacking during a large percentage of the day. This was thought to be due to the fact that fifty percent of the homes were broken and also to the fact that in fifty-five percent of the homes both parents were employed. Additional factors observed about the students of this school and community were that sixty percent of them had part-time employment and that the majority of their fathers were employed as skilled and unskilled laborers.

⁵ Silverman, op. cit., pp. 119.



CHAPTER II

REVIEW OF LITERATURE

All areas of knowledge are related and should be integrated toward common goals of social achievement. Men the world over are not yet in agreement as to what these goals should be. American educators, however, tend to favor the belief that a broad synthesis of knowledge will educate the individual for his various roles in the community, including his role in the family group. Each discipline has its own contribution to make toward the individual's attainment of these goals of social achievement. The type of American citizen we produce, the strength of our nation, and, to a degree, the strength of our world, depend upon the nature of the synthesis of knowledge that we pass on through education to each generation of youth. Both sociology and home economics contribute to this body of knowledge.⁶

The above statement of Mattie Lloyd Wooten, director of the department of sociology of Texas State College for Women, is indicative of the fact that areas of study cannot be divorced. Literature useful in or related to a survey of clothing preferences and buying practices of high school girls will logically include: (1) studies relating specifically to the behavior of the adolescent and the effect of clothing upon it; (2) studies investigating the clothing preferences and sensitivity to appropriateness of costume of teen-age girls; (3) studies analyzing the buying practices of high school girls; (4) additional studies which make a contribution for the use of educators.

⁶ Mattie Lloyd Wooten. "Pathways of Sociology and Home Economics." Journal of Home Economics, 41:239, May, 1949.

Within the first area there are some excellent studies relating to the socio-psychological needs and drives of the adolescent. Some of those found in the literature were awareness of self, desire to conform, desire for esteem, social mobility, and freedom from fear.

In the introductory statement, "Clothes make the man", the implication was that clothes reflect the personality. "We all know that critical choices, such as those made when one comes to a fork in a literal or symbolic road, or when one picks a certain piece of attire, do reflect something of the characteristic nature of the personality making them..... There is ample evidence that each of us reveals a definite "style of life" which has its origin in a combination of hereditary predispositions and the formative influences of early life."⁷

✓ Hurlock studied adolescent personality to find that with change in body size and contour, comes a new awareness of self. This results in a new attitude in self in relation to others and to life in general. The young adolescent becomes egocentric. His main interest in other people is subjective in that he focuses his attention upon his relationship to them and their attitudes toward him.⁸

⁷ George W. Hartman. "Clothing: Personal Problem and Social Issue." Journal of Home Economics, 41:297, June, 1949.

⁸ Elizabeth Hurlock, Adolescent Development. New York: McGraw-Hill Book Company, Inc., 1949, p. 239.

Hurlock found another interesting concomitant to this egocentric attitude. Adolescent interest in clothing stems from a realization of the importance clothing plays in group status. When dressed like the members of the group the individual identifies himself with the group and feels he belongs to it. This gives him a security of status that would be impossible if his appearance differed from that of the group.⁹

Dearborn indicates that additional socio-psychological effects of clothing are seen in the fact that esteem of our fellows underlies many of our deepest human satisfactions. Clothing is frequently used to obtain this esteem, as well as an "important element in expedient 'success' and in the development of our personalities."¹⁰

It is a fundamental human trait to imitate those who are admired or envied.¹¹ Data from the Silverman study serves to verify this statement. "Close conformity in the style for daily wear was prevalent not only within the age groups, but among the groups."¹²

"The desire for approval, the internal satisfaction of feelings of poise, and the happiness and the belief in advantages in vocational and social areas to be achieved from good

⁹ Ibid., p. 246.

¹⁰ George V. Dearborn, "The Psychology of Clothing." Psychology Review Monographs, 26:40, 1918-1919.

¹¹ J. C. Fluegel, The Psychology of Clothes. London: Hogarth Press, 1930, p. 138.

¹² Silverman, op. cit., p. 144

clothing and attractive appearance were found to be the factors operating in the motivation of clothing choices and attention to appearance for the major portion of the group."¹³

Mrs. King investigated the role of clothing in the life of the adolescent and found it to be far more important to the teen-age girl than to any other age or sex group. The teen-age girls in her case studies were found to use clothing as protection from fear of ridicule, as a means of gaining social and adult status, and for extreme personal satisfaction.¹⁴ In a study on the effect of clothing on social adjustment of adolescent girls, Miss Enty found that seventy-six percent preferred to please themselves rather than their friends in the selection of their clothes. Forty-four percent wanted masculine approval, forty-seven percent wished to please their girl friends while forty-seven percent desired the approval of their boy friends.¹⁵

"Clothing at one time or another, in some people if not in others, protects us against fear; fear of ridicule, estimation of poverty, estimation of lack of good taste, obtrusiveness, estimation of homeliness or lack of beauty."¹⁶

¹³ Ibid, p. 116.

¹⁴ Bernice King. "A Study of the Role of Clothing in Family Relationships in Twenty-five Selected Families." Unpublished Master's thesis, Michigan State College, East Lansing, Michigan, 1949, p. 107.

¹⁵ Jane Enty. "Effect of Clothing on the Social Adjustment of the Adolescent Girl." Unpublished Master's thesis, Howard University, Washington, D. C., 1940, p. 35.

¹⁶ Flugel, op. cit., p. 246.

Silverman concluded that girls were not as critical in the appraisal of their own appearance as they were in their appraisal of others. Eighty-eight percent of the group rated themselves as average in appearance.

In a study by Cannon, Staples and Carlson, it was found that for the pupils who received the extreme scores in social acceptance, one trend stands out clearly and supports the quantitative data. All of the most popular girls from the seventh through the twelfth grades excel in or conform closely to the norm for personal appearance.¹⁸ A brief statement which might well summarize the aspects of clothing as related to this area was that by Miss Bayer and Miss Wybourn,¹⁹ "Each garment is a combination of satisfactions, and he can select the combinations best suited to his specific situation."

Among the studies investigating clothing preferences and sensitivity to appropriateness of costume of teen-agers, is a study by Hurlock who states that:

"Unlike the child, the adolescent is keenly aware of the appropriateness of the garments he wears. To a child this is immaterial. If a little girl likes a certain dress or hat she wants to wear it for any and every occasion regardless of whether or not it fits the occasion. Knowing that inappropriate garments will mark the individual as 'ignorant', the adolescent is very careful to disregard personal feelings about clothing. No matter how much he or she may like a

¹⁷ Silverman, op. cit., p. 60.

¹⁸ Cannon, Staples and Carlson. "Personal Apperance as a Factor in Social Acceptance." Journal of Home Economics, 44:712, November, 1952.

¹⁹ Bayer and Wybourn. "Third Clothing and Textile Seminar." Journal of Home Economics, 42:804, December, 1950.

certain garment, the adolescent will not wear it unless it is "correct".²⁰

"To be able to have clothing of the type they want in spite of limited budgets many adolescent girls become interested in making their own clothes."²¹

A practical study in which data graphically shows the sensitivity to appropriate costume, is that of Silverman's "A decided change in order of preference of garments for daily wear and weekend wear was seen."²²

Interesting results compiled for several surveys were found on specific clothing preferences. Consideration of the preferences relates to type of garment, color, style and line. Silverman found that throughout the age range of twelve to eighteen, sweaters and skirts were the most popular mode of dress worn by a large majority of each age group; cotton dresses were their second choice. The indications were that there was a preferred mode of dress to which all age groups attempted to conform.²³

Helman found that the group she studied indicated in the following order their color preferences: blue, pink; aqua,

²⁰ Hurlock, op. cit., p. 246.

²¹ Ibid, p. 247.

²² Silverman, op. cit., p. 43.

²³ Silverman, loc. cit.

black, red, yellow, white, dark green, bright blue, light green and brown. Orange and teal were not selected by any of the girls.²⁴ Cobb also found that blue ranged first, followed by yellow and pink.²⁵

Interestingly enough, Miss Smith also found the color preferences for dresses of the five hundred girls she observed to be in the following order: blue, red, green, yellow, purple, brown, and grey. White was the outstanding choice for blouses while green or blue was first choice of color for coats by approximately one-half of the girls and red or wine by twenty-one percent. Pastels were the favorite for sweaters.²⁶

Preferences in types, textures and designs of fabrics were also considered by Miss Smith. Cotton was the most popular fabric for blouses as indicated by fifty-nine percent of the girls, while nylon was selected by thirty-nine percent and rayon crepe by fifteen percent. Sweater fabrics were listed in the following order: nylon, cashmere, wool, mixture, and angora.

²⁴ Lois Helman. "The Relationship of Color and Line of Dress to the Personality of High School Girls." Unpublished Master's thesis, Drexell Institute of Technology, Philadelphia, Pennsylvania, 1948, p. 31.

²⁵ Nellie N. Cobb, "Some Factors Influencing Clothing Satisfaction and Dissatisfactions of High School Girls in Lee County High School, Auburn, Alabama." Unpublished Master's thesis, Alabama Polytechnic Institute, Auburn, 1951, p. 33.

²⁶ Alma M. Smith. "Apparel Buying Motives and Habits of High School Girls of Des Moines, Iowa." Unpublished Master's thesis, Drake University, Des Moines, 1950, pp. 80-83.

Gabardine was most popular for suits and soft, medium textured fabrics for skirts.²⁶

The girls' expressions of preferences for line showed that for all types of garments, plain fabrics were consistently more acceptable to the girls than plaid or printed fabric. Casual and tailored garments were favored by all of the girls and sixty-four percent of the girls indicated a preference for straight skirts, sixteen percent for pleated and fifteen percent for flared.²⁷ In the Helman study, the total group indicated in descending order of preferences for style or design-- (1) tailored dress, (2) tailored suit, (3) skirt and blouse, (4) shorts and slacks, (5) clinging evening gown.²⁸

In the Cobb Study, preference for line was correlated with age and it revealed that one hundred percent of those age fifteen preferred soft curved lines as compared to only sixty-seven percent of those who were eighteen years old. None of the younger girls preferred straight lines, while thirty-three percent of the eighteen year age group indicated this preference. The inference seems to be that as age increases the tendency for preference of straight lines increases. ✓

Attempting to find the reason for satisfaction or the lack of satisfaction in a garment, Cobb found the chief contributing factors to satisfaction as evaluated by the girls as

²⁷ Helman, loc. cit.

follows: sixty-five percent considered becoming style; sixty-two percent, becoming color; fifty-six percent, appropriateness; fifty-two percent, comfort; and forty-six percent, fit.²⁸

In the Watson study which was concerned only with blouses, they rated the factors in this order: style, appropriateness, eye appeal, fabric and fit. According to Miss Watson, cost followed closely, but did not seem to have as much influence as might be expected. Color ranked rather low, but this may have been due to the high preferences for white.²⁹

The third group of studies relates to buying practices of adolescents. It is in this area that we find the sources of conflict between the daughter and her parents, for as Hurlock³⁰ states,

"Interest in clothes extends to interest in selecting, making and caring for them. Few boys and girls during the adolescent years are satisfied with garments selected for them. They want to have a voice in the selection. Their judgment of what is correct is based on information from fashion magazines, from displays in shop windows, from movies and from radio reports of what is being worn. How to become independent of the adult domination is one of the most important problems with which adolescents are faced. On the adolescent's part there is resistance to adult authority and a strong conviction that they are misunderstood and unsympathetically treated by adults. Accustomed to regarding parents as a source of authority, adolescents often misinterpret parents' advice as domination or bossing. They want help but not domination."

²⁸ Cobb, op. cit., p. 46.

²⁹ Katherine Watson. "A Study of Ready-Made Blouses." Practical Home Economics, 31:21, March, 1953.

³⁰ Hurlock, op. cit., p. 247.

The incidence of clothing as a cause of these conflicts has been previously mentioned and cited in the study by Block.³¹ Nearly all of Mrs. King's respondents reported some frustration due to parental dominance in choice of clothing.³² Several expressed a feeling of inferiority because they were not allowed to choose the clothes they liked. Other girls had developed feelings of inadequacy as a result of conflicts with parents. According to Mrs. King, "The rights and privileges in the free choice of their own clothing without parental interference is a significant factor in parent-child relationships but significantly more important for the teen-age parent relationships."

Data on this problem of adolescent independence in shopping was compiled in both of the studies by Cobb and Reid. Cobb found that sixty-one percent of the girls select their clothes with their mothers' help; thirty-two percent select their own clothes; while six percent have their clothes selected for them.³³ She stated, "It is significant that the middle economic group and the middle educational group achieve the greatest independence in selection of clothing..... As age increases there is a marked tendency for girls to select their own clothing,

³¹ Block, loc. cit.

³² King, loc. cit.

³³ Cobb, op. cit., p. 40.

as indicated by eighty-three percent at age eighteen."³⁴

Smith stated that only one-seventh of the five hundred girls had clothing chosen regularly by their mothers.³⁵ Wolfe had a similar report.³⁶ Reid found that although many of the girls did not shop independently, ninety-three percent usually were present when clothes were bought for them.³⁷

As previously mentioned, a group thought to benefit from studies of this type are retail merchants. It was noted that they have obtained data on the practices of the consumer, but as a group, merchants are conscious of the lack of studies and are keenly aware of their value. Donald F. Blankertz³⁷ reports

Despite the accumulated knowledge of trading areas, shopping habits and buying motives and the data that stores have about their customers, there is much ignorance of retail markets. A comprehensive statement of customer characteristics and actions related to purchase pattern either for a market, a type of store, or a given store does not exist. Analysis of the data available from objective studies, however, suggests that such knowledge has considerable value. Customers are heterogeneous not only in their purchase and use of various commodities but also in their patronage of retail stores. Their actions and attitudes are conditioned by their economic and social environments and by their acquired habits of shopping. The wide variety among customer groups in regard to amount, character and frequency of purchases at different stores seems to

³⁴ Ibid., p. 43.

