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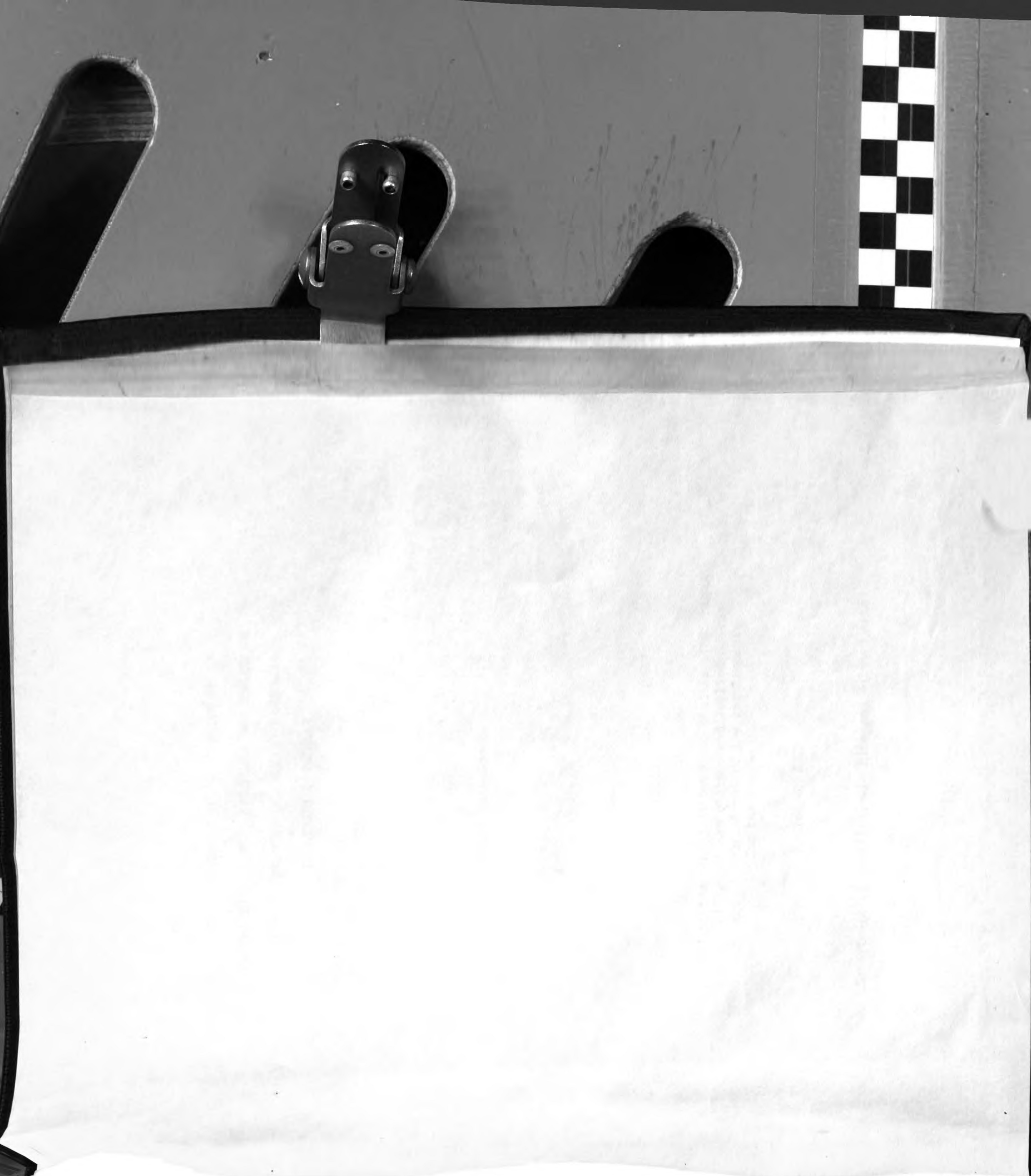

THE DEVELOPMENT AND EVALUATION OF AN INTERVIEW SCHEDULE, MATERIALS AND PROCEDURES FOR PREFERENCES AND BUYING PRACTICES IN GIRLS' OUTERWEAR

By

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CHAPTER I

INTRODUCTION

The 1950 Census Report shows that there were approximately 11,944,000 girls between the ages of five to fourteen in the United States at that time. [1] The girl population rose to 13,722,000 by July 1, 1953, an increase of 1,678,000 according to the population estimates released by the Bureau of Census in April 1954. [2] The change in age composition of the children in the United States between 1950 and 1953 is worthy of notice.

> Between April 1, 1950, the date of the last census, and July 1, 1953, the number of children under 15 years of age had increased by almost five million, accounting for nearly 60 percent of the net gain of 8 1/2 million in the total population. On July 1, 1953, there were an estimated 45,422,000 children under 15 years old compared with 40,483,000 in April 1950, an increase of 12.2 percent above the 1950 figure. The most striking change occurred in the 5-to-9-year-olds, who increased by about 2.4 million, or 17.9 percent of the 1950 figure. This rate of growth was more than three times the average for all ages (5.6 percent). Children under 5 years old and 10 to 14 years old had substantial gains, both increasing by approximately 1.3 million or 7.9 percent and 11.8 precent, respectively. [3]

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1. 1950 Census of Population. Volume II Characteristics of the Population, Part I, U. S. Summary. Washington, D. C., United States Government Printing Office, 1953, 486 pp.

2. Current Census Reports - Population Estimates. Series P-25, No. 85, Bureau of Census, Washington, D. C., 1953, 5 pp.

3. Loc. cit.

The impact of this increased birth rate of the five to nine year olds in 1950-1953 is now reaching the sub-teen or pre-teen market of 1955 and 1956. The Bureau of Census' projected population estimates for the next twenty years show a steady increase with the 1975 girl population rising to 20,445,000 girls between five to fourteen years of age. [4]

As the population continues to rise, the retailers and manufacturers will need to meet the increased clothing demands for this expanded market in children's apparel. According to Saunders and Parker [5] the sharpest rise in clothing consumption in 1953 has been in children's clothing, which is up over twenty percent above the 1947 per capita consumption figures. However, the per capita consumption in children's clothing declined after 1948 and did not again surpass the 1948 per capita level until 1953. This decline reflects the fact that the total clothing expenditures for ten or fourteen year old children is considerably more than for children under five or for children from five to nine years old. While the enormous baby crop of the postwar years did increase the number of children in the lower age bracket, the per capita consumption did not rise until these children reached the age of ten, the age when more of the family clothing dollar is spent on the children.

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4. Current Census Reports - Population Estimates. Series P-25, No. 78 Bureau of Census, Washington, D. C., 1953, 5 pp.

5. Saunders, D. A. and Parker, S. S. The Sunny Outlook for Clothes. Fortune. 49 (April 1954), pp. 132-244.

Both retailer and manufacturer assert that they are now supplying and producing the types and styles of garments that the consumer wants and will buy. However, the consumer often feels that she is limited in her buying by what is available on the market. Availability, however, is not the only factor that influences consumers in their clothing buying practices. The family's social and economic status in their community is a most vital factor and in consequence many more mothers now work outside the home in order to supplement the family income so as to achieve the social and economic status they desire. Thus, the practice in meeting the family's clothing needs has changed, for the mother has less time to produce clothing in the home, which in turn results in increased purchases in ready-to-wear.

In recent years new fibers, fabrics and finishes have been developed which reduce the amount of time and effort needed for maintenance and are readily available in the market. An increased interest in informal and outdoor living contributes to the demand for greater comfort in clothing with less emphasis on the traditional or formal types of garments.

The pre-teen age girl has become more vocal in her clothing preferences and demands. Consequently, a type and style of clothing has been developed for this new market.

A more detailed knowledge of some of these changes which are taking place in the selection of girl's clothing can be important to clothing retailers and manufacturers, as well as to educators who assist girls and families in their clothing selections and expenditures. The manufacturers of clothing recognize the pre-teen age group as a

potentially strong clothing market which is vastly different from children's, teen-age or adults' clothing.

While a limited amount of research has been done in analyzing the market of pre-teen and early-teen age girls' clothing preferences, there is sufficient evidence to show the need for more studies of the motives, practices and needs of this group. Many studies have probed the psychological and physiological needs of pre-school and teen-age girls, but very little of such work has been done for the pre-teen age group.

There is probably no age at which there is greater and more varied change in the physical and emotional development than in the pre-teen group. Their physical and emotional maturity is reached at different rates and their clothing preferences may or may not bear direct relationship to their physiological age. The rate of maturity varies with the individual and, as a consequence, individual needs and preferences are different.

This study has been designed to determine through interviews with mothers what their family practices are in the purchase and use of selected items of apparel for their daughters eight through twelve years of age.

In order that the mother and the interviewer will be better able to communicate on the specific factors of style, color, fabric, etc., the schedule to be developed will be administered, in part, by the use of both ready-made and home-made garments. Assumption of this need is derived from former studies which indicated that the interviewer

and respondent, in general, did not have a common understanding of basic terminology.

Specific objectives in this small survey is (1) to ascertain the feasibility of the use of actual garments in an interview situation, (2) to experiment and develop appropriate procedures and materials for use in the interview situation, (3) to evaluate the questions in the schedule for clarity, reliability and common understanding. This study constitutes a pilot study as a pre-test for a larger study which is being undertaken as an Experiment Station project in Textiles and Clothing.

CHAPTER II

REVIEW OF LITERATURE

"Clothes may make growing up easier or harder. They may become a symbol of security, and extension of self, a way of identifying with someone else, or a means of real satisfaction." [6] This statement illustrates Read's belief that clothes help build personality. She further states that "children do like clothes and find real satisfaction in them. Clothes make a contribution to the process of growing up when they are right from a child's standpoint." [7]

Bayor and Wybourn [8] state "that clothing has many potentialities for enriching our everyday living; it can help a person live more fully and effectively. But it also can cause unhappiness and frustration."

Hurlock's investigation in the motivations of fashion showed that "adolescence is the period of life in which clothes assume the greatest importance. ....Adolescence proved to be the period of life in which the person is most strongly affected by the approval or disapproval

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6. Read, Katherine. Clothes Help Build Personality. Journal of Home Economics, 42 (May 1950), pp. 348.

7. Loc. cit.

8. Bayor, Stephania and Wybourn, Marjory. Third Clothing and Textile Seminar. Journal of Home Economics. 42 (December 1950), pp. 803.

of others, in regard to his clothing. ....Self-confidence was increased most by clothing in adolescence." [9]

Knowing that clothing does play an important role in a girls' life, a mother has the difficult problem of controlling and directing the selection and purchase of her daughter's clothing. She wants attractive and becoming clothes for her daughter; yet she needs clothes that will be suited to the purpose, that will keep their attractive appearance in use, and that will not be excessive in cost.

Bayor and Wybourn report that "what clothing contributes to our everyday living depends upon the wisdom of the consumer's choice." [10] Some families are spending an adequate amount for clothing and yet are not obtaining complete satisfaction from their purchases.

Thompson and Lea [11] are of the opinion that "an almost-unexplored area is that of creating becoming garments styled from sturdy fabrics and designed to meet the needs of the grade school girl." They outline the following items which should be considered by manufacturers to meet the clothing needs of this age group: Designs that open out flat for ironing; can be let out easily as the girl grows taller and as she becomes stouter; have few buttons, with several additional buttons for replacement; are attractive for the stout girl and the slim one; have a minimum of decorative trimming and are characterized by careful finish. Fabrics that do not need ironing; are spot resistant

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9. Hurlock, Elizabeth B. Motivation in Fashion. Archives of Psychology, No. 111. New York, Columbia University, 1929, 71 pp.

10. Op. cit.

11. Thompson, Henrietta M. and Rea, Lucille E. Clothing for Children. New York, John Wiley and Sons, Inc., 1949, 412 pp.

or can be wiped off with a damp cloth; are crease resistant; will not shrink or fade; will launder easily; will not need starching; will not require dry cleaning and are light-weight, flexible and elastic. [12]

Of the social factors which influence clothing purchases, income, place of residence, age, size, composition of family and social strata are probably the most important. Clothing expenditures increase appreciably with income for both rural and urban families.

> Where the family lives - in a large city, a village, or on a farm - has an effect on the amount spent for clothing; the greater the urbanization, the greater the outlay. ....The amount spent for clothing at successive ages first rises and then falls. As children grow older, expenditures for their clothing mount. The peak is reached when men and women are in their twenties and thirties. From then on, spending tends to decline with increasing age. ....A change in the size and composition of the family group affects the clothing expenditure pattern of various members. When one child is added to the family, both husband and wife tend to spend less on their own clothing." [13]

The social strata of a family readily influences the amount and type of clothing purchased.

> One of the outstanding characteristics of wage earner homes is that they are 'child centered'. While the white collar worker and his wife have a social position to maintain, and the family clothes budget is adjusted to allow them more for their own appearance, the wage earner family figures its children are the ones in the public eye and their children's clothing allowance frequently dominates the wage earner's family budget for this item. During the week mother wears house dresses and dad wears work clothes. Son and daughter go to school and are conscientiously scrubbed, combed and groomed when they set out. [14]

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12. Ibid.

13. _____ How Families Use Their Incomes. United States Department of Agriculture, Washington, D. C., Misc. Pub. 653, 1948.

14. _____ The Apparel and Accessories Market. Division of Marketing and Research, Macfadden Publication, Inc., New York, 1950, pp. 122

In a study of the effect of social status on expenditures for children's clothing in 1949, Coles and Shenk [15] found that the wage earner's family spent an average of $168.00 for their two children's clothing, while white collar families spent an average of $159.00 per year for clothing for their two children. The sample for their survey consisted of 76 families, each with two children under sixteen years of age.

Stone, Form and Strahan [16] maintain that the social climate of the shopping expedition influences the decision of the purchase. They divide shoppers into two groups: The "receptive" group includes homemakers who like to shop, who are influenced by window displays, who approach clothing purchases with an uncertainty or vagueness concerning what they want to buy, who desire the support of shopping companions and/or sales clerks in arriving at a purchase decision. The "insulated" group dislikes window shopping, avoids window displays, approaches clothing purchases with a certainty of what they want and excludes shopping companions and sales clerks from their purchase decision.

Also exerting a great influence on clothing purchases is the factor of style. The pre-teen girl has long been stuck in a fashion backwater. Designs have been a watered-down version of adult fashion. Now designers are creating fashions especially sized and styled for the pre-teen aged girl.

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15. Coles, J. W. and Shenk, N. W. Effect of Social Status on Expenditures for Children's Clothing. Journal of Home Economics. 41 (April 1949), pp. 193.

16. Stone, G. P., Form, W. H. and Strahan, H. B. The Social Climate of Decision in Shopping for Clothes. Journal of Home Economics. 46, (February 1954), pp. 88.

> ....And the picture of Radio City skating rink - even the briefest stop to hang over the crowded railing brings out that the skating costume is a thing of real significance to the youngsters. While the tots tumble around in their cozy snow suits, the school agers count fashion a vital part of the sport. Special clothes for skating? Who says style isn't important to these kids?" 17

The literature found on children's clothing was reviewed with two purposes in mind: To gather information of a general nature which may be pertinent to the study and to examine the devices and procedures that other investigators had used in similar studies.

Many studies have been made on the needs, selections, purchases and problems of girls' clothing. The high school or teen-aged girl and the pre-school girl are the groups most often chosen for study. Relatively few studies have been made of the grade-school or pre-teen aged girl.

In the investigations made previously of the needs, selections, purchases and problems of girls' clothing, the information was obtained by the use of questionnaires and by personal interviews. To the writer's knowledge no study has attempted to duplicate a buying situation, whereby actual garments were used as a basis for the interviewee's selction.

Bowen [18] made a study in 1939 of the habits of the consumer in the selection and purchase of children's clothing. The study included 217 children between the ages of three months to fifteen years. Twenty-five percent of these children were six to ten years of age, thirty-eight

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17. d. l. w. Kiddies Week. Women's Wear Daily. December 30, 1953.

18. Bowen, Anna Frances. A Study of the Habits of the Consumer in the Selection and Purchase of Children's Clothes and Shoes. Unpublished Master's Thesis, University of Tennessee. 1939. 94 pp.

percent were three months to five years, and forty-seven percent were eleven to twelve years of age. In this study the following buying habits were noted:

1. The consumers participating in this study were influenced by trade names, brand names and labels.
2. It was noted that hats, coats and play suits were the articles of clothing bought at certain times of the year. These were definitely articles upon which style has a good deal of influence. Such staple articles as socks, underwear and night clothing were bought as needed.
3. There was a great deal of home sewing done by the group. The articles most often made at home were dresses, pajamas, nightgowns, slips and play suits.
4. Comfort, fit, durability and length of service were the items considered of major importance in the selection of clothing for children. Beauty and color were not considered too important to these consumers.
5. Clothing reserved for party and dress wear tended to cost more than that worn for everyday. Party dresses were about twice the price of everyday dresses, regardless of the income group.
6. Price maintained a prominent place in the mind of the consumer.
7. Salespersons were asked for their judgment when the consumer was in doubt about her selection.
8. Shoes and articles of clothing were bought large enough for them to be worn for a long period of time.
9. Consumers showed a tendency to analyse their needs and difficulties

and tried to buy to fulfill the needs and so avoid the difficulties they had had from previous buying.

10. Consumers have had, and continue to have, trouble with the fit of garments that are sized by age.

11. There was a tendency to leave the younger children at home and to take several sizes of garments out of the store to try on the child, rather than to risk getting the wrong size.

12. Older children were allowed some choice in the selection of their clothes.

Peanort [19] investigated in 1952 the clothing needs and interests of 275 sixth and seventh grade girls who were approximately twelve and thirteen years of age. She reached the following conclusions:

1. The largest percentage of the girls received no clothing allowance, and no budget plan was followed by most of the families. Clothing expenditures indicated that the girls spent more than their share of the family clothing allowance.

2. The mothers assisted the girls with selection, purchase and care of clothing more than any other member of the family.

3. The majority of the mothers did home sewing to meet clothing needs.

4. The girls in the sixth and seventh grades were beginning to become interested in clothing and its construction.

Pennington [20] made an economic study of children's clothing for

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19. Peanort, E. K. A Study of the Clothing Needs and Interest of Two Hundred Seventy-Five Sixth and Seventh Grade Girls in Portsmouth, Virginia. Unpublished Master's Thesis, Hampton Institute, 1952, 54 pp.

20. Pennington, M. M. An Economic Study of Children's Clothing Ages Two to Seven Inclusive. Unpublished Master's Thesis, Michigan State College, 1934, 83 pp.

two to seven year olds in 1934. Of the 92 children included in the study, forty-five were girls and forty-seven boys. The conclusions of this study were:

1. Similarities of the wardrobe were greatest for the pre-school child.
2. Mothers with the older and larger families did the least sewing. There was a corresponding decrease in the number of home-made garments with an increase in the age of the child.
3. Boy's averaged only three home-made garments compared to 11.5 for the girls.
4. In this study, more aticles of clothing were made over per boy than per girl, the boys averaging two and the girls one per child.
5. The boys possessed nearly twice as many previously worn garments as the girls, averageing 8.4 while the girls averaged 4.5 each.
6. The number of handed down garments in the girls' wardrobes increased with their ages.
7. In most cases more was spent on a girl's wardrobe than for a boy's.