³⁵ Smith, op. cit., p. 107.

³⁶ Helen Wolfe. "A Study of the Spending Responsibilities of a Selected Group of Junior College Women with Particular Reference to their Clothing Purchases." Unpublished Master's thesis, Florida State University, Tallahassee, 1951, p. 40.

³⁷ Doris Jean Reid. "A Study of Clothing Practices of Urban High School Seniors." Unpublished Master's thesis, Virginia Polytechnic Institute, Blacksburg, 1951, p. 26.

be related to such objective factors as income, age and family size. A greater knowledge of customers and their behavior patterns should assist management in determining policies and practices.

Reports in the Buyer's Manual of the National Retail Dry Good Association indicate consumers' practices of importance to the retailer. F. W. Binzen states that a store's objective is to supply the needs of its customers and if a store is to obtain the patronage of customers, it is essential that the merchant constantly study the wants, tastes and interests of the consumer in order to be aware of the changes in demand. Consumer demand is best interpreted through consumer satisfaction, and this will enable a store to meet demand in a number of ways such as price, and through department coordination. For example, a color demand in dresses must be met also in shoes, accessories and other articles of clothing.³⁸

Reporting a study of practices, Beem states that buyers do not buy with their "intelligences" but are guided only by emotion.³⁹ Harry Singer stated that seven out of ten consumers are habit buyers.⁴⁰ The influence of price on purchase has long been noted. O'Brien states that women buy almost entirely according to price and beyond that she guesses.⁴¹ Thor and Cowles found that price was of first importance in the selection

³⁸ Buyer's Manual, New York: National Retail Dry Good Association, 1949, p. 52.

³⁹ Margery Oliver Beem. "Examining Ourselves as Buyers." Journal of Home Economics, 20:740, October, 1928.

⁴⁰ Harry Singer. "What Makes People Buy?" Stores, 31:54, June, 1949.

⁴¹ Ruth O'Brien. "Buying for the Family." Journal of Home Economics, 22:198, March, 1930.

of dresses followed by style, quality and personal suitability.⁴² In agreement with these statements is that of Nystrom, "People come to stores because they want goods, and the strength of their wants helps to determine the price they will pay for them."⁴³

Various studies investigated numerous buying practices. Reid found that the girls tried on practically all garments before purchasing them and that forty-seven percent of the girls usually read fashion magazines. Sixty-one percent of the girls earned part or all of their spending money.³⁷ The girls in this study purchased most of their garments from local stores rather than from mail order houses. Only three items in the wardrobe ever were purchased by mail order and these were in small quantities.⁴⁴

Miss Smith, in a study of five hundred girls, found that fifty percent earned part or all of their clothing money. Among the influences on choice reported by this group: newspapers--thirty-five percent of the girls; magazines--twenty-five percent; standards set by other girls--fifty percent; and boy friends--thirty percent. The Des Moines group shopped the complete department store most consistently, and seventy-three

⁴² E. K. Thor and Mary Cowles. "How Women Select Dresses." Journal of Home Economics, 25:576, August, 1933.

⁴³ Paul Nystrom, Economics of Retailing, New York: The Ronald Press, 1930, vol. II, p. 463.

⁴⁴ Reid, loc. cit.

percent used cash payment while forty-one percent frequently used charge accounts. The girls expressed desire for information on workmanship details, color fabrics, and judgment in spending in order that they might be more intelligent consumers.⁴⁵

Miss Watson found that most students preferred to buy their blouses in department stores. Next in popularity were specialty shops but ranking much lower than the department stores. Chain stores and mail order houses ranked considerably lower. In this particular survey a few were influenced by the advice of saleswomen, friends or mothers; by the amount of care required for upkeep of the blouse; and type of shop in which the blouse was purchased.⁴⁶

The number of garments purchased as compared with those constructed at home, was found to be appreciably higher. The studies of Colvin, Cobb, Smith and Reid each showed that very little home sewing is carried on by high school girls.

Educational implications were also noted in the literature. Dr. Hartman of Columbia University states in an article

To the extent that the educative process is a genuinely moral enterprise it must seek to produce the best possible kind of human being. Stated in the acceptable pattern of pedagogical circles, home economics education in the field of sound clothing behavior must ultimately contribute something to the making of superior personality or its activities will be found fatally defective. Clothes are, therefore, "valuable"

⁴⁵ Smith, op. cit., p. 106, 119.

⁴⁶ Watson, loc. cit.

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(in the larger psychological sense which embraces more than the narrowly economic) only to the degree that they enhance the value experiences of the persons who wear them or who are otherwise affected by them. In other words, the subjective worth of an article of attire is proportionate to its contribution to some sort of extension or differentiations or enrichment of self.

Clothing behavior is a neglected but permanent part of educational and social psychology; it is just as significant as feeding behavior, reading behavior, motor behavior, symbolic behavior and the many other behaviors which occupy the attention of the student of human nature.⁴⁷

Bayor and Wynbourn state,

Every individual regardless of income is faced with making decisions relating to clothing purchases. Education can help develop ability to make decisions that are sound..... Any education designed to improve the consumers' purchases should help him to understand the many possible kinds of service he can obtain from clothing.⁴⁸

Pearson recommended that knowledge and guidance should be given to the girls to aid them in more becoming color and line selection of clothing, with the greatest emphasis placed on color selection.⁴⁹ Colvin recommended that planning of clothing expenditures and consumer problems in the selection of clothing should be taught in high school clothing courses.⁵⁰

⁴⁷ Hartman, op. cit., p. 296.

⁴⁸ Bayor and Wybourn, op. cit., p. 804.

⁴⁹ Lois Helman Pearson. "Teen-Agers' Preferences in Clothes." Journal of Home Economics, 43:801, December, 1950.

⁵⁰ Yolanda M. Colvin. "A Study of the Clothing Practices of One Hundred High School Girls of DeKalb, Illinois." Unpublished Master's thesis, University of Colorado, Boulder, 1948, p. 50.

Similarly Reid recommended that comparative facts indicate that more vital information should be taught in Home Economics classes on the care and repair of clothing, and a study of the purchasing of read-made clothing should be included in the first year of Home Economics.⁵¹ Each of these recommendations were made because their studies showed that high school girls purchase a high percentage of their garments ready-made.

In the Cobb study, the percentage doing home sewing was considerably higher than in the Reid study which may have been due to economic or geographic differences. However, Mrs. Cobb made the following recommendations: "Further research is needed to determine ways in which wholesome social and family relationships may be more effective in clothing experiences, and studies are needed dealing with values in relation to age and economic status."⁵² Mr. Andrews stated that, "Clothing instruction needs to be well planned as to relative emphasis. Teaching of clothing must change with changing economic conditions."⁵³ If this goal is to be reached, surveys must be carried on to show exactly where the needs lie.

⁵¹ Reid, op. cit., p. 52.

⁵² Cobb, op. cit., p. 58.

⁵³ Velma Phillips, Evidence of the Need of Education for Efficient Purchasing. Teachers' College, Columbia University Contributions to Education, No. 447. New York: Bureau of Publications, Teachers' College, Columbia University, 1931, p. 8.

The Phillips study was an early survey showing the need for education for efficient purchasing. In this study eighty-five percent of the women wished for more education for consumption.⁵⁴ Silverman felt the school could serve the parents well by interpreting to them the clothing interest and resulting behavior. Later she recommended, because a large majority of the group she studied indicated a desire for an expert in the school, that such a person could help them with their clothing problems and concern for expressing their individuality and enhancing their attractiveness. Additionally, she suggested that such courses must be of the functional type, not only acquainting girls with the theoretical foundation of design and line but also realistic problems of appropriateness, individuality, and suitability to age.⁵⁵

⁵⁴ Benjamin R. Andres, Economics of the Household. New York: The MacMillan Company, 1935, p. 431.

⁵⁵ Silverman, op. cit., p. 119.

CHAPTER III

METHODS AND PROCEDURE

Twenty-five volunteers each from freshman, sophomore, junior and senior classes of the school were used, thus giving a cross-section of age and grade from the entire school. The number of clothing courses these students had taken varied from one to three semesters. Contact was made with the girls through an announcement in their home economics classes. The students volunteered their participation and were called together for the purpose of explaining to them the significance of the survey and the importance of their individual contribution to the validity of the data for this study and its interpretation.

The instruments used in this survey were that of the questionnaire and the personal interview schedule. The questionnaire was divided into two sections, the first part dealing with personal data and the second part with clothing preferences and buying practices. Part one, covering personal data, was group administered, while the one investigating preferences and practices was administered by personal interview.

The complete questionnaire has been bound in the appendix of the thesis and upon examination it will be found that personal data included questions on age-grade, family composition

and background, student and parental employment, expenditures and earnings, home responsibilities and social participation. The information sought in the section on clothing preferences and buying practices included that of parental control, awareness of clothing needs, influences on clothing choice, shopping practices--including stores patronized and method of payment, wardrobe adequacy, appropriateness of style, and other factors.

After tabulating the data obtained in these questionnaires, both subjective and objective analyses were made to establish the environmental background of the group, to determine the socio-economic level of the families of these girls and to compile a list of significant factors which influenced their clothing preferences and buying practices as well as any additional pertinent data.

Scales

Several scales were used in the survey which require explanation. When considering parental employment, the publication of the Bureau of Employment Security of the Department of Labor, Distribution of Occupational Titles,⁵⁶ was used as a guide in classification of fathers' occupations in ratings of 0 to 9. These ratings are explained below:

⁵⁶ Distribution of Occupational Titles, 1949, Volume I. Washington, D. C.: United States Government Printing Office, pp. 1-319.

O--Professional and Managerial Occupations

- a. Professional--This group includes occupations that predominantly require a high degree of mental activity by the worker and are concerned with the theoretical or practical aspects of complex fields of human endeavor. Typical professional occupations are those of doctor, lawyer, architect, mechanical engineer, chemist, physicist, astronomer, and doctor.
- b. Semi-professional--Included in this group are occupations concerned with the theoretical or practical aspects of fields of endeavor that require rather extensive education or practical experience, or a combination of such education and experience for the proper performance of the work. Chiropodists, tree surgeons, draftsmen, aviators, laboratory technicians and fingerprint experts are typical semi-professional occupations.
- c. Managerial and official occupations--This group includes occupations that are involved primarily with responsible policy-making, planning, supervising, coordinating, or guiding work-activity of others, usually through intermediate supervisors. Typical of these occupations are managers or presidents of business enterprises, superintendents of construction projects, and purchasing and advertising agents.

1--Clerical and Sales Occupations

- a. Clerical and kindred occupations--This group includes occupations concerned with the preparation, transcribing, transferring, systematizing, or preserving of written communications and records in offices, shops, and other places.
- b. Included in this group are occupations concerned with the sale of commodities, investment, real estate and services, and occupations that are very closely identified with sales transactions even though they do not involve actual participation in such transactions.

2--Service Occupations

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

b. Protective service occupations--In this group are those specifically concerned with the protection or guarding of the country or its political unit of buildings and other property, and of individuals. Duties range from those of a watchman to a policeman.

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

3--Agricultural, Fishery, Forestry and Kindred Occupations

a. The occupations included in this group are those that are directly associated with the process of growing and harvesting vegetables, fruits, grains, and other farm crops; in the raising of poultry, livestock, and other animals and fowls for consumption, for their products, for pets, or exhibition; and in various phases of horticultural activities.

4--Skilled Occupations

a. This group includes craft and manual occupations that require predominantly a thorough and comprehensive knowledge of processes involved in the work, the exercise of considerably independent judgment, usually a high degree of manual dexterity, and, in some instances, extensive responsibility for valuable product or equipment.

5--Skilled Occupations

a. Workers in the manufacture of transportation and other heavy equipment as well as occupations in non-manufacturing activities are included in this group.

6--Semi-skilled Occupations

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

7--Semi-skilled Occupations

These workers are the assistants to the workers in the group above (i.e., baker's helper, flour sifter, etc. as compared to the baker, pie-maker, etc. in the former list).

8--Unskilled Occupations

This group includes occupations that involve the performance of simple duties that may be learned within a short period of time and that require the exercise of little or no independent judgment. Characteristically, such occupations do not require previous experience in the specific occupations in question.

9--Unskilled Occupations

Assistants to the workers in group eight.

When considering the results of questions thirty-one to thirty-four, it was necessary to devise a scale which would discriminate between individuals according to their selection of appropriate fabrics for the garments shown in the illustrations for these questions. The questions were given to twenty-two home economics graduate students and the majority agreement of their preferences was regarded as the basis for the first, second and third choices. The following were judged as the most acceptable fabrics for the specific design of garment and use, if indicated. The students' preferences were rated as three, two, one, or zero in accordance with the number of correct choices they listed.

Acceptable Fabrics for Specific Garment

Garment		Fabric Choice		
		1st	2nd	3rd
Blouse	1	F	A	B
	2	B	F	C
	3	D	E	F
Skirt	1	E	B	D
	2	A	F	B
	3	B	D	A
School dress	1	C	F	G
	2	B	C	A
	3	F	C	A
Dressy dress	1	D	G	C
	2	E	H	D
	3	H	E	D

CHAPTER IV

FINDINGS AND INTERPRETATIONS

The personal data questionnaire of the study provided information on age, grade classification, birthplace, length of time the girls had lived in Milwaukee or other urban centers or in rural area, and family composition including ordinal position of the girls. Birthplace of each parent, language spoken at home, and parental employment were also considered in order to establish as nearly as possible home environment and family background of the girls. Following this, data on the girls' activities was obtained. Specific questions were asked about her activities and responsibilities within the home, her social activities with the family members, girl friend and boy friend, her paid employment and expenditure of her money. With this information as a background, the investigator felt it would be possible to more easily evaluate the data obtained in the questionnaire on clothing preferences and buying practices used during the interview.