In a study of consumer purchases of seventh, eighth, and ninth grade boys and girls by Reed [21] in 1946 records were kept of their entire purchases for one year. While these young adolescents kept records of all the purchases they made, only the purchases that refer to clothing will be reviewed. The conclusions on clothing purchases were:

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21. Reed, Kathryn E. A Study of the Consumer Purchases of A Selected Group of Young Adolescents. Unpublished Master's Thesis, Florida State University, 1946, 78 pp.

1. Clothing purchases were reported by more girls than boys; however, the difference between the proportion of boys and girls reporting was found to be significant only in grade nine.

2. Purchases of ninth grade girls were more diversified than those of eighth grade girls. Only two clothing purchases were reported in the entire seventh grade.

3. Instructions for buying clothing, if given, were usually very general, consisting only of the price to pay, the color to choose, or the type of material to get.

King [22] studied the role of clothing in family relationships in 1949. There were thirty girls between the ages of thirteen to nineteen included in this study. Her investigation revealed that clothing gave teen-age girls a sense of personal satisfaction as well as social status if they were allowed to choose the clothing which they felt conformed to their group standards. Clothing frustrations, among the adolescent girls interviewed, stemmed from the imposition of a stardard of dress which was in conflict with the standard of their group.

An investigation of the problems of 2000 normal adolescent girls by Hertzler [23] in 1940 showed that twenty-one percent felt that their clothes were not adequate for their needs. For some, this lack of proper clothing gave rise to feelings of inferiority. Others felt that they were kept from joining the group because of lack of clothing.

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22. King, Bernice. A Study of the Role of Clothing in Family Relationships in Twenty-Five Selected Families. Unpublished Master's Thesis, Michigan State College, 1949, 631 pp.

23. Hertzler, Alvenda E. Problems of the Normal Adolescent Girl. California Journal of Secondary Education. 15 (February 1940), pp. 114-119.

Leask [24] and Rosner [25] in 1953 did similar studies on the clothing preferences and buying practices of high school girls. Leask found that the majority of the girls purchased the bulk of their apparel ready-made. 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. In making decisions, the majority of the girls considered their mother's advice and wishes as important. The girls' shopping independence varied inversely with the price of the garments. There was also contradictory behavior in their wanting both parental approval and independence. 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 half of the girls were interested in items which had been reduced in price. 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 wardrobe adequate.

The findings of Rosner's [26] study were similar. Most of the high school students independently purchased most of their own clothing. Neither they nor members of their family constructed an appreciable

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24. Leask, Grace J. A Survey of the Clothing Preference and Buying Practices of 100 Girls of West Division High School in Milwaukee, Wisconsin. Unpublished Master's Thesis, Michigan State College, 1953, 117 pp.

25. Rosner, Anna T. A Survey of the Clothing Preference and Buying Practices of 100 Girls of Roosevelt High School in Chicago, Illinois. Unpublished Master's Thesis, Michigan State College, 1954, 148 pp.

26. Ibid.

amount of girls' apparel. A high percentage of students indicated a need for investigations on sizing and standardizations of sizes for teen-age garments. A high relationship was evident between expressed preferences in color, style and type of garments and the garments which constituted the wardrobe of these girls.

Holmblade [27] investigated the clothing practices of high school girls and their families in a selected community in 1954. The conclusions of this extensive study were:

1. Many of the pupils believed that their wardrobes were inadequate. However, very few thought that they lacked clothes for working around home; the deficiency as they saw it was in clothes to wear for school and for good.
2. These teen-age girls appeared to get ideas from the clothes they wanted from many sources: catalogues, store windows and the girls' own friends were cited by four-fifths or more of the girls.
3. Slightly over a third of the pupils reported that handed-down garments had been added to their wardrobes in the past year. Handed-down and made-over garments were more frequently described by the pupils as their least liked garments than as their best liked ones.
4. On the whole the pupils in homemaking desired the approval of their parents for their clothes. They also tended to wear the type of clothing for working around home, for school and better wear that was preferred by their parents for these situations.

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27. Holmblade, A. J. A Comparative Study of the Clothing Area of the Secondary Homemaking Cirriculum in a Selected Community and Related Beliefs and Practices of Families in that Community. Unpublished Doctoral Thesis, Michigan State College, 1954, 262 pp.

5. Generally speaking, there seemed to be more agreement between mothers and daughters concerning the usual types of garments worn by the girls for various situations than there was concerning preferences for style and color.

6. It was not the general practice to make long-time plans for meeting the clothing needs. Rather, the needs were cared for as they arose. However, it did appear to be the practice in many families to get new clothes for the beginning of school in the fall.

7. Gifts of clothing were often given for birthdays and holidays.

8. Many families planned to take advantage of month-end or year-end sales. Such long-time planning as was done by these families concerned the purchase of such large items as coats.

9. In almost three-fourths of the families some home sewing had been done for girls and mothers. The great majority of all the garments made were skirts, blouses, dresses and aprons.

10. In a great many of the families there were alterations or making over of clothing. The most common type of alteration reported was the lengthening or shortening of garments.

11. Many of the pupils and parents who sewed said they did so because they liked to. They viewed home sewing as a way of getting clothes more economically. Relatively few pupils or parents looked on home sewing as a way of securing color, style or fit in clothes which the ready-to-wear market did not provide.

12. Lack of time for sewing was a reason given by nearly all of the parents who did not sew at home. Others said they did not like to sew and that they did not know how to sew well enough.

In a study of practices followed by consumers in buying large expenditure items, Van Syckle [28] found that:

1. In planning and purchasing clothing items for children under twelve years of age, the mother participated in the planning and selection fifty-seven percent of the time, mother and father twenty-three percent of the time, mother and child seven percent of the time, and mother, father and child ten perent of the time.
2. The values wanted in children's clothing were rated in importance as follows: durability; appearance; efficient or satisfactory performance; ease or low cost of upkeep; suitability to the situation in which it is to be used; and meeting a specific personal preference.
3. The extent of investigation before purchasing ranked in the following order: shopping around or "looking;" advertising; salesmen, friends or relatives; and articles read about the item.
4. Fifty-eight percent of those investigated remembered information on the label of children's clothing. The majority of the consumers had a definite price in mind when they went to purchase clothing. Over half paid the price that they had originally expected to pay.

In a study of family clothing supplies in the Minneapolis-St. Paul area in 1951 [29] the number of garments owned increased with the age of

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28. Van Syckle, Calla. Practices Followed by Consumers in Buying "Large-Expenditure" Items of Clothing, Furniture and Equipment. Michigan State College, Agricultural Experiment Station, Technical Bulletin 24, 1951, 40 pp.

29. _____ Family Clothing Inventories by Age - Studies of Family Clothing Supplies, Preliminary Report No. 3. United States Department of Agriculture, Washington, D. C., 1951, 29 pp.

the child in all three of the age groups (2-5, 6-11 and 12-15 years of age) included in the study. In this same study [30] attention was given to the types and amounts of clothing acquired from other sources than ready-made. Gift clothing was by far the most important single supplemental source. Gift clothing made up a fourth of the total clothing in a girls' wardrobe. Popular gift items were dresses, blouses, coat sweaters, pajamas and slips. Over sixty percent of the girls in the Minneapolis-St. Paul families studied had one or more home-made articles in their wardrobes. However, in terms of all clothing acquired during the year, home-made clothing was relatively unimportant. It ranked far below gifts as a source of clothing.

Girls were the ones in families most likely to acquire made-over garments. However, only one-fifth of the girls acquired one or more made-over garments. Snow suits, suits, separate jackets and separate skirts were the clothing items most likely to be handed-down to girls. A fifth of the girls in the Minneapolis-St. Paul study received one or more handed-down garments during the year.

The average expenditure for girls' clothing in this study [31] for all families was $84.00 per year. As the family income increased the amount spent for girls' clothing increased. There was a difference in the total amount spent for clothing between the rural and urban families.

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30. _____ Family Clothing - Gift, Home-made, Handed-down - Studies of Family Clothing Supplies, Preliminary Report No. 5. United States Department of Agriculture, Washington, D. C., 1951, 18 pp.

31. _____ Family Clothing Purchases by Income - Studies of Family Clothing Supplies, Preliminary Report No. 2. United States Department of Agriculture, Washington, D. C., 1950, 23 pp.

For girls between six to eleven years of age the farm families spent $62.58, while the urban families spent $91.12 per year.

A study of family expenditures for clothing for urban and village families in 1941 [32] showed that families living in small cities tended to spend more for clothing than village families of comparable incomes. Urban-village differences in clothing styles are less marked today than they used to be; however, some differences in consumption patterns, including clothing consumption still remain. Urban girls tend to own more clothing items than village girls. Home sewing was done more for girls in village families than for urban girls.

Clothing expenditures for girls six to twelve years of age in farm families tended to be somewhat less than urban-village families of comparable incomes. [33] It was also noted that the clothing expenditures for girls of this age group increased as the income for farm families increased. Grade-school girls of the more well-to-do farm families had about half again as much to spend on clothing as did these farm families of lower income.

The annual clothing expenditure for a girl eight years old as set forth by the Heller Committee [34] in 1946 was 1.4 percent of the total living cost or budget of an executive family of four having an income of $12,000 or more per year. For a white-collar worker's family of

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32. _____ Family Expenditures for Clothing - Urban and Village Series United States Department of Agriculture, Washington, D. C., Misc. Pub. 422, 1941, 329 pp.

33. _____ Family Expenditures for Clothing - Farm Series. United States Department of Agriculture, Washington, D. C., Misc. Pub. 428, 1941, 387 pp.

34. _____ Quanitity and Cost Budgets for Three Income Levels. The Heller Committee for Research in Social Economics, University of California Press, Berkeley, Calif., 1946, 107 pp.

four having an income of $5,000 per year it was 1.9 percent of the total living cost or budget. A wage-earner's family of four where the income was $4,000 per year, 1.7 percent of the total living cost or budget was the amount allowed for an eight year old girls' clothing expenditure.

In an investigation of clothing supplies of farm families in Mississippi in 1942, [35] it was recognized that the social import was a decisive factor in the selection of clothing. The individual's concept of what is acceptable in his social setting influences his choice of wearing apparel. In this study home sewing played an important part in most wardrobes for the grade-school girl. About sixty percent of the clothing supplies had the majority of "best" dresses and suits made at home. A large portion of the outer garments for the grade-school girl was not purchased new by the family. Most of them were gifts, home-made, re-made or hand-downs.

In an investigation of the clothing practices among low-income families in 1941, Thompson and Jelks [36] found that over half of those interviewed always made girls' house dresses, better dresses and underwear at home, while less than a fourth sometimes made girls' house dresses, better dresses and underwear at home. Of the garments that were never made at home, girls' coats and underwear were most frequently listed. When asked why they sew, eighty-four percent of the homemakers

35. Bowie, Alice and Dickins, Dorothy. Clothing Supplies of Socially Participating White Farm Families in Mississippi. Mississippi Agricultural Experiment Station, State College, Mississippi, Tech. Bul. No. 30, 1942, 51 pp.

36. Thompson, H. M. and Jelks, V. F. Clothing Practices Among Low-Income Families. Journal of Home Economics. 33 (February 1941), pp. 78.

thought they saved money, seventy-five percent got a better quality garment for the money spent, fifty-five percent enjoyed sewing, forty-five percent could get a better fit, and seventeen percent thought a homemade garment had better style. In answer to the question, "Why are all garments not made at home?", forty-five percent thought it was cheaper to buy certain types of garments ready-made, thirty-nine percent did not have time to sew, fifteen percent said garments were given to the family, and five percent did not like to sew.

CHAPTER III

METHODS AND PROCEDURES

The questionnaire or schedule and the garments to be used in the personal interviews in this study have been selected to secure specific information from the mothers regarding their family practices in making, buying and using clothing for their eight to twelve year old daughter. Their opinions and preferences for specific garments are also requested.

The schedule has been divided into parts. Part I consists of general questions pertaining to the kind and extent of home sewing as well as the extent and practices in purchasing ready-to-wear clothing for their daughter. Part II consists of specific questions on the mother's expressed preferences in style, color, fabric, etc. with her projected choices based on actual garments shown her. The garments from which these selections are to be made include: three groups of four dresses each. One group is comparable in type or style as well as price. A second group represents dresses from different price levels and a third group comprised of dresses which were made by the investigator and which are comparable in type and price to the ready-to-wear dresses of group one. Likewise, there is a fourth group consisting of co-ordinated blouses, sweaters and skirts, and a group of coats which vary in type, style and price.

The garments in this study are limited to outerwear apparel items, and in so far as possible, are selected from a medium price range.

After surveying the local stores carrying girls' clothing, the above purchases were made from two stores: one a large department store and the other a specialty shop. It is recognized that there are many variables such as fabric, design, color, findings, etc., but the styles selected are those which are regarded as typical of the fabrics, designs, colors, findings, etc. in greatest availability in the local market. It is recognized that the nature of fashion goods represents many variables. Selections of garments for this investigation are made so as to minimize the number of variables but at the same time present enough variables to represent a realistic buying situation for the consumer.

In order to provide information to the interviewee, a tag will be attached to each garment which shows its code number and purchase price. The dresses will be coded with the letter "D," the separates with "S," and the coats with "C." The garments within these groups will be assigned a number. The tags will be secured to the blouse on the right shoulder at the neckline and to the skirts at the waistline on the right side. In this way all identification tags are uniformly placed and readily seen. Where price is a consideration in the selection of a garment, the tags are easily visible to the respondent. The specific stores from which the garments are purchased is not indicated to the interviewee. The price of the homemade garments include only the cost of the materials used.

Since one of the primary purposes of this pilot study is to pre-test the questionnaire, the materials used and the methods of presentation, some questions, garments and techniques included are purely experimental.

In order that additional ideas suggested by the respondents may be incorporated in the revised schedule, a number of "open-end" questions are included so that verbatim opinions and answers can be recorded. Another reason for the use of "open-end" questions is to avoid, whenever possible, suggesting the answer to the interviewee.

The entire schedule is designed to be administered within two hours. A copy of the complete schedule is to be found in the Appendix, pages 98 to 113. Sketches and descriptions of the garments used in the interview are incorporated in the discussion of the findings.

Inasmuch as clothing preferences are subjective in character, a panel of five persons passed judgment on each specific garment chosen, thus minimizing individual preferences. Both garment selections and interview questions are based on the combined judgment of faculty and graduate students from the Clothing and Sociology Departments. Because this panel consisted of both men and women with varied training and background, it is believed the relevancy and clarity of the questions and garments were, in a sense, pre-tested.

Immediately following the interview the investigator will edit the information obtained during the interview so that actual meanings and implications can be obtained in their entirety. An assumption is made that in any interview when material is recorded, significant data may be overlooked if not edited immediately.

The investigation for this survey will be carried on in Lansing, Michigan, during the winter of 1954-1955. In order not to delay interviewing for the larger study, the sampling in this pre-test will be limited to ten families.

The sampling procedure is that recommended by the Sociology Department which has conducted a number of surveys in the Lansing area. It will be based on United States Census data that divides the city of Lansing, Michigan, into socio-economic areas. These census tracts were ranked by the Sociology Department according to the percent of white collar and manual workers in each tract. This is based on published census reports plus additional detailed information from the United States Bureau of the Census. Such information has been used as a basis for selecting samples for much of their own research.

A random sampling is to be drawn from the areas numbered 25, 27 and 28 as shown on Chart I, page 115 in the Appendix. Area 25 is one of the census tracts which has the highest percent of white collar workers, highest income and highest education. Areas 27 and 28 have the lowest percent of white collar workers, lowest income, and lowest education. Each city block in the designated areas is numbered, see Chart II and III, pages 116 and 117. The total numbers are to be put into a box and individual numbers then drawn. Since each number represents a city block, one dwelling unit is to be selected within this block. The third dwelling unit from the southeast corner of the block is to be the first choice for contact. The family in this dwelling unit will be visited to ascertain whether or not they have a daughter between eight and twelve years of age. If this dwelling unit is ineligible the dwelling unit to the left will be the second choice for contact.

Eligibility of the family is to be determined by the interviewer at this initial contact. If the family is eligible the interviewer will

then give a more detailed explanation of the study and invite the mother's participation. At this initial contact the interviewer will indicate the expected length of time for the interview, that all information will be confidential and that actual garments will be used as a basis for questions as to their preferences. A copy of the schedule will also be shown to the mother so that she may know the nature of the questions to be asked. This procedure implies having the interview at the first contact if at all possible; otherwise an appointment for a later time is to be arranged.

The use of twenty-nine garments in the interview situation necessitates experimentation with and development of methods and procedures for transporting and displaying the garments during the interview. A more detailed explanation of the methods and procedures developed can be found in the discussion of findings, pages 35 to 36.

For the purpose of measuring the social status of the families interviewed, a modification of Warner's Index of Status Characteristics will be used. [37] The scores from this index is based on occupation, house type, dwelling area and source of income, with the total score translated into social class. In this study, only house-type and dwelling area will be used as Warner concluded "that the size and condition of the house and location of the dwelling area are the most objective criteria and the easiest to judge." [38] The kind of house in which a person lives is related to his social status. A

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37. Warner, W. L. Social Class in America. Science Research Associates, Inc., Chicago, Illinois, 1949, 274 pp.

38. Loc. cit.

measurement of the difference between the houses in a community can be a rough and indirect measure of the social standing of the occupants.

Warner's house-type scale contains seven ratings from "a large house in good condition with adequate grounds" to "all houses and apartments in bad condition." The numbers from one to seven refer to the size of the house, while the letters from A to E refer to the condition of the house. With this classification twenty-five different ratings are possible. The score sheet for these ratings is to be found on page 113 of the Appendix.

In order to rate the house the investigator decides in which of the twenty-five categories it best fits on the basis of its over-all appearance and size, and then assigns the rating of that category. When the investigator has the entire scale before her and is fairly well acquainted with the community under study, she can classify the houses with little difficulty.

It is also commonly accepted that a person's geographical position in the community reflects his social position and economic status. Warner's dwelling area scale has the following ratings: (1) Very high, (2) high, (3) above average, (4) average, (5) below average, (6) low and (7) very low. In this classification ratings range from "selected residential area of the highest repute in the community" to "slum areas of the community, neighborhood in bad repute," see page 113 of the Appendix. In order to classify areas on the basis of this scale, the investigator must first acquaint herself with the neighborhoods within the areas to be surveyed. Since the dwelling area scale has seven

categories, the investigator should determine the specific area which is average in the community. It is then possible to rate dwelling areas above and below the established average.

CHAPTER IV

DISCUSSION OF FINDINGS

This study is essentially a pilot study for a more comprehensive Experiment Station project on family preferences and practices in the purchase and use of selected items of apparel for girls eight to twelve years of age. The sampling for interviewing consisted of ten families chosen at random. As this study constitutes a pre-test for a more comprehensive study, it was thought that a random sample of ten families would be adequate for this pilot study. One of the primary objectives in this investigation was to determine whether the schedule, methods and materials would be feasible for use in the larger survey.