As stated previously, there were twenty-five volunteers each from the freshman, sophomore, junior and senior classes. The age range and grade placement is found in Table 1. Ages ranged from fourteen to eighteen years, and the average age of the group was sixteen.

TABLE I

29

AGE-GRADE PLACEMENT OF ONE HUNDRED
GIRLS OF WEST DIVISION HIGH

Age	Grade				
	Fresh- man	Soph- omore	Junior	Senior	Total
18 yr.-18 yr. 11 mo.			2	7	9
17 yr.-17 yr. 11 mo.		1	8	18	27
16 yr.-16 yr. 11 mo.		5	15		20
15 yr.-15 yr. 11 mo.	8	17			25
14 yr.-14 yr. 11 mo.	<u>17</u>	<u>2</u>	—	—	<u>19</u>
Totals	25	25	25	25	100

The intelligence quotients of this group obtained from the school records based on the California Mental Maturity Test ranged from seventy-eight to one hundred and twenty-four. The average intelligence quotient by classes is shown in Table II.

TABLE II

AVERAGE INTELLIGENCE QUOTIENT FOR EACH CLASS

Class	Range	Average
Freshman	85-110	101.5
Sophomore	78-124	97.2
Junior	89-124	98.8
Senior	80-110	98.08

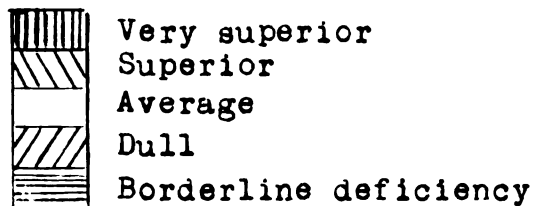
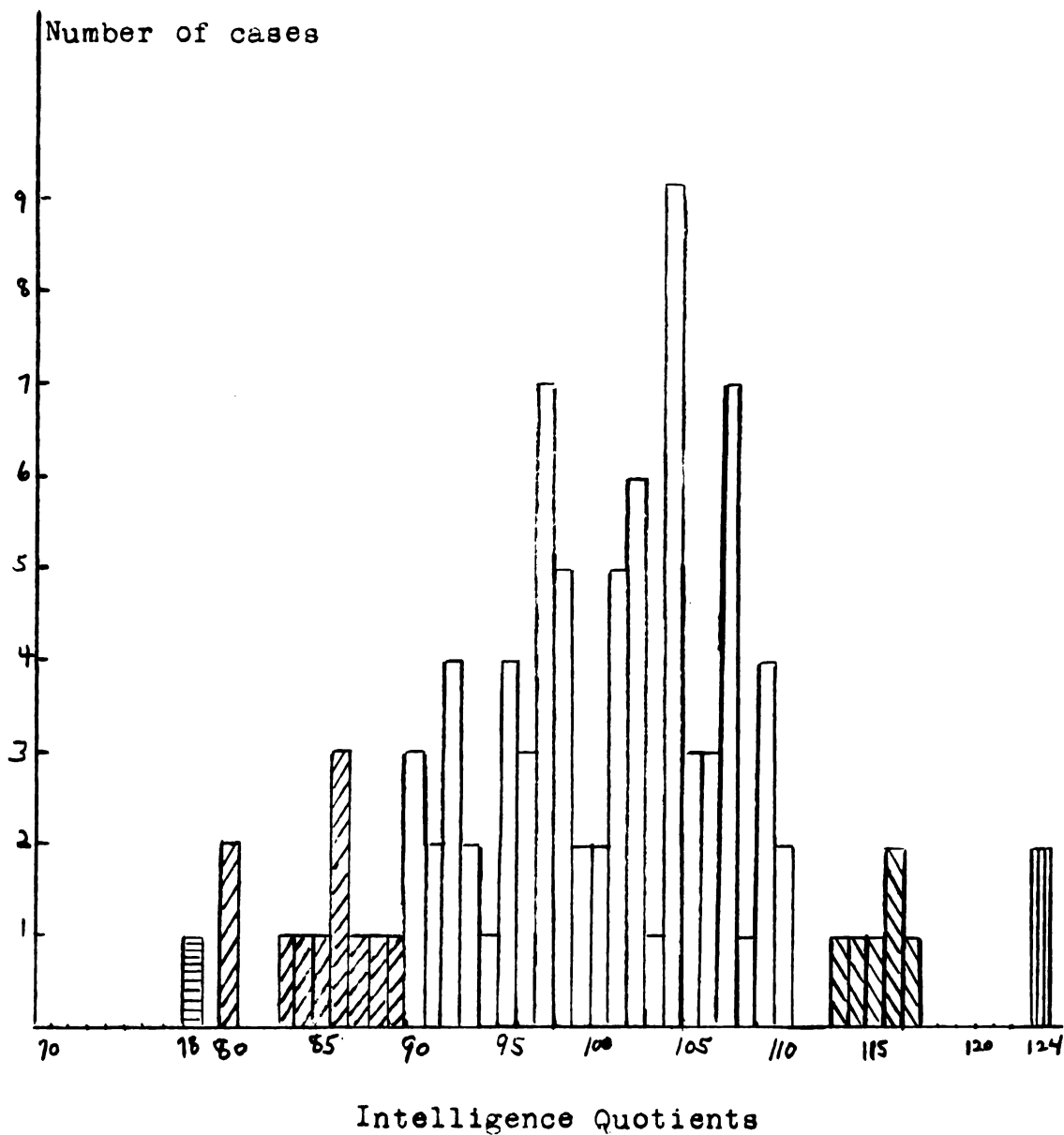
Distribution of the intelligence quotients is shown in Figure I. Although no attempt was made to statistically correlate the data obtained to the intelligence quotients, this table did aid in giving a clear picture of the type of individuals participating. The following is a classification of intelligence quotients which had been in wide use: below seventy, feeble mindedness; seventy to eighty, borderline deficiency; eighty to ninety, dullness; ninety to one hundred and ten, normal or average intelligence; one hundred and ten to one hundred and twenty, superior; and one hundred twenty to one hundred and forty, very superior intelligence.⁵⁷ Seventy-eight percent of the girls were normal or of average intelligence, while two percent were very superior and eight percent of superior intelligence. Twelve percent were classified as dull, and three of this group might have been classified as of borderline deficiency.

Upon analysis of the parental background of the subjects, it was found that seventeen percent of the mothers and nineteen percent of the fathers were foreign born. The distribution of parents of European birth was similar for each of the four groups in the study. It was indicated that a foreign language was used in thirty-eight percent of the homes. However, upon further investigation, it was found that this was not always used, but frequently used between parents or upon the occasion of a visit of relatives or friends of similar background.

⁵⁷ C. M. Louttit, Clinical Psychology. New York: Harper and Brothers, 1947, p. 97.

FIGURE I

DISTRIBUTION OF INTELLIGENCE QUOTIENTS



While attempting to formulate a concept of the socio-economic status of the families of these girls, the investigator found that seventy-one percent of the fathers were employed in skilled or semi-skilled occupations. These data on occupations as shown in Table III served to verify the assumption that the majority of the girls came from middle or lower middle class families and that, judged by occupation, the average parent probably had only a high school education or perhaps less. As was previously explained in pages 24 to 26 the ratings, classifications, and titles were those of the United States Department of Labor.

TABLE III
DISTRIBUTION OF OCCUPATIONAL TITLES
OF FATHERS' EMPLOYMENT

Rating	Occupation Classification	Percent of Total group
0	Professional	2
0	Managerial	4
1	Clerical and sales	2
2	Service	6
3	Agricultural	1
4	Skilled occupations	23
5	Skilled occupations	32
6	Semi-skilled occupations	3
7	Semi-skilled occupations	13
8	Unskilled	3
9	Unskilled	2
	Deceased, disabled, etc.	9

It seems significant that such a high percentage of the mothers were employed outside the home. Forty-one percent were employed full time and eight percent had part-time employment. Table IV shows the distribution of the mothers employed and not employed according to student classification.

TABLE IV
EMPLOYMENT OF MOTHERS

Class	Full time employment		Part time employment		Total employed		Mothers not employed	
	No.	%	No.	%	No.	%	No.	%
Freshman	11	44	4	16	15	60	10	40
Sophomore	9	36	1	4	10	40	15	60
Junior	9	36	2	8	11	44	14	56
Senior	<u>12</u>	48	<u>1</u>	4	<u>13</u>	52	<u>12</u>	48
Total	41		8		49		51	

The fact that such a high percentage of mothers worked indicated a need for supplementing the family income. This supplementary income may have provided money for basic needs as well as unsatisfied desires. It is likewise significant that approximately fifty percent of the homes from which these girls came had no parental supervision for at least a part of the day.

Contributing to the picture of instability in their home life were the figures indicated in Table V showing that in

thirty-one percent of the homes only one of her own parents was living in the home. Of this number, thirty-one were divorced or separated. In some instances some had remarried. This figure may be compared with that of the national average for the year 1949 which was 397,000 or a rate of two and seven tenths per thousand population. In Wisconsin there were 4,815 divorces or one and four tenths per thousand. Using this figure as a basis for comparison, average rate would have been seventy-two hundredths among the five hundred and nineteen people comprising the total for families in this study. However, the report of thirty-one broken homes is highly significant for it constitutes a rate of six as contrasted to the Wisconsin average of one and four tenths. This was a shockingly high rate when recent trends as indicated by the National Office of Vital Statistics are considered:

Starting with 1945, changes in divorce rates in both directions were more abrupt than in previous years. In 1946, the crude divorce rate increased almost one-third, reaching a peak of four and three tenths divorces per thousand population and by 1949 it had dropped almost two-fifths to a rate of two and seven tenths per thousand population for that year.⁵⁸

Obviously many of these homes lacked supervision during a large percentage of the day and in many there was only one parent. We have observed that many of the girls appeared to be highly independent, physically and in manner of dress appeared mature. We likewise have observed them to be lacking the social finesse of maturity.

⁵⁸ Vital Statistics of the United States, 1949, Part I, Place of Occurrence, Federal Security Agency. Washington: United States Government Printing Office, 1951, p. 62.

TABLE V
DISTRIBUTION OF BROKEN HOMES

Class	Students from broken homes	
	No.	Percent
Freshman	14	56
Sophomore	5	20
Junior	5	20
Senior	<u>7</u>	<u>28</u>
Total average	31	31

Sixty-three percent of these girls were born in Milwaukee and seventy-five percent had lived during the major portion of their lives in Milwaukee. Seventeen percent had spent most of their lives in towns under 50,000 population. Only eight percent had lived the greater portion of their lives in villages and rural areas. Thus the majority of the girls had spent their formative years in Milwaukee, a metropolitan center of 637,392.⁵⁹ This fact obviously contributed to their social maturity, behavior, and participation as well as practices in shopping.

The composition of the average family from which these girls came was five and the average number of children in the family was three and two tenths. The ordinal position of the

⁵⁹ 1950 Census of Population--Number of Inhabitants. Washington: Bureau of Census, I: 49-20.

girls within the family was as follows: thirty-five were the oldest in the family; twenty-six had both older and younger brothers and sisters; twenty-five were the youngest; while fourteen were the only child.

The activities of the girls in their homes, in employment situations, as well as their social participation were investigated. In the home, the duties for which the students assumed the largest amount of responsibility were those of house cleaning, 75 percent; cleaning own room, 61 percent; washing dishes, 69 percent; ironing, 46 percent; spotting and pressing clothes, 34 percent; serving meals, 27 percent; and laundering personal clothing, 19 percent. Twenty-three percent reported that they had never assumed the responsibility of laundering their own clothing. There was no appreciable difference among the groups of girls in the assumption of duties within the home aside from baby sitting. Eleven each of the freshmen and sophomores reported being frequently or always required to baby sit in contrast to four of the juniors and two of the seniors. A large percentage of the girls did not appear to be required to accept heavy home duties which required a large amount of their time.

Of the girls that had been employed, forty-four percent worked after school, fifty-nine percent were employed on Saturdays, and forty percent were employed during the summer. Eighty-two percent indicated that they had been employed and only eighteen percent of the girls had never worked outside

the home. Thirty-two percent of the total group had been employed as baby-sitters. Of these, sixteen were freshmen, eleven sophomores, three juniors, and two were seniors. A higher percentage of the older girls were employed in sales and clerical work. In sales, we find twelve of the juniors and eleven of the seniors as compared to two and one of freshmen and sophomores, respectively. Six of the seniors indicated having had clerical employment. The types of work which the girls indicated did not require a special type of dress other than tailored clothing.

The average earnings for the girls were as follows: under five dollars per week, fourteen percent of the girls; five to ten dollars, twenty-two percent; ten to fifteen dollars, twenty-one percent; and over fifteen dollars, earned by seventeen percent of the girls. The average earnings on an hourly basis was seventy-five cents. The remaining ten percent of the girls reported occasional work at approximately fifty cents per hour.

Table VI shows the expenditure of these earnings as reported by the students.

Clothing was the item of major importance with seventy-five percent of the girls reporting expenditures on this item; sixty-two percent spent their earnings for entertainment; and approximately thirty-three percent said they spent their money for gifts, personal items, school expense and savings. Although these figures give no indication of proportionate amounts spent,

it is significant that seventy-five percent of the girls indicated clothing. Contributing to the picture of the economic situation in the family is the fact that as the girls earn more and are perhaps better able, a larger percentage contributed to the family support. Three sophomores, four juniors and seven seniors reported contributing some of their earnings to the support of the family. It was interesting that in those cases where money was contributed for family support, the mothers were also employed outside the home.