Because of the small sampling no statistical analysis can be drawn on such limited data. However, observations and generalizations can be made on problems that were encountered in this investigation and recommendations suggested for changes which should be considered before undertaking the larger survey.

The Sampling

One of the major problems encountered in this pre-test was locating and contacting families that had a daughter between eight and twelve years of age. The random sampling procedure based on the census data for Lansing, Michigan, was only moderately satisfactory. This sample was designed to cover two socio-economic groups, namely; white collar and manual workers.

Every effort was made to obtain interviews from each eligible dwelling unit encountered in the random sampling. However, only fifteen families out of the sixty-two direct contacts made were found to be eligible for this study. Two refusals were encountered and three of the other eligible families indicated a willingness to participate but for various reasons could not be interviewed in the near future, see Table I. The sixty-two direct inquiries and visits do not include nineteen calls where the families were not at home. In most cases three calls were made at these nineteen homes before excluding them for eligibility in this study. In three instances, where a number was drawn for a city block, there were no homes located within this block. A total of 311 miles were driven in order to obtain the planned number of ten eligible families.

Of the sixty-two direct inquiries and visits, eleven of the families contacted had no children; nineteen had children under eight years of age; seven had daughters over twelve years of age; and seven had no daughters. The accompanying table shows the child-composition of the sixty-two families contacted in the two areas.

TABLE I

Child-Composition of the Sixty-two Contacts

	Highest Percent Manual Workers Area 27 and 28*		Highest Percent White Collar Workers Area 25*	
	Contacted	Inquired of Neighbor	Contacted	Inquired of Neighbor
Ineligible				
No house in block	1		2	
Not at home	3		16	
No children or boys	5	3	6	4
Girls under 8	5	3	6	5
Girls over 12	2	1	1	3
Eligible				
Interviewed	5		5	
Refused	2			
Indicated willingness (Mother works nights, family ready to leave on trip, daughter ill)	3			
Total	26	7	36	12

* See page 115

In the ten eligible families included in the sampling, five of the family heads were manual workers and five were white collar workers.

Interview Procedure and Equipment

Of the ten mothers interviewed, all showed interest and genuine concern about their daughter's preferences and problems relating to clothing. While the mother was the individual designated to be interviewed, there was one interview in which a pre-teen age daughter participated. At four of the interviews small children were present and inevitably caused many interruptions. In three interviews other members of the family were present during a part of the time.

The length of the interview ranged from one hour and twenty-five minutes to two hours and fifteen minutes. Where small children or others were present during the interview their interruptions prolonged the time necessary for its completion.

TABLE II

Summary of Eligible Interviews

Code No.	Date	Length	Remarks
1	December 7 Tuesday	2 hrs.	Daughters came from school as the interview was ending
2	December 8 Wednesday	2 hrs., 15 min.	Grandmother present for last part of interview. Mother and grandmother wanted to "visit."
3	January 11 Tuesday	2 hrs., 10 min.	Part I of schedule
	January 14 Friday		Part II of schedule. Two small boys present
4	January 18 Tuesday	2 hrs., 15 min.	Three small children present
5	January 20 Thursday	2 hrs., 5 min.	Two small children and grandmother present.

TABLE II (Cont'd)

Code No.	Date	Length	Remarks
6*	January 19 Wednesday	1 hour, 45,min.	Pre-teen daughter helped make selections. Father and son watching television
7	January 27 Thursday	1 hour, 45 min.	A small boy that played quietly.
8	February 1 Tuesday	1 hour, 30 min.	
9	February 2 Wednesday	1 hour, 25 min.	Husband home for lunch during first part of interview
10	January 31 Monday February 8 Tuesday	1 hour, 25 min.	Part I of schedule Part II of schedule

* Mother works during day and asked investigator to return for an evening interview.

After several interviews the investigator became more skilled in handling the equipment and showing the garments on which the second part of the schedule was based. She also became more familiar with the sequence of the questions and was thereby able to keep the interview proceding more smoothly and rapidly. Another factor which influenced the length of the interview was the tendency of the mother to "visit" about her family's clothing problems. This was especially noted during the first part of the interview in which the questions were not as specific or detailed as those in Part II. Garments that had been made or purchased for anyone in the family were often brought out for the interviewer to see. Indirectly, the mother sought approval for them. It was found that in the second part of the interview schedule in which actual garments were shown, it was easier to hold the mother's interest and for her to concentrate and respond to the specific question.

With one exception, all interviewing was done in the afternoon, see Table II, page 33. The interviewer began house calls between one and two-thirty o'clock. This timing was made in an effort to call on the mother after the rush of the noon meal, but before any afternoon activities had begun. When an interview could not be obtained before two-thirty o'clock additional contacts were postponed until the following day because any interview begun after that time would continue past four o'clock when the children would be coming home from school. It was found impossible to contact and complete two interviews in an afternoon, so the required interviewing period was much longer than anticipated.

The ten interviews covered a period of nine weeks. This was due partly to Christmas holidays and partly to inclement weather. When it was found that Christmas shopping and other holiday activities conflicted with obtaining interviews, the remaining ones had to be postponed until after the holidays. The inclement weather in January and February also delayed completion of the required number of interviews. Mothers were not receptive to having equipment and garments brought into their homes during stormy weather. There were two such afternoons when no interviews could be obtained. Monday was consistently found to be the poorest day of the week for securing interviews.

Another purpose in this pre-study was to determine whether both parts of the interview schedule could feasibly be given at one interview. In two instances the mother had made previous plans for the afternoon so the interviewer was asked to return another day to complete the second part. In a few cases, the respondent showed signs of weariness or restlessness at the completion of the first part of the schedule. However,

showing garments usually revived her interest. In most of the interviews the mother moved to the garments, taking them off the display stand in order to examine them more closely. There was only one respondent who made no effort to handle or examine the garments. The investigator felt that lack of interest and energy in this case could be attributed to her physical condition. The thoroughness with which each interviewee examined the garments apparently varied with individual interest in clothing.

Another objective in this pre-test was the problem of devising some practical method for carrying and displaying the garments to the interviewee. Cloth garment bags similar to commercial car travel cases were made. The cloth provided more flexibility than plastic and the wide overlap in the center of the bag provided ease in inserting and removing the garments and yet completely protected them. Cloth handles at both ends made it possible to carry the bag as a traveling case. They were lightweight and easy to handle and transport. Moreover, the garments were not appreciably wrinkled. Each garment bag accommodated six to eight garments, so four bags of different lengths made to correspond to the garments were considered quite satisfactory for their intended use. Drawings and specifications developed for these garment bags can be found in the Appendix, page 118.

Displaying the garments in the home of the interviewee presented a more difficult problem. The display stand which was used was felt to be only moderately satisfactory. It was made of three panels of peg-board which were hinged so as to fold like a floor screen. There were supporting legs which held the display stand at a 25° angle, thus enabling the garments to be more readily seen. Drawings with specifications are to be found in the Appendix, page 119. The total weight of seventeen pounds and the

over-all folded dimensions of forty-eight by thirty inches proved to be very awkward to handle; particularly in loading and unloading and carrying through doorways. Moreover, some of the homemakers appeared to be apprehensive when they saw its size. The investigator did not feel that this experimental effort for showing the garments was practical and does not recommend it for the larger study.

Data on the Families Interviewed

Warner's Index of Status Characteristics as a measure of social status is a simple, inexpensive and objective measurement in which the necessary information can be acquired with a minimum of interviewing time. A modified form of Warner's Index of Status Characteristics on the house-type and dwelling area was used in this study.

This small sampling revealed that income was not a satisfactory measure of social-economic status. Of the ten families in this study only two indicated their annual income below $5,000. The eight families in the $5,000 to $7,499 income range represented widely diversified occupations, see Table III. However, in response to the question as to the social class into which they felt they belonged, all classified themselves as middle class families.

The general appearance of the area and the house in which these families lived probably revealed more accurately their economic and social status. The areas in which these families lived rated from "2", a high rating on the Warner Scale, to "6", the lowest. The rating of "2" was given to the better suburban and apartment housing areas with adequate grounds. Rating "6" was for areas considerably deteriorated and with a depreciating reputation but not yet classified as slum areas. This rating scale can be found in the Appendix, page 113.

Table III below summarizes the income range, occupation of the father, employment of the mother and rating of house-type and dwelling area of the ten families interviewed.

TABLE III

Income, Father's Occupation, Mother's Employment and Rating of House-type and Dwelling Area of the Ten Families Interviewed

Annual Income	Father's Occupation	Mother's Occupation	Rating of	
			Dwelling Area	House-Type
$5,000-$7,499	Manager Shoe Store		2	1A
$5,000-$7,499	Installer, Telephone Co.		3	2A
$5,000-$7,499	Bus Driver, Interstate	Secretary (Full time)	3	3A
$5,000-$7,499	State Health Dept. Employee		4	3B
$5,000-$7,499	Trimmer-Die Sinker Forging Industry		4	3B
$5,000-$7,499	Salesman		4	1D
$5,000-$7,499	Toolmaker, Automotive Industry		5	5C
$2,000-$4,999	Truck Driver		5	4D
Under $2,000	Deceased	Social Security and part time child care	6	4E

Only two mothers interviewed contributed to the family income either by full or part time employment. One mother was employed as a full time secretary. The other respondent cared for children in her home. The fact that more working mothers were not encountered in this survey may have been due to the fact that contacts were made during the hours in which they were working. The investigator encountered one mother who indicated a willingness to particpate but could not schedule an interview as she worked at night.