TABLE VI
EXPENDITURE OF EARNINGS OF EMPLOYED GIRLS

Item	Number of Students				Total
	Freshman	Sophomore	Junior	Senior	
Clothing	18	16	19	22	75
Entertainment	18	13	13	18	62
Family support		3	4	7	14
Gifts	9	8	7	11	35
Other personal	6	6	11	8	32
Savings	8	5	10	10	33
School expense	4	7	15	13	39

Inquiry into the types of social participation of the girls was designed to give better understanding of her needs for various types of clothing. First, the girls' social participation was analyzed in terms of her activities in church, clubs and sports. It was found that the majority of the girls attended church regularly. Seventy-six percent or nineteen of the freshmen, sixty percent or fifteen of the sophomores, seventy-two percent or eighteen of the juniors and eighty-four percent or twenty-one of the seniors reported regular church attendance. Two of the sophomores and one of the seniors reported that they never attended church. This comparatively high percentage of church attendance may have been due to the fact that Milwaukee has a large number of Catholic and Lutheran churches and it is in the early adolescent years that the girls usually become affiliated as members.

Data on club membership show fewer girls belonging to club organizations than were shown to be regular participants in church activities. Of those reporting club membership, eighteen were freshmen, seven were sophomores, nine juniors, and ten were seniors. Fifty-six of the one hundred girls never had held a club membership, and only seven of the freshmen, two sophomores, one junior, and four seniors had been an officer in the organizations. All offices listed were minor. These figures show that of the fifty of the one hundred girls interviewed belonged to a club or participated in club activities within their group, there were apparently no outstanding leaders. Organizations were in each case of membership related either

to a church or social center. The social center program under the Department of Recreation of Milwaukee is open to all youths of the city, therefore these respondents were not without opportunity to avail themselves of group participation.

The data obtained on sports activities were comparatively insignificant but indicated most of the activities of this character were under the girls' athletic program in the school.

The remaining social activities were those shared with the family, with their girl friends and with their boy friends. Table VII indicates the activities the girls reported as the ones shared with their families.

TABLE VII
ACTIVITIES GIRLS SHARED WITH THEIR FAMILIES

Activity	Freshman	Sophomore	Junior	Senior	Total
Television	20	22	23	24	89
Movies	8	9	8	5	30
Visiting relatives	8	7	5	5	35
Visiting	6		8	10	24
Shopping	7	5	4	1	17
Dining out	2	2	1		5

The outstanding activity shared with the family was watching television. Others reportedly enjoyed were movies, shopping and visiting relatives. These figures show one definite advantage of television in that it brings the family together as a unit. Church attendance with the family occurred in a very small percentage of the cases. Two each of the freshmen and sophomore girls and one each of the junior and senior girls attended church with their families. Significant but also easily understandable are the figures on shopping with the family. As the social maturity of the girl occurred, personal independence in shopping increased. Seven of the freshmen girls reported shopping with their families while four of the juniors and only one of the seniors indicated such a practice.

Table VIII shows the activities shared by the girls with their girl friends.

In activities shared with girl friends, television gave place to movies which ranked as a first choice of the fifty-two girls reporting this activity. Parties, dancing, football and basketball games, shopping and visiting were also popular activities to be enjoyed.

Interest in dating was frequently indicated, with eighteen each of the freshmen and sophomores, twenty-one of the juniors and twenty-three of the seniors reporting some dating. Those dating regularly and frequently were fourteen of the freshmen, fifteen sophomores, fifteen juniors, and twenty seniors. Those

who indicated their dating to be steady were five freshmen, nine sophomores, ten juniors and twelve seniors.

TABLE VIII
ACTIVITIES GIRLS SHARED WITH GIRL FRIENDS

Activity	Freshman		Sophomore		Junior		Senior		Total
	No.	%	No.	%	No.	%	No.	%	
Movies	13	52	20	80	25	100	24	96	82
School games	7	28	10	40	12	48	7	28	36
Dancing	9	36	6	24	8	32	8	32	31
Talking	6	24	9	36	5	20	6	24	26
Parties	10	40	3	12	7	28	2	8	22
Television	7	28	5	20	5	20	2	8	19
Shopping	6	24	2	8	2	8	4	16	14
Dining			3	12	1	4	1	4	5

The activities reported popular for dating are shown in Table IX.

The interests of these young people are undoubtedly quite typical of adolescents. However, several things are evident. The general type of activity does not include a very high attendance at the more cultural type of entertainment such as concerts or civic programs. This is borne out by the fact that only six indicated attending special programs. Also evident, as indicated by the small number that watch television

with their friends, is that fact that relatively few entertain their friends in their homes.

TABLE IX
POPULAR ACTIVITIES FOR DATING

Activity	Freshman		Sophomore		Junior		Senior		Total
	No.	%	No.	%	No.	%	No.	%	No.
Movies	13	52	15	60	21	84	24	96	73
Dancing	10	40	12	48	15	60	15	60	52
Riding in auto	6	24	6	24	8	32	7	28	27
School games	4	16	5	20	5	20	3	12	17
Television	4	16	1	4	3	12	6	24	14
Special programs	1	4	2	8	1	4	2	8	6
Visiting	3	12	1	4	1	4	1	4	6
Shopping			2	8	1	4	1	4	4

Although the activities of these young people may have been limited because of financial circumstances, considering the entire picture of social participation as presented by the data, it does not appear that this group was characterized by the desire for social mobility. They did not seek membership in clubs or seemingly desire places of leadership within the organizations of which they were members, and their activities did not seemingly take them outside their own school group.

The girls did not manifest special interest in sports, hobbies or cultural programs which would aid in acquiring new friends and/or social groups. Their sphere of activities were not of the type which would require special, excessive or elaborate clothing.

Questions twenty-two to twenty-five attempted to further investigate not only their interest in social participation but also to find out the type and extent of the girls' associated importance of clothes with their participation. The chief activities for which the girls were interested in being well dressed are shown in Table X.

TABLE X
EXPRESSION OF INTEREST IN BEING WELL DRESSED
FOR SPECIFIC OCCASIONS

Occasion	Freshmen	Sophomores	Juniors	Seniors	Total
Church	9	10	5	4	28
Dating and dancing	13	15	16	18	62
School	7	4	9	4	24
Shopping	1	3		1	5

These figures indicate the egocentric attitude of the teen-ager and again show their center of social life to be dancing, dating, church and school. Also evident is the fact

that there are comparatively few occasions within or centered around the family group which created a desire for the teenager to wear their so-called best clothes. The chief reasons given for being "well dressed" for those occasions classified above were "making a good impression", and "conformity to dress of peers", or possibly conformity to dress of others in the group.

Table XI shows the results of questions twenty-three by listing the individuals from whom the girls would most like to receive a compliment on their clothes.

TABLE XI
DESIRES FOR COMPLIMENT FROM INDIVIDUALS LISTED

Individual	Freshmen		Sophomores		Juniors		Seniors	
	No.	%	No.	%	No.	%	No.	%
Mother	21	84	20	80	19	76	18	72
Father	10	40	38	32	11	44	12	48
Girl friend	15	60	16	64	15	60	18	72
Boy friend	15	60	16	64	15	60	18	72
Sister	2	8	7	28	4	16	5	20
Brother	3	12	4	16	4	16	5	20
Family friend	4	16	5	20	6	24	5	20
Teacher	2	8	3	12	1	4	3	12
Aunt			1	4				
Doesn't like compliments							1	4

Compliments most desired by the girls were those given by the girls' mother, girl friend, boy friend and father. Approval by other siblings and teachers are comparatively unimportant to the girl. Confidence in the mothers' judgment was consistently manifested. These figures may be encouraging when compared with those of Block's study on mother-daughter conflicts. They also may be an indication of desire on the part of the girl for closer relationships with her mother. It is doubtful that these figures indicate that problems arising in clothes selection and differences of opinion between mother and daughters do not exist.

In question twenty-four, "do you seek the opinion of others on what to wear on special occasions?", it was found the mother ranked first when the girls wished counsel in clothing selection for specific occasions. This applied to seven out of eleven occasions reported. The mother's opinion was sought particularly for those occasions less frequently attended by the girls.

Second in importance to them was the girl friend's advice. Her suggestions were sought particularly for club socials, football games, parties and proms but the mother's guidance was almost equally acceptable to that of the girl friends in the case of proms. The answers to this question also showed that the girls rarely attend club socials, conventions and teas.

Question twenty-five furnished additional information showing that this group was quite self confident and approved of their own appearance. Seventy-nine of the group approved of their own appearance. This applied to twenty of the freshmen, fifteen of the sophomores, twenty-three of the juniors and twenty-one of the seniors. An appreciable number seemed to use good grooming synonymously with good appearance, namely, nine of the freshmen; seven sophomores; ten juniors and fourteen seniors. This group apparently considered grooming more important than clothes. Six of the freshmen, two sophomores, five juniors and three seniors expressed confidence in their own judgment or taste in clothing. One freshman, two sophomores, four juniors and one senior considered herself well dressed because she had been complimented on her clothing, whereas one sophomore, two juniors and three of the seniors said they dressed as well as they could.

Those who did not approve of their own appearance gave the following reasons: body build, size and posture. These were given by one each of freshmen and sophomores and two juniors. Four freshmen, eight sophomores, and three seniors felt they did not have the proper type of clothes.

Buying Practices

Significance of the objective for analysis of the buying practices characteristic of teen-age girls was realized during the interview. The second section of the questionnaire was

used at this time. The girls were asked if all of their garments were purchased ready-to-wear. Only twenty-six reported this to be true in their particular case. However, when asked to indicate what garments were made at home, it was found, as shown in Table XII, that only a small percentage had been purchased ready-made. The greatest number of garments made either at home or in school were blouses and skirts. These figures are indicative of the fact that only a relatively small amount of sewing done in the homes, as well as the fact that the "carry over" of any sewing skills learned in school is low. Because such a large percentage of garments were purchased ready-made, a study of buying practices is extremely important.

Prior to surveying their actual buying practices, the girl's clothing needs, her awareness of need and the persons from whom she sought advice regarding her individual needs were investigated. All of the freshmen, twenty-two or eighty-eight percent of the sophomores, twenty-one or eighty-four percent of the juniors, and nineteen or seventy-six percent of the seniors indicated that they consulted with someone about their clothing needs. Twenty-four freshmen, eighteen sophomores, nineteen juniors and seventeen seniors reported they consult their mothers. In seeking counsel, the girl friend was the next most frequently sought. Five freshmen, four sophomores, three juniors and four seniors stated they consulted their girl friends. While some students listed

TABLE XII
GARMENTS MADE AT HOME

Garment	Number
<u>Coats</u>	
All	3
Part	6
None	91
<u>Suits</u>	
All	3
Part	9
None	88
<u>School dresses</u>	
All	6
Part	44
None	88
<u>Day dresses</u>	
All	6
Part	9
None	85
<u>Blouses</u>	
All	4
Part	48
None	48
<u>Skirts</u>	
All	7
Part	56
None	36
<u>Lingerie</u>	
All	4
Part	9
None	87
<u>Active sports</u>	
All	9
Part	13
None	78

more than one person, the mother ranked appreciably higher than anyone else. Of the entire one hundred girls answering the questionnaire, only eight indicated they consulted their sister or father, while two listed their boy friend and one mentioned her aunt as the person with whom they wished to discuss their needs.

Table XIII indicates the items which the girls felt they should consult someone about before making a purchase. From these figures it is evident that the majority of the seniors and juniors had more freedom of choice than the freshmen and sophomore girls. However, the sophomore girls were apparently not required to consult anyone for as many different items as the freshmen girls were required to for major purchases such as dresses, suits and coats. Thirteen sophomores as compared to twenty-one juniors reported they had to consult someone. This would indicate that age does not necessarily reveal greater independence on the part of the girl in purchasing her clothing.

The results of question three, "Are you allowed to buy what you like?" gave additional evidence of freedom of choice. These data may be seen in Table XIV. Those who were always or frequently allowed to purchase what they wanted were twenty-one of the freshmen, twenty-four sophomores, twenty-four juniors and twenty-five seniors.

TABLE XIII

ITEMS FOR WHICH COUNSEL ABOUT PURCHASE IS OBTAINED

Item	<u>Freshmen</u>		<u>Sophomores</u>		<u>Juniors</u>		<u>Seniors</u>	
	%	No.	%	No.	%	No.	%	No.
Suits and dresses	64	16	28	7	40	10	32	8
Coats	44	11	24	6	44	11	20	5
Skirts	40	10	28	7				
Shoes	28	7	12	3	12	3	4	1
Blouses	16	4	12	3				
Sweaters	12	3	8	2				
Formals	4	1						
Fabrics	4	1	4	1				
All items	8	2	20	5				
None "my money"			8	2	20	5	20	5

TABLE XIV

STUDENTS ALLOWED FREEDOM OF CHOICE FOR PURCHASE

Frequency	<u>Freshmen</u>		<u>Sophomores</u>		<u>Juniors</u>		<u>Seniors</u>	
	%	No.	%	No.	%	No.	%	No.
Always	44	11	52	13	64	16	76	19
Frequently	40	10	44	11	32	8	24	6
Seldom	12	3	1	1	4	1		
Never	4	1						

Only six of the entire group indicated that they were seldom or never allowed to purchase what they liked. The following reasons were given for permitting them to purchase what they liked: "I'm the one who has to wear it"; "I pay for them myself"; "I won't wear what I don't like"; "Mother thinks I have good taste". The remaining reasons were varied but practically all of the girls indicated that they considered their mothers' judgment or wishes before buying. The six girls who said that they were seldom or never allowed freedom in making their own choice gave the following reasons: "I select garments which are too expensive"; "Mother and I don't agree"; "I have poor taste"; "I buy on the spur of the moment".

In terms of percent these figures can be quite misleading for a notable percentage difference really indicates only one or two girls. Twenty-five is too small a number on which to base any conclusions of the character of teen-age practices in buying. It is indicative that these or similar questionnaires should be given to a larger group in order to obtain additional data on which to base conclusions.