Eight of the mothers interviewed had completed high school and two had completed the ninth and eleventh grades. Two had vocational and professional training beyond high school.

In the families interviewed the number of children ranged from one to four. Two of the families had but one daughter. Five of the daughters in this study had younger sisters and/or brothers.

In seven cases the average age of the parents was between thirty and forty. In two cases the parents ages were over forty. In one case the parents were under thirty years of age. The following table summarizes the composition of the ten families interviewed.

TABLE IV

Family Composition of the Families Interviewed

No. of Children in family	Number of		Sibling Postion	Daughter's Age	Parent's age	
	Brothers	Sisters			Mother	Father
2	0	1	oldest	11	35-39	35-39
2	1	0	oldest	8	25-29	25-29
4	2	1	oldest	8	35-39	35-39
4	1	2	oldest	11½	30-34	35-39
3	1	1	oldest	9	35-39	40-45
4	3	0	third	11½	35-39	35-39
2	1	0	youngest	9	Over 45	Over 45
2	1	0	youngest	10	40-45	Over 45
1	0	0	only child	8	30-34	Deceased
1	0	0	only child	12	35-39	35-39

The three eight year old daughters were all of the same height, four feet; but there was eleven pounds difference in their weight. There was a difference of three inches in the height of the two nine year olds and twenty-one pounds difference in their weight. The one ten year old girl weighed the same as the tallest nine year old but was three inches taller. The four eleven and twelve year old girls differed as much as four inches in height and forty pounds in weight.

Even in this small sample the variation in the height and weight of these ten girls indicates that the problem of securing clothing of the right proportion and size for the pre-teen girl is not a simple one.

Six mothers indicated that they could not rely on an "age" size to fit their daughter well. While girth measurements were not considered for these ten girls, if such measurements had been taken it might have revealed additional complications in securing proper fit. Table V shows the height and weight of the ten girls in relation to their age and grade allocation in school.

TABLE V

Grade, Age, Height and Weight of the Girls in this Study

Grade	Age	Height	Weight
2	8 yrs.	4 ft.	60 lbs.
2	8	4 "	49
2	8	4 "	55
3	9	4 ", 2 in.	67
4	9	4 " 5 "	88
5	10	4 " 8 "	88
6	11½	4 " 10 "	85
6	11½	5 "	102
7	11	5 " 1 "	125
7	12	5 " 1 "	110

Even this small sampling points up the fact that a satisfactory sizing system of children's clothes must be based on a practical and logical classification of body types rather than age groups. The large study of body measurements done by the Bureau of Home Economics, United States Department of Agriculture, in 1937 provided data for the establishment of a standardized sizing system for children. [39] The Commodity Standards Division of the National Bureau of Standards has cooperated with the clothing industry in developing Commercial Standards for use

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39 O'Brien, R., Girshick, M. A., Hunt, E. Body Measurements of American Boys and Girls for Garment and Pattern Construction. United States Department of Agriculture, Washington, D. C., Misc. Pub. 366, 1941, 141 pp.

in the manufacture of children's clothing. Their most recent publication, CS 158-49 (Model Forms for Girls' Apparel), suggests sizes for the mannequins used by manufacturers in producing girls' apparel rather than measurements of the finished garments. [40]

Of the ten mothers surveyed only two indicated that they could find garments in the local stores sized by "height, weight and girth" measurements. One said that she looked for "teen" or "pre-teen" sized garments for her eleven year old daughter as "they were longer geared."

Even with the Commercial Standard recommendations no sizing system or definition has been universally accepted by manufacturers of children's clothing. Each manufacturer originates his own sizing classification and terminology with greatest controversy and confusion as to what constitutes the difference in "girl," "sub-teen" and "teen" age garments. Styling seems to be the one factor which designates a garment as "girl," "sub-teen" or "teen," although there are variations in the basic measurements used by the different manufacturers.

In the majority of the families, the mother and her daughter jointly selected her clothing. Mothers were more apt to select underwear, pajamas and play clothes as these items were seldom tried on before purchase. The items most frequently tried on before buying were major outerwear items as coats, suits, jackets and dresses. The daughters were sometimes allowed to select sweaters, blouses and gloves. Joint selection of the daughter's clothing seemed to be a satisfactory arrangement as eight of the ten mothers indicated they did not wish their daughters to take more responsibility in the selection of their clothes. It would be interesting to know if the daughters shared these opinions.

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40 _____ Model Forms for Girls' Apparel. United States Department of Commerce, Washington, D. C., CS 158-49, 1949, 13 pp.

The oldest girl in the family appears to have been given more freedom in deciding what clothes she would wear for every day and for special occasions. Of the five girls who were the oldest child in the family, four either always or frequently decided what they would wear.

The majority of the mothers thought their daughter was satisfied with the amount, style, quality, condition, color and fit of her present wardrobe. There was apparently more dissatisfaction when the daughter was an only child. The three mothers whose daughter was the oldest child in the family thought their daughter was satisfied with her present wardrobe. Two mothers indicated that her daughter would like to have more clothes and the mother agreed that they should have more. The girls that were the youngest child in the family were well satisfied with their present wardrobes.

Age was also observed to be a factor if the girl was dissatisfied with her wardrobe. The four girls who were dissatisfied with the amount of clothes they owned were either eleven or twelve years of age. The younger girls did not indicate such dissatisfaction. However, two younger girls indicated dissatisfaction with the style, condition and fit.

It was interesting to note that seven of the ten mothers thought their daughters should have additional clothing. In four of these cases the daughter was satisfied. Items which the mothers thought were needed included practically all categories of clothing.

Three of the mothers described their daughters as friendly and sociable, three as moderately sociable, while four considered their daughters quiet and reserved. Nine of the ten girls like to have people notice or remark about their clothes. "Bashfulness" was the reason given by the mother of the tenth girl. The reasons given for the other girls

were "girls like pretty or new clothes," "this is natural," "all girls want compliments on their appearance," and "girls like to know they look well."

Only one girl in the survey belonged to a school club or organization. This twelve year old girl was a member of the student council. However, six of the ten girls participated in outside organizations, namely; Girl Scouts, Brownies or junior choir. Two girls took music lessons, while one was enrolled for skating and swimming lessons.

Six of the ten girls went to church frequently, while the other four attended occasionally. Nine attended the movies occasionally. While no question was asked the mother as to how often her daughter watched television, the interviewer noted that there was television in eight of the ten homes so it is possible that the frequency in movie attendance may have been affected by having television in the home.

The daughters' reading was confined almost entirely to children's books and magazines such as American Girl, Children's Digest, Children's Activities and children's books from the library. One mother volunteered the information that her twelve year old daughter was losing interest in Children's Activities but preferred "funny books." Many of the mothers commented that their daughters "read a lot."

Two respondents thought their daughters were dressed a little better than their neighborhood friends while the other eight thought their daughters were comparably dressed.

Five of the girls liked to dress-up in their mother's clothes for play and the other five had dressed up in their mother's clothes when younger. It was noted that this follows an age classification above and below ten years of age.

Each of the ten girls enjoyed wearing party clothes. Only one girl borrowed clothing from someone else. When asked if there was anyone whom their daughter imitated in her clothing choices, three of the mothers said her daughter imitated school friends. One said an older cousin influenced her daughter's choices and another indicated a fourteen year old aunt influenced her daughter.

All of the girls ate their lunches at home during the school week and all walked to school. Other transportation seemed unnecessary as all lived within a convenient walking distance from school.

Home Sewing Practices

All of the families interviewed in this study had adequate sewing equipment. Regardless of income all owned a sewing machine. Three families owned machines that were over ten years old, two had machines between five and ten years old, and five had machines purchased within the last five years. All of the women said their sewing machines worked satisfactorily. Table VI below shows the type, age and make of the sewing machines found in these ten homes and the income of these respective families.

TABLE VI

Family Income and Type, Age and Make of Sewing Machines

Family Income	Sewing Machines					
	Elec.	Treadle	Cab.	Port.	Age	Brand
$2,000-$4,999	x			x	Under 5	Racio
$5,000-$7,499	x		x		Under 5	White
$5,000-$7,499	x		x		Under 5	Kenmore
$5,000-$7,499	x		x		Under 5	Singer
$5,000-$7,499	x			x	Under 5	American
$5,000-$7,499	x		x		5 to 10	Singer
$5,000-$7,499		x	x		5 to 10	White
$5,000-$7,499		x	x		Over 10	Singer
$5,000-$7,499		x	x		Over 10	Minnesota
Under $2,000		x	x		Over 10	Free

Of those machines purchased within the last five years, two were portable electrics and three were cabinet electric models. The two machines which were five to ten years old were cabinet models, one being a treadle and the other an electric.

Pinking shears and steam irons were the small equipment which they considered most essential. Six owned both pinking shears and steam irons.

The six who indicated that they had a convenient cutting surface regarded the kitchen or dining table as suitable. Four would not change their present sewing facilities and/or equipment as they regarded them as adequate for their needs. Six respondents indicated that they wanted better shears, to buy a new sewing machine, or have a sewing machine which could "do fancy stitchery." Other facilities desired were a separate room for sewing, a table for a portable machine, or linoleum floors for "easy sweeping up of sewing disorder."

Insofar as the investigator could determine through observation and questioning the respondents there was no relationship between income and the amount of sewing done. Those who owned sewing machines which were less than five years old, sewed more for their daughters and other members of the family than those who owned older models of machines.

The daughter was the one member of the family for whom the greatest amount of sewing was done. Six said they sewed for their daughters frequently, while three said that they occasionally sewed for them. Much less sewing was done in the home for the other members of the family or for relatives. The frequency of sewing for the various members of the family is shown in the following Table.