Counsel at the time of making the actual purchase was also considered. Through the use of question four, "Whose opinion do you seek most frequently in regard to clothing selection and purchase?", it was found that again they considered the mother's opinion the most valuable. These data are shown in Table XV.

TABLE XV
PERSONS FROM WHOM COUNSEL ON PURCHASE IS SOUGHT

Person	Freshmen		Sophomores		Juniors		Seniors	
	No.	%	No.	%	No.	%	No.	%
Mother	20	80	20	80	17	68	17	68
Girl friend	4	16	2	8	6	24	4	16
Sister	3	12	1	4	5	20	5	20
Boy friend					1	4	1	4
Father			3	12				

The mother's opinion on a specific clothing purchase was sought three to ten times as frequently as the opinion of the girl friend and/or sister. The opinion of the father and boy friend was mentioned by only five girls in the entire group. The opinion of her boy friend was important to only the upper classman.

In question five, the girls were asked to indicate by whom specific items of their wardrobe were purchased. The possibilities included purchase by herself without guidance, by her parents, or jointly by herself and her parent. The data as presented in Table XVI indicates that less freedom and shopping independence are allowed in the case of garments which constitute major expenditures. Even in these cases, juniors and seniors indicated more independence than the

freshmen or sophomores. In terms of the frequency of items purchased by the girl for herself were blouses, sweaters, hosiery and slips. Seventy-eight percent or more of the total number of girls made these purchases independently. Items purchased by those who shopped with their parents, in the order of relative importance were: winter coat, suits, dresses and shoes. In ten percent of the responses concerning purchase of hosiery and slips the girls said they had no element of choice, which was undoubtedly due to the fact that they considered these minor items.

Other influences on choice were investigated in question six, "From the following list select five influences you consider most important in your choice of clothing". Clothing ads in newspapers and store window displays ranked first in determining what they chose. Parental influence was second in importance, and the clothing worn by classmates and suggestions from her best girl friend were third in frequency of mention. Ads in magazines followed style shows as factors influencing their choice. Similarly, the girls listed as sources of information on current fashions: magazines, newspapers, other girls at school, store window displays, and lastely, television programs.

Influences in the actual purchasing situation were indicated in question eleven. The girls were asked to list three important factors. Those considered most important for the purchase of a skirt were style, price, and color. The same

TABLE XVI

ITEMS PURCHASED BY THE GIRL, HER PARENTS
OR THE GIRL AND HER PARENTS

Item	Freshmen No.	Sophomores No.	Juniors No.	Seniors No.	Total No.
<u>Winter coat</u>					
Yourself	3	5	8	11	27
Parents	4	2		2	8
Together	16	18	17	12	63
<u>Suit</u>					
Yourself	1	4	13	10	28
Parents	4	3	2		9
Together	17	16	10	15	58
<u>Blouse</u>					
Yourself	18	21	24	23	86
Parents	1				1
Together	6	4	1	2	13
<u>Sweater</u>					
Yourself	16	20	24	23	83
Parents	2				2
Together	7	5	1	2	15
<u>Skirt</u>					
Yourself	18	17	22	20	77
Parents				1	1
Together	7	8	2	4	21
<u>Dress</u>					
Yourself	8	10	12	12	42
Parents	1	1	2	2	6
Together	16	13	11	9	49
<u>Slip</u>					
Yourself	14	17	24	23	78
Parents	5	2	1	2	10
Together	6	6			12
<u>Hosiery</u>					
Yourself	18	18	23	24	83
Parents	5	2	2	1	10
Together	2	5			7
<u>Shoes</u>					
Yourself	14	14	21	20	69
Parents	4			1	5
Together	7	11	4	4	26

characteristics were considered important in the purchase of blouses. In items of outer apparel they had more independence in purchasing blouses and skirts than for any other item.

When asked to list information which should be included on labels for slips, the girls listed the following:

Item	Total Girls
Fabric	74
Size	58
Laundrying instructions	52
Ironing instructions	39
Sanforized shrunk	38
Price	23
Manufacturer	21
Durability	16
Colorfast	11
Style or cut of garment	7
Fiber content in percent	6
Brand name	6
Other items	5

The majority of girls mentioned at least four of the above items as the essential information for purchasing a slip. The information they suggested conforms to the criteria of a good label mentioned by Dr. Reid.⁶⁰ Namely, they were "information to assist consumers in selection, use and care of products; facts which cannot readily be determined in the store by inspection or by other simple means at the time of purchase; and facts essential to the consumer." The girls' responses were indicative of the fact that they were conscious of essential information which should be known before purchasing. This reflects the influence of their previous training in clothing and family living courses.

⁶⁰ Margaret G. Reid, Consumers and the Market. New York: Crofts and Co., 1947, p. 443-444.

A specific test of the girls' ability to identify a fabric as to fiber content was made in question thirty. Five fabrics were shown and three answers listed from which the girls were to select the correct one. (See question thirty in appendix.) The fabrics shown were: fabric A--forty percent wool and sixty percent dacron; fabric B--rayon gabardine; fabric C--one hundred percent wool flannel; fabric D--denim; and fabric E--velveteen. The correct answers were: A--2; B--3; C--1; D--3; and E--3. In only two cases, A and C, did three-fourths of the group select the correct answer. Forty-four percent of the girls knew that denim (D) was cotton. The rayon gabardine (B) and velveteen (E) were particularly confusing to the group. When looking at the velveteen, many of the girls turned to the investigator and said, "But it's velvet". This is indicative of the fact that many individuals confuse fiber and fabric and have no discriminating sense of the differentiation of the two terms.

TABLE XVII
RESPONSE ON FABRIC IDENTIFICATION

Fabric and Fiber	Freshmen	Sophomore	Junior	Senior	Total
A. Wool and dacron					
1. 100% Wool					
2. Wool and synthetic blend	20	19	20	19	78
3. 100% Wool	5	6	5	6	22

TABLE XVII (continued)

Fabric and Fiber	Freshmen	Sophomore	Junior	Senior	Total
B. Rayon gabardine					
1. 100% Wool	1				1
2. Wool and cotton blend	18	21	15	19	73
3. 100% rayon	6	4	10	6	26
C. Wool flannel					
1. 100% Wool	17	22	22	24	85
2. Wool and rayon blend	8	3	3	1	11
3. 100% rayon					
D. Cotton denim					
1. 100% wool	2				2
2. 50% wool and 50% cotton	16	18	16	4	54
3. 100% cotton	7	7	9	21	44
E. Velveteen					
1. Cotton and silk	10	10	10	5	35
2. Rayon and cotton	15	15	9	18	57
3. All cotton			6	2	8

The type of stores which the girls patronized and the frequency of purchase are indicated below.

Type of store	Number of girls
<u>Wholesale</u>	
Always	0
Frequently	1
Seldom	11
Never	88
<u>Department stores</u>	
Always	43
Frequently	57
Seldom	0
Never	0

<u>Downtown specialty shops</u>	
Always	13
Frequently	54
Seldom	29
Never	2
<u>Neighborhood specialty shops</u>	
Always	3
Frequently	22
Seldom	62
Never	13
<u>Mail order companies</u>	
Always	1
Frequently	5
Seldom	21
Never	73

These data indicate that the majority of the girls shopped in downtown department stores and specialty shops. Only twenty-five or one-fourth of the total group always or frequently shopped in their neighborhood stores. Twelve indicate that they bought from wholesale organizations. As Milwaukee is an important center for the manufacture of teen-age girls' dresses, it is very possible that some of the buying was done by their mothers who were employed in one of the garment factories.

Ordering garments by mail was of insignificant importance to these girls, as only one reported she always purchased by mail. Five indicated they frequently ordered by mail, twenty-one occasionally, but seventy-three indicated they never ordered by mail. Shopping by telephone was not commonly practiced either. Only ten in the entire group indicated that they ordered some items by telephone. Items which were

ordered by telephone were: skirts, blouses, sweaters, undergarments, and overshoes.

Fifty-eight of the girls indicated that they shopped several stores before a final selection; thirty-nine frequently shopped in the same manner, while only three said that they seldom shopped in more than one store before making a purchase. It was also found that seventy-nine to ninety-five percent of the girls tried on most of the garments before purchasing. Two exceptions were blouses and sweaters. Only twenty-five percent of the girls indicated they tried on these two items.

TABLE XVIII
GARMENTS TRIED ON BEFORE MAKING A PURCHASE

Item	Always No.	Frequently No.	Seldom No.	Never No.
Coat	96	2	2	
Suit	95	3	2	
Dress, cotton	77	12	10	1
Dress, date	75	4		
Blouse	27	34	23	16
Sweater	21	28	7	18
Wool skirt	85	13	2	1

Another question dealing with shopping practices asked if they were interested in looking through a rack of skirts

which had been marked down. Forty indicated they always did; forty-three said they frequently did; fifteen seldom; and two were never interested in this type of merchandise. Three replied that they would always take advantage of skirts reduced in price; thirty-three said they frequently made purchases of this. Fifty-two said they seldom and twelve reported they never purchased at marked down prices.

The other questions concerned the frequency with which they looked over other items of merchandise which had been marked down for clearance. Thirteen said they were always interested, and an additional fifty-two indicated that they frequently were interested. Of the remainder, twenty-eight said they seldom were interested and seven were never interested in looking at items on a clearance table.

Considering the shopping practices surveyed so far, it appeared that these girls were quite mature in their shopping practices. The majority seemed to understand the essential information to be considered before making a decision or purchase. The majority tried on garments before buying and at least considered apparel items which had been reduced in price. A larger percentage of the girls were more interested in skirts which had been reduced in price than in clearance tables of miscellaneous items.

However, regardless of the girls' knowledge of economical practices in shopping, ninety percent indicated that their

Twenty-two percent of the parents paid for all of their daughter's clothing. Of these, seventy-seven percent were parents of freshmen and sophomore girls. Two juniors and five seniors paid for all of their own clothing, while none of the freshmen or sophomores did. Of the one hundred girls, seven paid for their entire wardrobe and sixty-seven paid for a part of it. These figures show a relationship to the data on student employment and expenditure of their earnings. That data indicated that almost two-thirds of the girls contributed a substantial amount toward the purchase of their own clothing.

The data also indicated that the majority paid cash for minor items such as lingerie, hose, and blouses. Ten percent said they frequently used their parents' charge accounts or had items put in layaway. Four percent always used a charge account. In the case of major purchases such as coats, suits and dresses, charge, layaway and installment buying were used two to three times as frequently as in purchase of minor items. Forty paid cash for major items whereas eighty-four paid cash for minor items. Only five girls reported frequent use of installment buying and sixteen occasionally used it for major items. A larger percentage reporting this type of buying would have implied a need for instruction in relative advantages and disadvantages in the use of different types of payment.

TABLE XX
METHODS OF PAYMENT USED FOR GARMENTS PURCHASED

Payment	Type of Garment	
	Minor No.	Major No.
<u>Cash</u>		
Always	84	40
Frequently	13	43
Seldom		9
Never		8
<u>Charge</u>		
Always	4	5
Frequently	10	32
Seldom	23	13
Never	63	50
<u>Layaway</u>		
Always		7
Frequently	10	34
Seldom	24	24
Never	66	35
<u>Installment buying</u>		
Always		
Frequently	1	5
Seldom	9	16
Never	90	79

Wardrobe Adequacy

A second objective of this survey was to try to determine if the individual girl felt her wardrobe was adequate in terms of her needs. The following data was obtained from the girls' responses to the questions on the adequacy of their wardrobes for specific occasions.

TABLE XXI
WARDROBE ADEQUACY

Occasion	Freshmen No.	Sophomores No.	Juniors No.	Seniors No.	Total No.
<u>For school</u>					
Adequate	25	18	23	25	91
Inadequate		7	2		9
<u>For informal wear</u>					
Adequate	23	17	23	22	88
Inadequate	2	8	2	3	12
<u>For formal wear</u>					
Adequate	9	11	10	12	42
Inadequate	15	14	15	13	58

Ninety-one per cent considered their wardrobes adequate for school. Eighty-eight considered them adequate for informal wear, but only forty-two for formal occasions. These figures, which indicated a surprisingly large number who felt that their wardrobes were adequate, may be partially explained by the

fact that eighty-two of the girls worked and seventy-five of them spent at least a part of their earnings on clothing. Forty-three girls earned from five to fifteen dollars a week and seventeen of them earned over fifteen dollars a week. This data may indicate a self-satisfied attitude on the part of the students, which may be due to their limited social experience, to their family background, and also to the fact that there was little evidence of social mobility in the family.

In response to questions which asked how they felt their wardrobes compared with those of their best friend and with the majority of the girls attending West Division High, it was found that sixty percent of them modestly stated that their clothing was comparable to that of their best girl friend as well as that of the majority of other girls in school. One-fourth of the juniors and one-half of the seniors thought their clothing was somewhat or very much better than that of their best friend. This again may be due to the fact that a rather high percentage of the girls chose and selected their own clothes. Considering the data in the following, the average for the four factors number, cost, style and workmanship indicated the girls appeared to be secure within their own group and there probably was little jealousy among the girls in respect to clothes. These figures as well as previous data again aid in concluding these girls a homogeneous group with similar backgrounds, needs, and desires.

TABLE XXII
COMPARATIVE WARDROBES

Rate	With very best friend					With majority of girls in school				
	Fr.	So.	Jr.	Sr.	Total	Fr.	So.	Jr.	Sr.	Total
Very much better	1	2	2	4	9	1	1	1	2	5
Somewhat better	4	1	4	10	19	4	5	4	9	22
Same as	15	17	16	10	58	17	13	18	13	61
Somewhat less	4	4	2	1	11	2	5	2	1	10
Not nearly so well as	1	1	1		3	1	1			2

More complete analysis of the data revealed that each group of students showed some desire for an increase in their clothing allowance. Between sixty and seventy-five percent of the girls expressed a desire for somewhat more money for clothing.

Factors also thought to be related to wardrobe adequacy concerned those garments infrequently worn and apparel items which had been handed down. Sixty-eight of the one hundred girls reported a total of one hundred and thirty-four garments as never or infrequently worn. This averaged approximately two garments for each of the sixty-eight girls. Among the reasons they gave for never or infrequently wearing the

garments were: "out of style", reported by twenty-eight; "objectionable color" by fourteen; "poor fit" by twenty-two; "never wear dresses" by six; "uncomfortable" by six; "dislike the fabric" by four; and "difficult to care for" by three. The members from the four classes were quite similar in their responses to this question.

Fifteen freshmen, nine sophomores, eleven juniors and seven seniors, or a total of forty-two girls, reported having a total of seventy-three garments which had previously belonged to someone else. This was an average of approximately one and one-half garments for each of the forty-two girls. The girls reported that they did not like thirteen of these garments. Among the reasons given for not liking these particular garments were: "not suitable for school", "have one just like it", "don't like other people's things", as well as remarks concerning fit and color. The reasons given for liking specific handed down garments were: "it belonged to my aunt (or older sister)", "it was very expensive", "I don't have any like it", "it is unusual", "it is made well", and "it fits very well". Although almost one-half of the girls have garments which had previously belonged to someone else, the number of garments per girl was so small that they could not be considered of major significance in terms of adequacy.

Sensitivity to Appropriate Dress

Another object of this study was also to determine whether or not these teen-age girls had developed a sensitivity in respect to appropriateness of dress for specific occasions. In question twenty-six the girls were asked to check the kinds of garments they usually wore to school and those which they wore on weekends. Depending upon the response to this question, the girls were also asked to give reasons for their preferences. The girls' preferences are shown in the following table.

TABLE XXIII
GARMENTS WORN TO SCHOOL AND FOR WEEKEND

Garment	Freshmen	Sophomore	Junior	Senior	Total
<u>For school</u>					
Blouses and skirt	24	24	25	25	98
Dresses, wool	1		1	1	3
Dresses, silk, etc.					
Dresses, cotton	5	9	6	12	35
Suits	1		4	6	11
<u>For weekend</u>					
Blouses, sweaters and skirts	11	8	7	5	31
Dresses, wool	10	14	13	19	56
Dresses, silk, etc.	14	13	16	16	59
Dresses, cotton	4	10	4	9	27
Suits	16	16	21	18	71

Fifty-four girls said they chose blouses or sweaters and skirts for school because these items were worn by the majority of the girls in school. Twenty-four suggested that these garments were more practical and more easily cared for, while twenty-one said they "suit the occasion". Fifteen gave comfort as their chief reason, nine said "because the garments are casual". Only one senior indicated that she was influenced by other girls, as compared to an average of fifteen girls for each of the other groups. The reasons given most frequently for their choice of suits and dresses for weekend wear were "more dressy", and "suits the occasion".

Appropriate outer apparel was considered for the same occasions. Tailored coats were most popular for both school and weekend wear. Jackets were an important item in the wardrobe for school wear and were used by approximately two-thirds more of the freshmen and sophomores than by juniors and seniors. It was apparent that fewer girls were wearing jackets than in previous years. The leather and cloth jackets were an improvement over the khaki type. Also outstanding was the observation that with maturity comes a change in choice from the jacket to the coat. The conspicuous absence of fur coats in their wardrobes is in keeping with the economic level of the group.

The types of hosiery worn to school and on weekends is reported in Table XXIV.

TABLE XXIV
TYPES OF HOBIERY WORN

Type	Freshmen	Sophomores	Juniors	Seniors	Total
<u>For school</u>					
Anklets	21	23	14	8	65
Nylons	11	12	17	24	64
<u>For weekends</u>					
Anklets	7	8	7	3	25
Nylons	23	22	25	25	95

Although some girls reported wearing both types of hosiery for each occasion, it is interesting to note that a high percentage of the freshmen and sophomores wore anklets to school while only a small percentage of seniors did. The fact that twenty-four or ninety-six percent of the seniors reported wearing nylons to school as contrasted to eleven, or forty-four percent of the freshmen may be again attributed to their maturity and to the fact that many more of the seniors worked after school in the business area of the city. Several remarked, "We would not be seen downtown in anklets". It is obvious that the girls prefer nylons for dress occasions.

Saddle and the casual type shoe were worn to school by all of the girls, and the majority had "heels" for dress occasions. Comfort was listed by all of the girls as the most

essential factor to be considered when selecting shoes. The girls were also asked to suggest appropriate occasions for which seven different types of shoes listed in question twenty-nine might be worn. The girls' choices indicated that they possessed a sensitivity to appropriateness of shoes for specific occasions.

In order to more successfully evaluate the girls' sensitivity in appropriate line and suitability of fabric for a specific garment, questions thirty-one to thirty-four were used. Designs of blouses, skirts, school dresses as well as those for dress occasions were shown. From the accompanying fabrics, the girls were to give their first, second, and third choice of fabric for each garment. The evaluation of these choices was explained in the section on methods and procedure.

Before reporting on the results of the choices, a general summary should be given. The fabrics used were selected as representative types and the girls were asked not to consider color or, if so, to visualize the garment in a color of their choice. The favorite blouse of the group was number two, and the first choice of fabric for blouse one was fabric (D); for blouse two, fabric (B); for blouse three, fabric (D). Skirt number two was most popular among the girls. They chose fabric (D) for skirt one, fabric (B) for skirt two, and fabric (B) for skirt three as their first preference. Dress number one was their favorite for school. For school dresses the girls'

first choice in fabrics were: for dress number one, fabric (C); for dress two, fabric (B); and for dress three, fabric (F).

The girls said they liked number one of the "dressy" dresses best, and for these garments they chose fabrics (C), (H) and (F) for dresses one, two and three, respectively. These choices indicate that the girls preferred the simple tailored garments and avoided the obviously "dressy".

When the girls' choices were compared with those considered as acceptable by the opinion of twenty college graduate students on which the scale was based, it was found that one-fifth of the high school girls selected the most suitable fabric for each type garment. One-half rated two-thirds of the garments correctly, and one-fourth of the girls selected an acceptable fabric for only one-third of the garments. Only five percent of the girls failed to choose acceptable fabrics for any of the garment designs. Table XXV shows that twice as many senior girls as those of other classes chose the most suitable fabrics for all of the garments. The data also revealed the same ratio of seniors to underclassmen were discriminating in their selection of suitable fabrics for the designs of the dresses. This is an indication of maturity and experience in buying. The majority of the girls were most successful in selecting acceptable fabrics for all of the blouse and skirt designs.

TABLE XXV
DISTRIBUTION OF GIRLS WHO SELECTED ACCEPTABLE FABRICS

Class	All garments	2/3 of garments	1/3 of garments	None
Freshman	4	12	8	1
Sophomore	4	13	6	2
Junior	4	13	7	1
Senior	7	11	6	1

Preferences in Color, Type and Style

The fourth objective of the survey was to indicate to what extent the girls' wardrobes reflect their preferences in color, type and style in clothing. The survey of color and fabric design in the girls' apparel items showed the most popular colors and fabric designs to be:

TABLE XXVI
PREFERENCES IN COLOR AND IN TYPE OF FABRIC
FOR SPECIFIC GARMENTS

Garment	Color	Fabric	
Winter coat	gray	plain	80
	blue	plaid	13
	red	tweed	7
Spring coat	blue	plain	69
	pink	plaid	13
	green	tweed	3
	tan		

TABLE XXVI (continued)

Garment	Color	Fabric	
Blouse	white	plain	90
	blue	plaid	4
	pink	small figure	2
	yellow		
	green		
Sweater	blue	plain	96
	white	plaid	1
	yellow	small figure	1
	red	bold print	1
Skirts	gray	plain	57
	brown	plaid	34
	navy	small figure	9
	black		
Dresses	blue	plain	81
	red	plaid	13
	gray	small figure	6
	yellow		
Shoes	black		
	brown		
	blue		
	white		

Blue was the favorite color of the girls for a large percentage of the garments in their wardrobes. This too has been the preference of girls in other studies. According to Mr. Birren, an authority on history of color, "The order of preference in childhood is red, blue, green and violet. However, with maturity, a greater liking for hues of shorter wave length--blue, red, green, violet, orange and yellow--develops".⁶¹ As an example of this, one girl reported that she did not like a particular suit because it was too bright.

⁶¹ Faber Birren, Color Psychology and Color Therapy. New York: McGraw Hill Book Company, Inc., 1950, p. 176.

and "she could be seen a mile away in it". The colors worn by the girls were quite practical for city life, for school, and were suitable for the winter season in which the study was made.

During the interview, the girls were asked if they had a basic color in their wardrobes and if so, what. Those having a basic color were twelve freshmen, sixteen sophomores, twenty-four juniors, and twenty-one seniors. Of these seventy-three girls, forty-five reported blue as their basic color. Sixty-one of the girls indicated that the items of their wardrobes were tailored, and the majority said that their choice of garment for a date depended upon the occasion but the majority preferred tailored or casual type costumes for a date.

From the above data it is quite evident that the girls' preferences of color, type and style in clothing are reflected in their wardrobes. When these figures are compared with the results of questions twenty-six, twenty-seven, and thirty-one to thirty-four, consistency in choice of color, line and type may be seen.

CHAPTER V

SUMMARY

Purpose

The survey herein described was undertaken to investigate the factors which affect the clothing preferences and buying practices of one hundred girls of West Division High in Milwaukee, Wisconsin.

The investigational procedure consisted of a questionnaire followed by an interview with twenty-five girls each from the freshman, sophomore, junior and senior classes who volunteered to participate. The questionnaire was used as a means of establishing their ethnic background, relative socio-economic level of the family, employment status of the parents and the participants as well as the girls' social participation. In the interview, questions were specifically related to the girls' clothing in the various aspects of individual preferences, sensitivity in selection and her purchasing practices. All of these girls had been enrolled in one or more clothing courses.

Findings and Interpretations

In order to achieve the purpose of the survey, the investigation was directed into four areas which it was thought would show causations and their resultant relationships as well as other pertinent information on buying

practices. Interpretation of the findings, however, must be made in the light of the fact that this particular survey was made with girls from middle to lower middle class families who were characterized by limited social participation, economic insecurity and apparent lack of desire for social mobility.

Seventy-one percent of the fathers were employed as skilled and unskilled laborers, and forty-nine percent of the mothers were employed full or part time outside of the home. This latter fact along with the data revealing thirty-one homes broken by divorce or separation validated the assumption that many of the homes were unstable and that fifty percent of the homes were unsupervised for at least part of the day.

As reported by the girls, church attendance and membership in church organizations were their primary social activities. Their remaining outside social interests were limited to membership in clubs directed by social centers. Activity in these groups indicated a lack of leadership qualities. Social activities shared with family members, girl friends or boy friends showed a complete lack of interest in the aesthetic or cultural programs. Television was the only activity frequently shared with the family. None of the activities of the girls required either special types nor excessive amounts of clothing.

Buying Practices

Analysis of buying practices showed that eighty-eight of the one hundred girls purchased the majority of their apparel items as ready-to-wear. The girls' choices in clothing were influenced most by clothing ads in newspapers and store window displays, secondly by their parents, and thirdly by classmates. Factors of significant influence on the girls' selections and buying practices, her independence in shopping, as well as types of stores and method and types of payment were likewise included in this investigation.

Nineteen of the seniors as compared to eleven freshmen were always allowed independence in selecting garments. Six indicated that they seldom or never were allowed to purchase what they liked. In making decisions, the majority of the girls considered their mothers' advice and wishes as important. The girls' shopping independence varied inversely with the price of the garments. Although these girls showed more than average independence in shopping, they wanted and sought their mothers' counsel. As in other similar studies of adolescent girls, there is a contradictory behavior in their wanting both parental approval and independence.

Their responses indicated ability to distinguish essential information on clothing labels, but they were unable to differentiate fiber and fabric names. A majority considered suitable design, price and color as essentials of a satisfactory purchase.

The downtown department stores were shopped more frequently than other types of stores. Eighty-five to ninety-five percent of the girls tried on major apparel items before purchase and about one-half of the girls were interested in items which had been reduced in price.

Eighty-two of the one hundred girls had been employed. Of these, seven paid for their entire wardrobe and sixty-seven paid for a part of it. Only twenty-two of the parents paid for all of their daughters' clothing. Charge and layaway were used in preference to cash payment for major items of apparel.

Adequacy

The girls' social activities were found to be basic to their selection practices and the satisfaction they received from the items of apparel. Their social participation was found to be a limiting factor in terms of what garments they wanted and whether or not they considered their wardrobes adequate. The girls considered their wardrobes adequate in terms of their social needs and also felt their apparel compared very favorably with that of their associates. Although the girls wished for additional clothing, data showed them to be a homogenous group with comparable economic and social limitations. As a group social mobility was not evident.

Sensitivity

There was evidence of increased sensitivity as to the appropriateness of dress for various occasions as the girls'

social and work experiences changed. As an example, coats replaced sports jackets, and hosiery replaced anklets. Twice as many seniors as freshmen showed ability in choosing acceptable fabrics for a specific garment design.

Preferences

Preferences for color, type and design in clothing were similar among the four groups. Blue was the color universally pleasing to them. Seventy-three girls indicated they used a basic color in their wardrobe. Tailored designs and plain rather than printed or plaid fabrics were chosen by the majority.

CONCLUSIONS

This survey has implications of value to several different groups of people, namely, teachers, parents, and producers and retailers of teen-age girls' clothing.

Implications for Teachers

Evaluation of the girls' background is important as a basis on which to determine areas of study, as well as emphasis within the areas included in the curriculum.

This survey has served as a basis of evaluating the clothing courses of West Division High School in respect to the cultural level at which they are taught. It has given the investigator a keener appreciation of the ethnic background of the group as well as a greater desire for enriching the students' knowledge and improving their aesthetic appreciation.