TABLE VII

Sewing Frequency for Family and Others

Family Member	Frequently	Occasionally
Father		3
Mother	1	3
Son	2	2
Daughter	6	3
Other relatives		4
Friends		3

Even if their sewing facilities and equipment could be improved, the majority indicated they would sew only "somewhat more" than they do now and none indicated they would sew "a great deal more" if they could change or improve their sewing equipment and facilities.

The wardrobe items which the mothers preferred to make from new fabric rank in this order: school dresses, play clothes, skirts, blouses, pajamas, dress-up dresses, housecoats and robes. Nine mothers preferred to make play clothes. Six preferred to make blouses, skirts, and pajamas.

The three reasons most frequently mentioned for making clothing for their daughters were money economy, better quality fabric and the fact that they enjoyed sewing. Other reasons mentioned were that ready-made garments required too many alterations, that their daughters required special fitting or that in home sewing they can have more becomingly styled garments.

When asked which clothing items her daughter preferred that she make for her only one respondent designated a specific item, play clothes. All of the others made general comments such as, "daughter likes anything mother makes," "likes anything new," "she is thrilled if mother makes anything," and "she has no preference."

Four girls had garments in their wardrobes which had been made at home which they wore infrequently or not at all. In two cases, the garments were either outgrown or out of season. One girl didn't wear a skirt and blouse because she disliked the material, while another had a grey jumper which she disliked because of its color.

Each of the ten girls had worn "hand-me-downs." The chief source of these clothes was cousins and friends, although mothers, sisters, aunts and neighbors were also sources. In the mothers' opinions their daughters either had not expressed their objections or were indifferent to wearing "hand-me-down" clothing. Typical answers were: "She doesn't mind," "doesn't object," "likes them," "enjoys wearing them," and "likes them just as well as other clothes." If the daughters had been asked this same question their response might have indicated a more negative reaction.

Four mothers stated that they never "restyled" or "remade" garments for their daughter, while one frequently "remade" and five occasionally "remade" or "restyled" garments. The clothing items which were "remade" were coats, skirts, blouses, playsuits and jumpers. Those which were "restyled" included skirts, raincoats and blouses. Of the six girls who had "remade" and "restyled" garments, four wore them frequently and one occasionally.

Four mothers said they "restyled" and "remade" clothing for their daughters primarily for financial reasons. The other two "restyled" and "remade" clothing because they "wanted to do it" and "enjoyed sewing."

The "favorite" commercial pattern used in sewing for their daughters was Simplicity. This pattern was mentioned seven times, McCalls twice,

with Advance and Butterick each being mentioned once. The most frequently checked reasons for selecting these specific patterns were "this brand most available," "pattern fits better," and "sewing guide is easier to understand." Other reasons which they mentioned were "has cutting guide for seam allowances," "size ten 'miss' fits my daughter with no alterations," and "has styles which my daughter likes."

These home sewers were more apt to alter a commercial pattern to improve fit rather than to change its design as seven frequently or occasionally and three never altered the pattern in order to improve the fit of the garment. However, only four altered patterns to change the design and six said they never altered the pattern for that purpose.

Woolen dress material, cotton prints and corduroy were the three fabrics selected as representative types which women use in their home sewing. Seven respondents stated that they did not buy woolens. The reason given for this was the difficulty in the maintenance of woolen garments. In some cases the girl was allergic to wool. The two who had bought woolen dress fabric purchased in the two to three dollars per yard price range.

Cotton prints were the most frequently purchased fabrics as each of the ten mothers indicated that prints were available in the price range in which they customarily purchased. None of the interviewees paid more than a dollar a yard for cotton prints. Seven said they usually bought cotton fabrics in the seventy-five cent to a dollar a yard price range. Three usually bought in the fifty to seventy-five cent per yard price range and one mother commented that she sometimes bought cotton prints costing twenty-five to fifty cents per yard.

Four of the mothers customarily purchased corduroy in the dollar to dollar-fifty per yard price range. Three said they did not buy corduroy while two others usually paid a dollar-fifty to a dollar-seventy-five per yard, while another paid $2.95 a yard.

The newer synthetic fabrics such as nylon, orlon, dacron, dynel and acrilan had been used by six of the respondents in making garments for their daughters. Only two said they had difficulty in handling these fabrics. The difficulties they encountered were in the raveling of seams, puckering during sewing and the tendency to slip in handling.

The factors that usually influenced the mothers in purchasing piece goods were colorfastness, sanforization or other shrinkage treatment, special finishes such as crease resistance, the design of the fabric, its color or texture, or because the fabric was on sale.

Question 24 which asked the mothers for the specific sewing process they used in sewing and the ones which they found difficult is regarded by the interviewer as a poorly designed question. She found it difficult to obtain answers which discriminated between the construction process used and the specific process which had been difficult. It was easier for the respondents to recall the construction process which they found difficult. Difficulties indicated by the respondents were the alteration and fitting of patterns, setting in sleeves, inserting zippers, attaching collars and making buttonholes and belts.

Nine of the ten mothers indicated that they would like to learn more about sewing. Three said they would like to enroll in a sewing class to learn specialized techniques such as tailoring. The others listed such processes as how to make belts, attach collars, change

pattern styles, learn an easier way to lay out the material and pattern for cutting, and learning to use machine attachments. A few did not indicate anything specific, but "just wanted to learn more about sewing."

The respondents usually figured out the actual cost of the garments which they had made for their daughters. Five thought that they always saved money, while four thought they sometimes saved money in making garments.

None of the girls sewed for herself, and many of the mothers commented that their daughter was too young.

Ready-to-wear Practices

Many more items of the daughter's apparel were purchased ready-made than were made at home. Table VIII summarizes their practices in making or purchasing their daughter's clothing.

TABLE VIII

Practices in Ready-to-wear and Home Sewing of Specific Garments

Garment	Number making garments at home	Number purchasing garments ready-made.
Coats	1	10
Raincoats	0	6
Snowsuits	0	4
Jackets/blazers	1	5
School Dresses	9	4
Dress-up Dresses	4	6
Play Clothes	7	4
Sweaters	0	6
Skirts	6	2
Blouses	6	3
Robes/housecoats	3	4
Pajamas	6	5
Nightgowns	1	3
Slips	2	8

Tailored items such as coats, raincoats, snowsuits, jackets and blazers were almost unanimously purchased ready-made. Knitted garments such as underwear and sweaters were usually purchased. Such items as school dresses, play clothes, skirts, blouses and pajamas were the garments which the majority of the mothers preferred to make. Evidently these were the garments they considered easiest to make. However, more mothers preferred to purchase "dress-up" dresses than to make them.

In order of frequency the reasons given to the interviewer as the factors which usually influenced them to purchase ready-to-wear garments were; do not have time to sew, dislike sewing, can see becomingness of garment in ready-made, dislike "home-made" look of garments made at home, can save money in buying ready-mades. Other reasons mentioned were; lack of equipment or space to sew, garments are more readily or easily bought, better workmanship in ready-made, wider choice of design and fabric, and don't know enough about sewing.

The items which the daughter preferred to have purchased ready-made were coats, raincoats, dress-up dresses and slips. The only item which she preferred that her mother make was play clothes. They were much more certain about specific items which they desired to purchase than the items which they preferred to have made at home.

The mothers who most frequently purchased their daughter's school dresses ready-made considered style, color, ease of care, fiber content and cost of upkeep as the significant factors determining their choice. Price, name brand, and workmanship, while mentioned, were not given as much emphasis.

Little information could be obtained as to the type of store in which they preferred to buy. No single store took precedence over

another for a specific item. However, few mothers bought their daughter's outerwear in the 5¢-to-$1.00 store. Reasons given for purchasing in a department or chain store were practically the same, namely; desired apparel available, lower prices and good quality merchandise. Reasons given for specialty stores were convenient location and good quality merchandise. For mail order outlets, availability of desired sizes and inexpensive merchandise were listed as reasons. There was no one favorite store indicated by any mother. Eight of the ten frequently or occasionally shopped in several stores before purchasing. This may indicate some dissatisfaction in finding the desired merchandise in the first store in which they shopped.

The sizing system by "height, weight and girth measurements" for girls' apparel was mentioned by only two of the eight mothers. The majority of the respondents indicated that they were not acquainted with this system of sizing. However, four said they could rely on one "age" size of dress to fit their daughter satisfactorily. The sizes which were indicated corresponded with the age of the girl in this manner:

Garment size	Age of girl
8	8 years old
14	11½ years old
10	9 years old
10	11½ years old

In these four cases there was only one girl whose chronological age corresponded with the "age" size of her garment. The others varied from one to two and a half years, requiring a larger garment size than their age indicated.

The practice of trying on garments before purchasing indicated that uncertainty and previous dissatisfactions had been experienced. Apparel items which were frequently tried on were suits, jackets and dresses. All indicated they tried on coats. The items which the daughters never tried on before purchasing were blouses, sweaters, slips and slacks or blue jeans. Obviously, only the more expensive apparel is tried on before purchasing to determine whether or not it fits properly.

In answer to question 36 there were six mothers who stated that they never purchased specific clothing items by brand name, while four occasionally or frequently purchased by brand name. However, there were only five who listed specific brand names when asked to name brands which they had purchased. When shown a list of brand-named garments available in the local stores there were seven respondents who checked those specific brand names as the ones they had purchased for their daughters. Of the seven mothers who listed specific brand names, none had found the garments unsatisfactory. Only one said she never repeated purchases of brand named items.

Three mothers indicated they found it occasionally necessary to return to the store some apparel items purchased for their daughters. because the garment was either the wrong size or it fitted poorly. The other seven never found it necessary to return any apparel item which they had purchased for their daughters. School dresses and skirts were the items mentioned as having been returned either because of wrong size or poor fit.