A need has been shown for serving the girls individually and improving their standards but not at the cost of creating dissatisfaction.

The survey has reaffirmed the importance of flexibility in a clothing program which is to meet the needs of the group of students. A rigidly prescribed program could scarcely permit the flexibility which this survey, as typical of one high school, has shown necessary to meet the real needs of the students.

The data showed more transfer of learning as exemplified in the girls' changed practices in the area of grooming and selection than in fundamental textile information and in home construction of garments.

Analysis of the data on buying practices suggests the need for the inclusion in the home economics curriculum of more instruction and evaluation of buying habits, consumer information, more specific fiber and fabric identification, and specific uses and care. It also suggests the importance of information for the students on evaluation of limitations in alteration and alteration techniques.

Carry-over of clothing construction skills learned in school into the home would be an excellent way for the girls to reduce clothing costs. However, according to present practice, it appears the emphasis in instruction should be placed on practices in purchase of ready-to-wear rather than construction.

The clothing instructor could very profitably direct her effort in aiding the girls in more discriminating selection in style and design of clothing, enriching their appreciation of the value of color and increasing their skills in the use of color in the wardrobe.

This survey has given the investigator an increased understanding of the students whom she serves and has offered encouragement for the use of this type of investigation with students in the future.

The responses of this survey show significant conformity to the findings of previous studies of clothing practices.

Implications for Parents

Because the girls indicated that they consulted their mothers in regard to clothing needs and would like to receive compliments from their mothers more than anyone else, it is evident that many mother-daughter controversies could be eliminated. Clothing choices and freedom in selection and purchase of their own clothing is but one media by which better understanding and relationship can be established. Approval of their peers was also reflected in their responses to all aspects of the study.

Implications for Producer and Retailer

For the manufacturer of teen-age garments it is suggested that improvement in the sizing of teen-age garments is needed and that the designers likewise improve the type and design of apparel for these girls. The retailer should recognize the importance of this age group as customers whose purchases are significant in amount and as a group which justifies more consideration than is commonly accorded them.

Recommendations for Further Study

An informal and less extensive survey by the clothing teacher would undoubtedly result in improved understanding of teen-agers and serve as a means of better serving her students.

Recommendation is also made for the more extensive use of this type of survey which would contribute to a much wider and more fundamental understanding of the similarities and differences in teen-age groups in different geographical areas as well as differences in rural, village and urban adolescent groups.

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APPENDIX

QUESTIONNAIRE AND PERSONAL INTERVIEW SCHEDULE

PERSONAL DATA

CODE NUMBER _____

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

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

7. What is the total number in your family? _____

What is the total number living in your
household? _____

8. With whom do you live? Parents(____), Mother(____),

Father(____), Step-mother(____), Step-father(____)

Number of sisters older than you _____ ages _____

Number of sisters younger than you _____ ages _____

Number of brothers older than you _____ ages _____

Number of brothers younger than you _____ ages _____

Others (show relationship, if any)

9. How many sisters and brothers do you have who are not living at home?

Number of sisters older than you _____.

Number of sisters younger than you _____.

Number of brothers older than you _____.

Number of brothers younger than you _____.

10. Give the name of your father's occupation _____

Describe as carefully as possible the kind of work your father does. _____

Does he own his own business? Yes(____) No(____)

Does he have people working for him? Yes(____) No(____)

If yes, give the number _____.

11. Is your mother employed outside the home?

Yes(____) No(____)

If yes, full time? (____) part time? (____)

12. Birthplace of father _____

Birthplace of mother _____

13. Languages spoken at home _____

14. Have you been employed within the last year?

Yes(____) No(____)

If yes, after school?(____), Saturdays? (____), last summer? (____)

Average earnings per hour _____ per week _____

What kind of work did you do? _____

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

1. _____ 2. _____ 3. _____
4. _____ 5. _____

16. What are your home responsibilities?

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

17. Do you attend church or Sunday school?

Regularly (__) Frequently (__) Seldom (__) Never (__)

18. In what sports do you participate?

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

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

1. _____ 2. _____ 3. _____

Do you attend meetings regularly?(__) frequently?(__)
seldom?(__)

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

If yes, what was your official title? _____

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

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

20. Do you date?

Regularly (__) Frequently (__) Seldom (__) Never (__)

Is it steady? Yes (__) No (__)

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

With your family With girl friends Out on a date

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

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

Why? _____

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

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

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

Occasion	Frequently	Seldom	Whom do you ask mother, aunt or girl friend?
----------	------------	--------	--

Club social function	()	()	_____
Church	()	()	_____
Convention	()	()	_____
Dinner	()	()	_____
Funeral	()	()	_____
Football game	()	()	_____
Party	()	()	_____
Prom	()	()	_____
Tea	()	()	_____
Vacation	()	()	_____
Wedding	()	()	_____

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

Yes () No ()

Why? _____

CLOTHING PREFERENCES AND BUYING PRACTICES

CODE NUMBER _____

1. Do you consult anyone about your clothing needs?

Yes (___) No (___). If yes, whom do you consult? _____

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

3. Are you allowed to buy what you like?

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

Explain _____

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

5. Check the following clothing items most frequently

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

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

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

7. Where are your clothing purchases made?

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

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

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

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

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

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

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

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

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

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

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

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

Would you look at a clearance table?

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

Do you make purchases from such tables or racks?

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

14. Who pays for your clothing?

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

15. How do you pay for your clothing?

Minor items as lingerie, hose, blouses

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

Major items as coats, suits and party dresses

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

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

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

17. Would you like to spend

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

 than

what you now spend on clothing?

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

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

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

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

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

1. _____
2. _____
3. _____
4. _____
5. _____

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

Yes () No ()

What garments are not commercially made?

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

Why are these garments made at home?

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

At the store ()

At home

Mother ()

Self ()

Other family member ()

Dressmaker ()

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

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

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

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

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

Are these garments ever altered or restyled for you?

Yes (__) No (__)

If yes, by whom?

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

	Color	Plain	Plaid	Small Figure	Bold Print
Winter coats	_____	()	()	()	()
Spring coat	_____	()	()	()	()
Favorite suit	_____	()	()	()	()

Favorite School Clothes

Blouse	_____	()	()	()	()
Sweater	_____	()	()	()	()
Skirt	_____	()	()	()	()
Dress	_____	()	()	()	()
Shoes	_____	Kind	_____		

Why is this blouse your favorite? _____

Why is this skirt your favorite? _____

Why are these shoes your favorite pair? _____

Favorite clothes for informal social functions

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

Why is the above dress your favorite? _____

Why are these shoes your favorite? _____

26. Check the kinds of garments you usually wear

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

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

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

27. Check the outer garments you usually wear

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

28. Check the kind of hosiery you usually wear

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

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

Saddle shoes _____

Moccasins _____

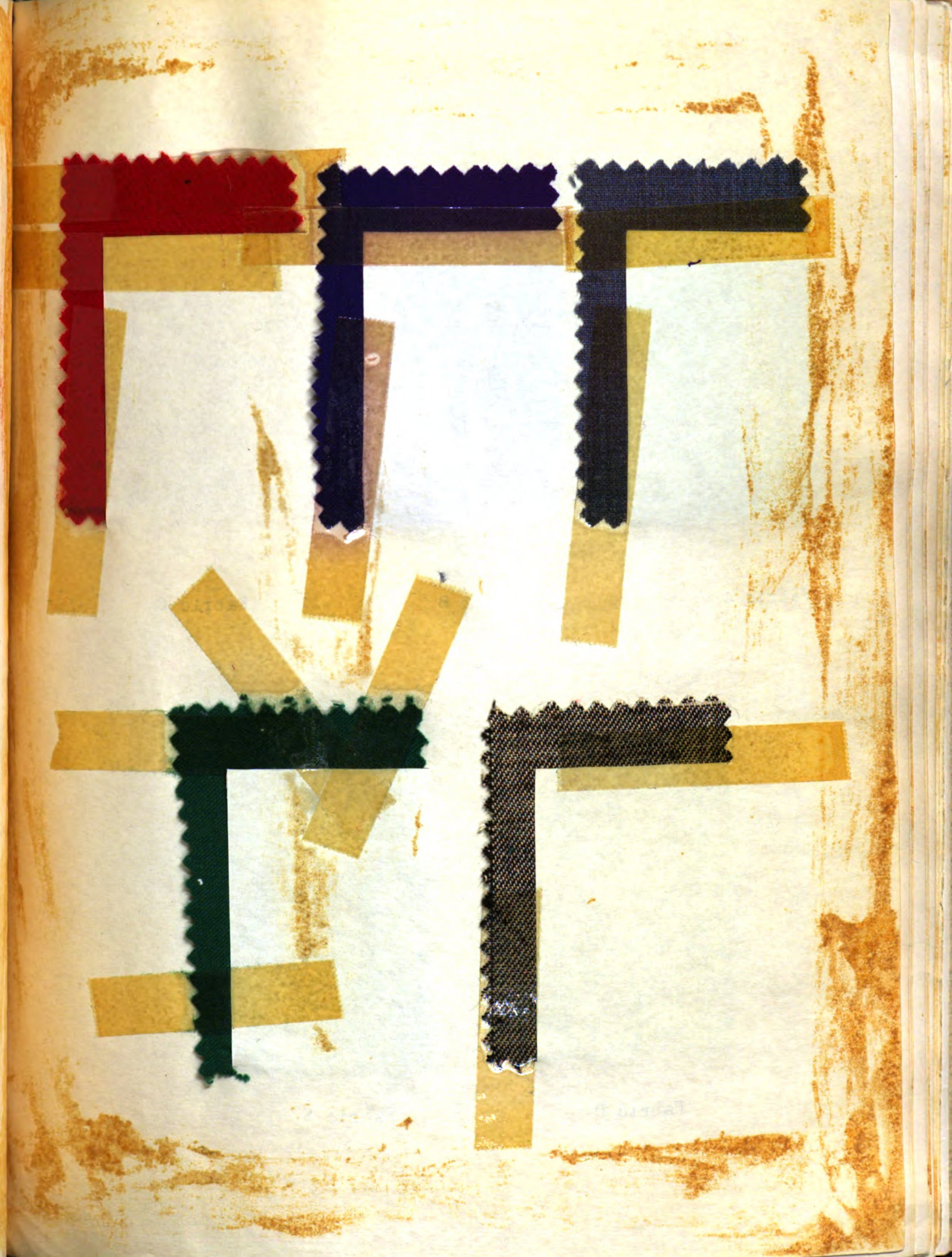
Ballerinas _____

Baby doll pumps _____

One inch heels _____

Two inch heels _____

Four inch heels _____





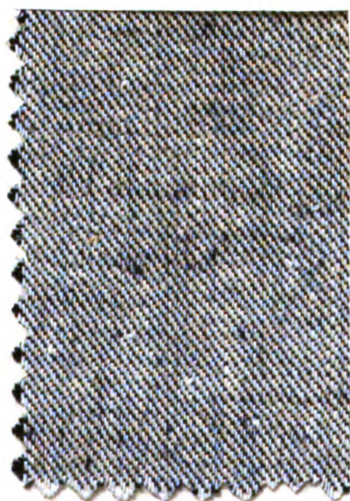
Fabric A



Fabric B



Fabric C



Fabric D



Fabric E

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

Fabric A

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

Fabric B

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

Fabric C

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

Fabric D

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

Fabric E

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

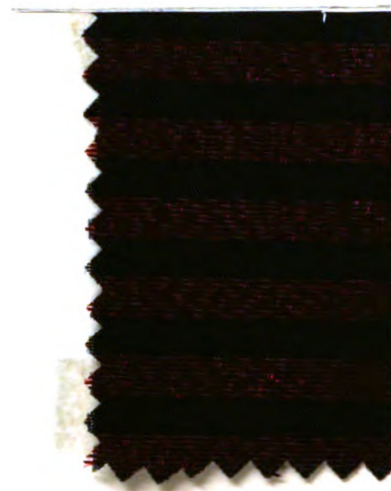




Fabric A



Fabric B



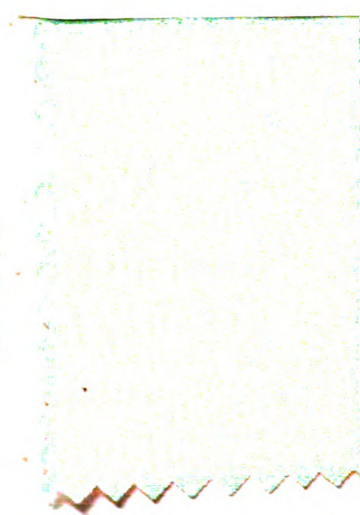
Fabric C



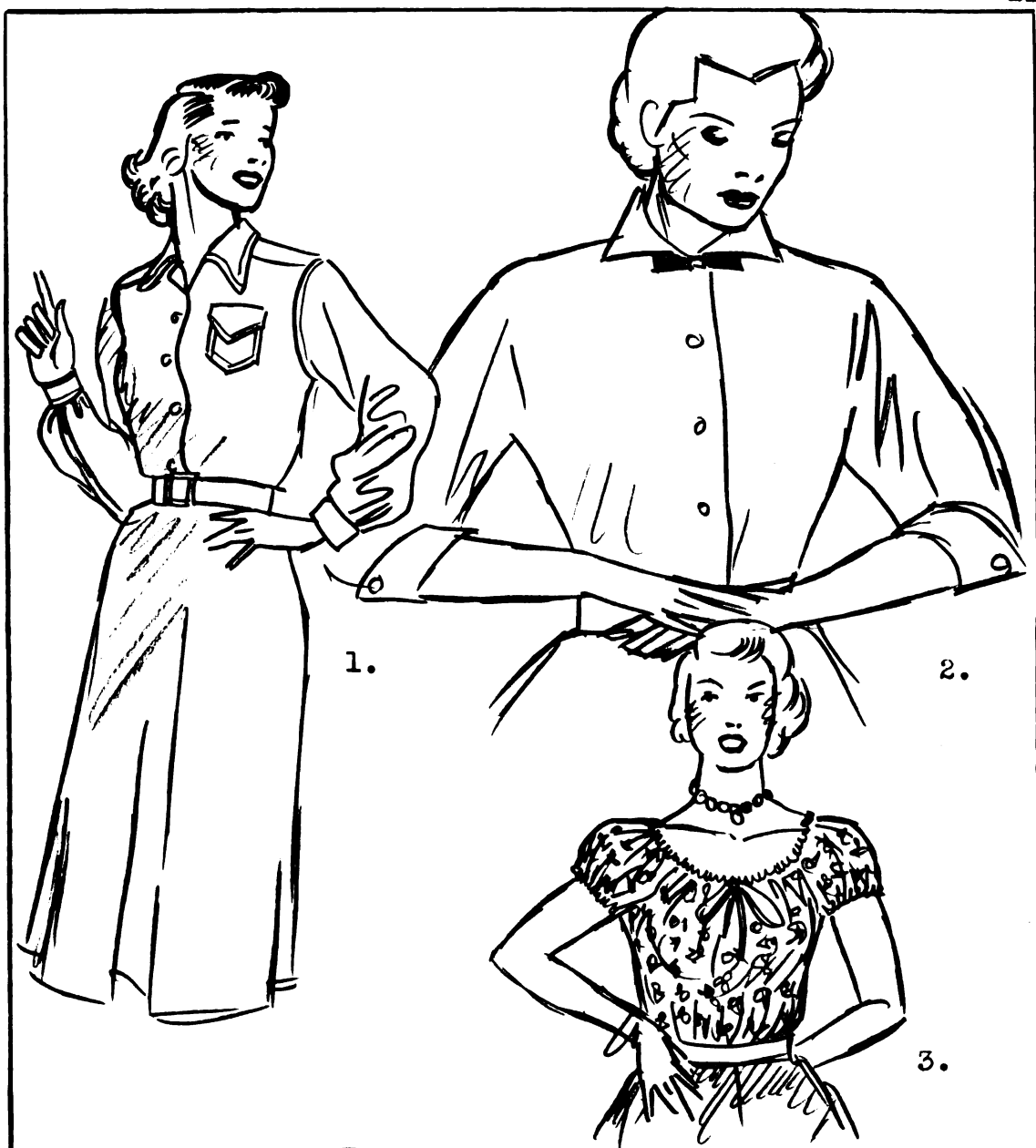
Fabric D



Fabric E



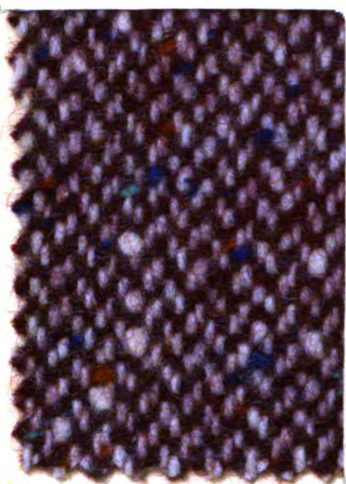
Fabric F



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

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





Fabric A



Fabric B



Fabric C



Fabric D



Fabric E

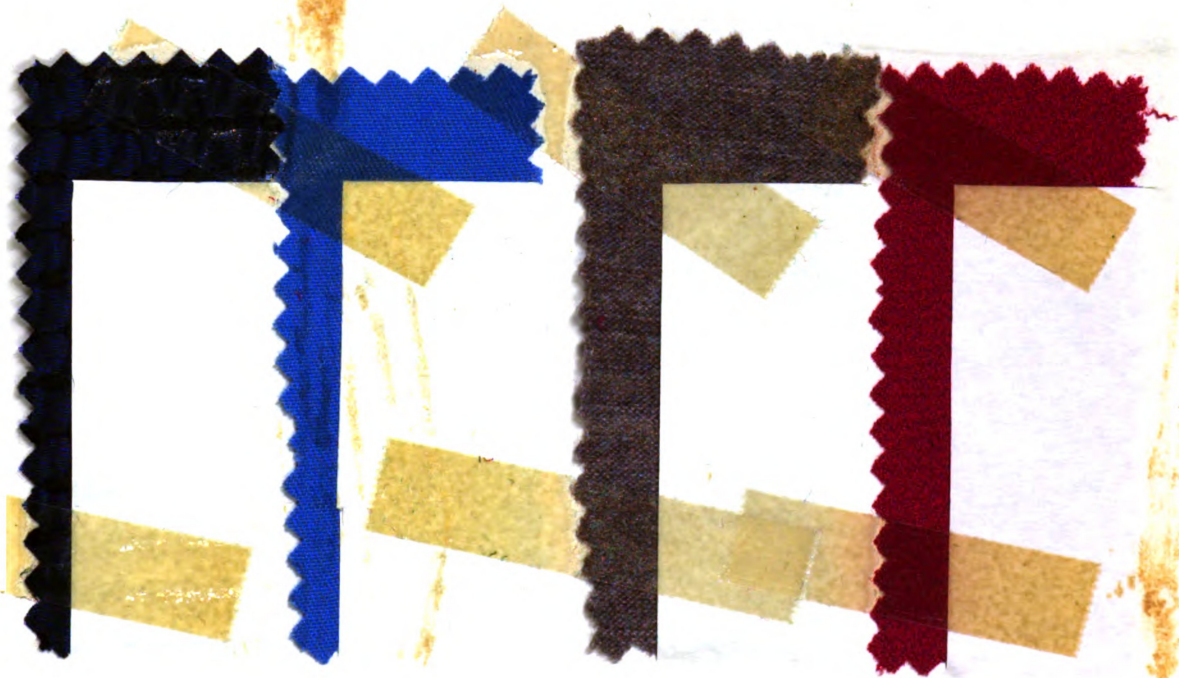
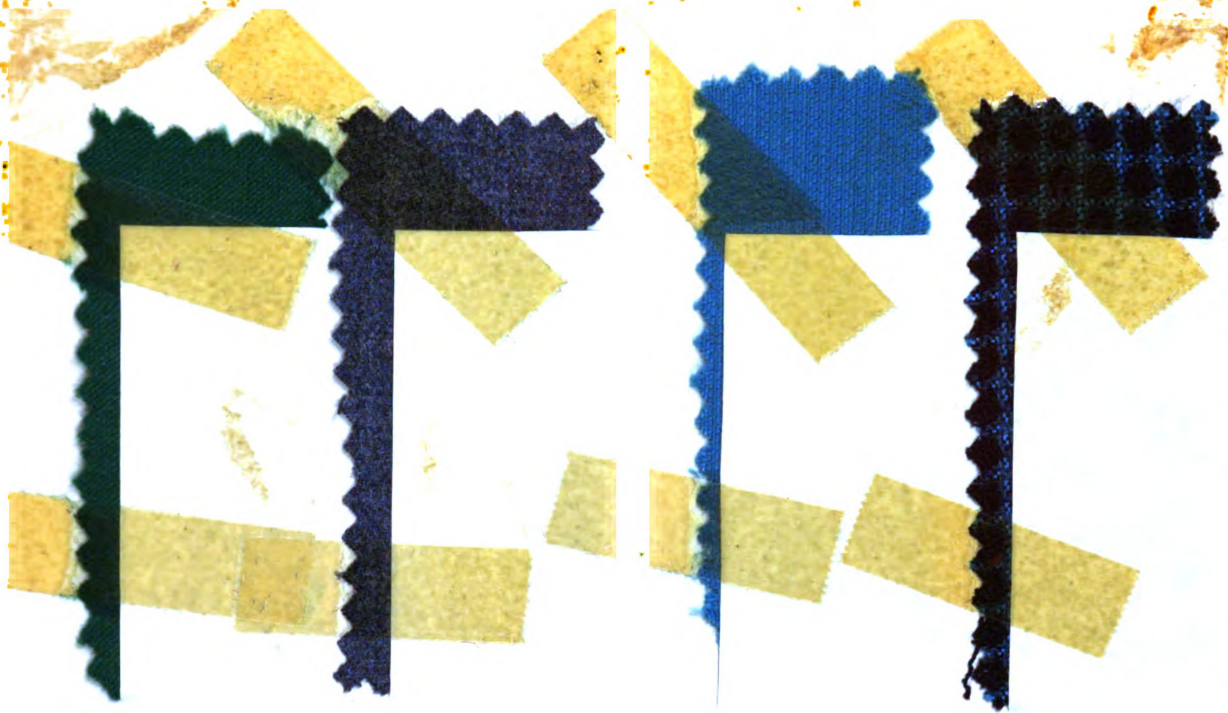


Fabric F



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

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



Dress Fabrics



Fabric A



Fabric B



Fabric C



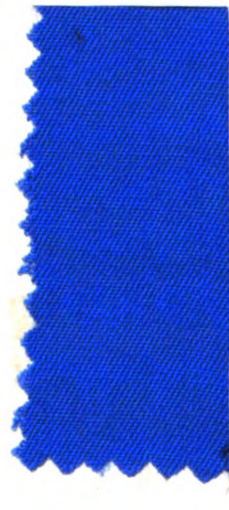
Fabric D



Fabric E



Fabric F



Fabric G



Fabric H



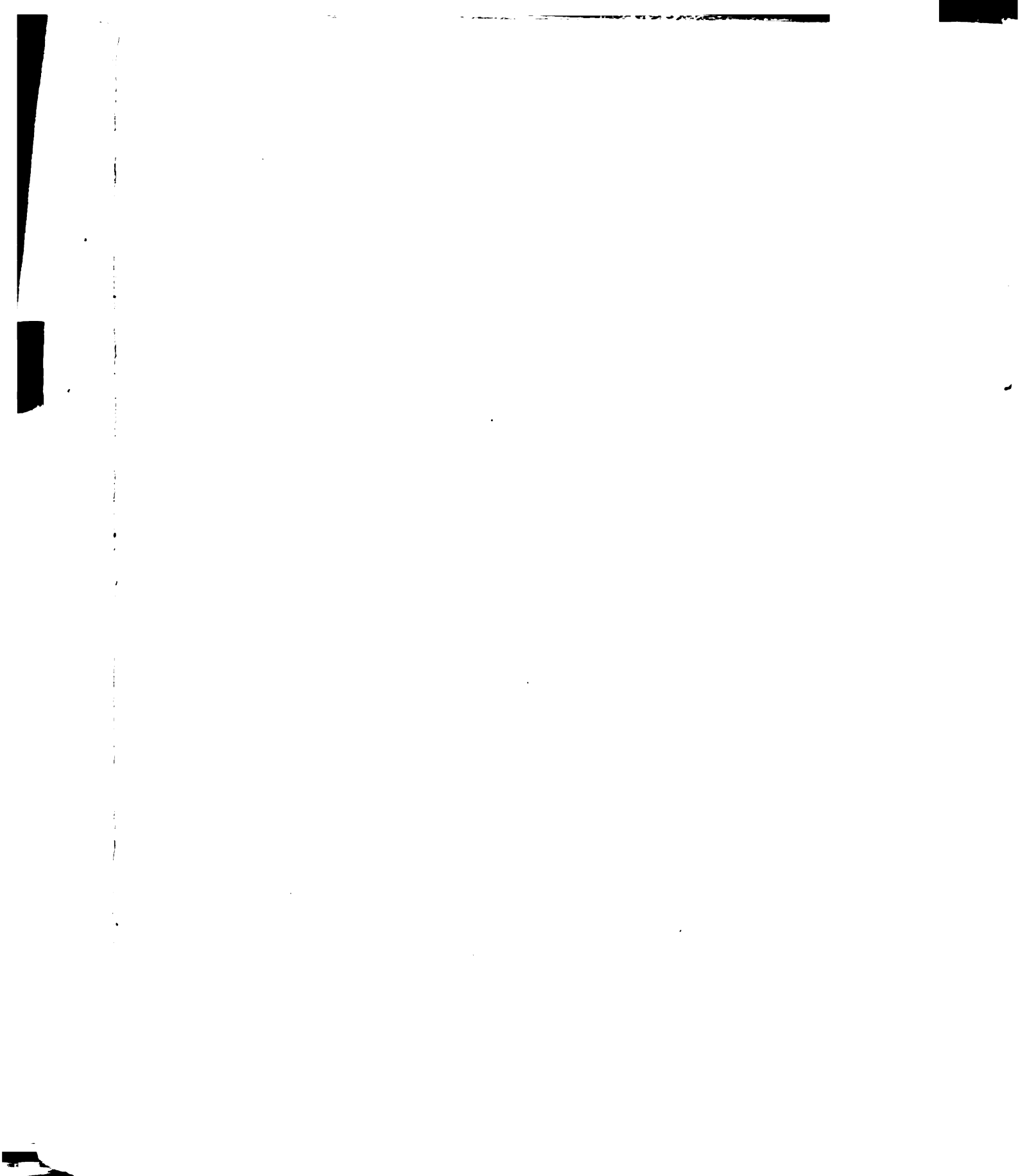
33. Disregarding color, which fabrics do you consider most appropriate for the school dresses shown above. Indicate your first, second and third choice.

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



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

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



ROOM USE ONLY

~~JUN 29 1965~~

~~DEC 14 1964~~ 137

~~JUN 29 1965~~

~~MAR 15 1969~~ 89

~~JUN 29 1965~~ 40

~~OCT 8 1968~~ #11
108

~~JUN 29 1965~~

ROOM USE ONLY

~~JUN 27 1967~~

~~JUN 27 1967~~

~~JUN 27 1967~~

~~AUG 2 1967~~

~~AUG 28 1967~~

~~JUN 8 1961~~