Most of the mothers customarily purchased their daughter's winter coats in prices ranging from $20.00 to $35.00. Four thought $20.00 to

$25.00 was sufficient, while three respondents said they paid $25.00 to $35.00 for their daughter's coat. One mother said she paid between $15.00 to $20.00. Two respondents indicated they had no set price range in mind when purchasing a winter coat for their daughter.

The most popular price range for school dresses was between $3.00 to $5.00 for a majority of the mothers. A few were willing to pay as much as $10.00, but one mother preferred to pay $3.00 or less for her daughter's school dresses.

All of the mothers said they paid $4.00 or less for cotton pajamas. However, the majority preferred to pay under $3.00. As school dresses and cotton pajamas were the apparel items which mothers preferred to make at home, this may account for their reluctance to pay more for these items in ready-to-wear.

The majority of the mothers thought $2.00 to $3.00 was sufficient to pay for a rayon slip. One mother was willing to pay as much as $4.00, but three others preferred to pay under $2.00.

Purchasing at least a part of their daughters' wardrobe at sales was the practice of eight mothers, five of whom said they did this frequently. However, it was difficult for them to remember the type of sale at which specific garments were bought. Coats were more often bought at seasonal clearance sales than any other item of apparel.

Seven mothers found sale purchases for their daughters either completely or moderately satisfactory. Only two regarded them as less satisfactory than purchases made at regular prices.

The majority of the respondents said they frequently found better quality merchandise at sales. The advantage of purchasing merchandise which had been reduced in price were indicated by the respondents as

"better quality for less," or "same quality reduced in price," or "can have two garments instead of one." The limitations which they mentioned in purchasing merchandise which had been reduced in price were "selections are limited in size and color," "can't always find style wanted," "sizing is limited," "can't find desired color" and "seams are too narrow."

Only four mothers indicated a willingness to purchase garments for their daughters that required alterations. Six said, in effect, that they would be unwilling to purchase any garment that required alteration. The types of alterations that four mothers said they would be willing to do themselves were these: change a zipper in a skirt placket, shorten or lengthen a lined coat, shorten or lengthen a straight or full flared skirt, shorten a belt or refit shoulders. Not one of these mothers said she would be willing to reset the sleeves in a ready-made garment.

Gifts of clothing constituted an important source of apparel in these ten pre-teen wardrobes as all had frequently or occasionally received clothing as gifts. The clothing items most frequently given to them were pajamas, blouses, sweaters, skirts and dresses. Grandparents and aunts were the persons from whom they received most of their clothing gift items.

None of the pre-teen girls in this study received a clothing allowance from their family. While most of these girls earned their own spending money, only two spent a part of it for clothing. Only two families out of the ten interviewed said they planned clothing expenditures for their family. In one case the daughter helped in the family planning. However, her assistance was limited to choosing her own clothing with her mother controlling the price that was to be paid.

Four of the pre-teen girls in the families interviewed possessed ready-made clothing items which were either infrequently or never worn. It was interesting to note that two of these same girls also owned home-made clothing items which were infrequently or never worn. The ready-made clothing that was not worn included school dresses, slacks, slips and handed-down garments.

The types of garments that the girls preferred to wear, of course, varied with the occasion. Their favorites for school and movies were one piece cotton dresses, skirts with a blouse or sweater or a jumper with a blouse. For better or Sunday wear, a one piece taffeta or cotton dress was preferred. A skirt with blue jeans, play clothes or a one piece cotton dress were the types of garments preferred for wear "around the house."

The majority of the mothers expected their daughters to wear their winter coat for at least two years. Two of the girls owned two coats, while two others owned a coat and a jacket. A winter coat with "let-down" features had been purchased by five of the respondents for their daughters, but they were uncertain as to whether this feature, which provided an additonal length of time in which the coat could be worn, was justified in terms of its higher cost.

Preferences for Ready-to-Wear Dresses of a Varied Price Range, Group A

A group of four dresses which varied in price were shown the mothers and a series of questions pertaining to these dresses were asked for the purpose of obtaining her opinions and preferences as

to the design liked best, liked least, and the dress which she would select for school wear. Questions pertaining to their launderability, fabric quality and workmanship were also included. In order that the preferences and opinions of the respondents may have meaning to the reader, illustrations and brief descriptions of each of these dresses precedes the discussion of the findings.

Dress D-6

Red, blue and white plaid dress with low waistline and full gathered skirt. Blouse has short cuffed set-in sleeves and surplice neckline. White piping on the collar, cuffs, yoke and low waistline. Machine-made "braid" arrows of navy across the bodice and yoke. Blue plastic belt placed at natural waistline.

Price $3.98 Size 6

Dress D-10

Navy blue dress with full gathered skirt. Plain blouse with white pique collar and cuffs piped with yellow. Blouse and pockets have stylized floral design of flock printing. Two patch pockets with buttoned flaps. Sash belt tied in back. Shank buttons with rhinestone sets on front opening and pockets.

Price $2.98 Size 12

Dress D-11

Dress has a full gathered navy blue skirt with a light blue woven stripe in the attached shirtwaist blouse. Navy blue tie at neckline, peter pan collar, short sleeves with buttoned cuff. Self-fabric belt. Elasticized waistline across the back.

Price $5.95 Size 10

Dress D-15

Dark brown cotton with full gathered skirt. Blouse of brown and white print. Peter pan collar and bib inset of white pique. Applied banding of print on the collar. Velvet string tie. Sleeves puffed at top. Belt of brown plastic.

Price $1.98 Size 10

Preferences for Design and Style

The navy and light blue shirtwaist dress at $5.95 (D-11) was the design or style best liked by four of the mothers. They gave these reasons: "like the combination of two colors," "dress would be attractive on my daughter who has long braids," "daughter would look nice in it," and "dress has nice quality fabric." Only one mother said she disliked this dress, although this was not dislike of the design but of its light blue color.

The navy blue flock print at $2.98 (D-10) was the preference of three mothers. Reasons given by them were "will look best with blonde hair," "like plain colors" and "like the flowers and the pockets." Two mothers, however, disliked this dress because "dark color will collect lint in laundry," "too dark for a dress of that size" and "not youthful."

The red, blue and white plaid at $3.98 (D-6) was first choice of two mothers because it was a plaid and they thought the material would "stay neat looking longer." Of the three who disliked this plaid dress, one said it was "cut off grain," another said "daughter can't wear red" and the third thought "neckline was unattractive."

The only mother who chose the dark brown cotton at $1.98 (D-15) as the design which she liked best indicated her perference was based on the fact that the brown color would go well with her daughter's red hair. There were four, however, who disliked this dress because they thought "it is hard to wash dark material," "material looks cheap," "poor quality dress" and "don't like style."

Preferences for School Wear

The red, blue and white plaid at $3.98 (D-6) was the dress which seven mothers selected for general school wear, although this dress was not especially liked or disliked as a design. Those who chose this dress did so as they liked plaids and because they thought it would be washable and serviceable for school.

Six indicated as much preference for the navy blue flock print as for the navy and light blue shirtwaist. The reasons given for their preferences were the same for both dresses, namely; "suitable for school," "would wash well," and "would give good service."

Preferences for Launderability

The red, blue and white plaid (D-6) again scored high in respect to its launderability. Six respondents thought this dress would keep its appearance best through many launderings. Four mothers selected the navy and light blue shirtwaist (D-11) for its laundering quality.

The navy flock print (D-10) and the dark brown cotton (D-15) were the two dresses which the respondents thought would require special or extra care in laundering. Their chief complaint was that the dark colors collect lint and fade during laundry. Four mothers disliked the rhinestone buttons on the navy flock print as they thought the sets would fall out in laundering. One mother said she preferred flat instead of shank buttons for ease of handling in washing and ironing. Two mothers thought that the "leather" backing on the belt of the navy and light blue shirtwaist would not withstand washing. Two others thought the velvet bow on the dark brown cotton was unserviceable.

Preferences for Fabric Quality and Workmanship

Four of the interviewees thought there was little or no difference in the quality of the fabric used in these four dresses. Five thought the navy and light blue shirtwaist dress at $5.95 (D-11) had the best quality of fabric. Three could see no difference in the workmanship in these four dresses, but four thought the navy and light blue shirtwaist at $5.95 (D-11) had the better quality of workmanship.

Preference for Price

Of the ten respondents only three thought that some of these dresses were priced excessively high for their quality. However, each chose a different dress. The dresses eliminated because of poor quality of the fabric used were the dark brown cotton at $1.98 and the red, blue and white plaid at $3.98. One mother stated that she could not afford to pay $5.95 for the navy and light blue shirtwaist (D-11), although she liked it best.

When given a choice on how they would spend $6.00 among these four dresses, five chose to buy two dresses similar to the navy flock print at $2.98 each. Two chose to buy one dress at $5.95, similar to the navy and light blue shirtwaist. One mother preferred to buy three dresses similar to the dark brown cotton at $1.98. Another said she preferred to buy two dresses, one at $3.98 and another at $1.98, similar to the plaid and dark brown cotton.

Preferences for Dresses Made at Home, Group B

A group of four dresses were made by the investigator for comparison with the four ready-to-wear dresses in Group A which varied in price. These home-made dresses were paired with the ready-made dresses and compared in terms of attractiveness, price, quality of fabric and workmanship. They were then asked to indicate preferences as to the one they would choose for general school wear. They were also asked to select the dress which they thought would be the easiest and the most difficult to make.

The following illustrations and brief descriptions are for the reader's information and to make the discussion of this group of dresses more meaningful. Prices given include only the cost of materials.

Dress D-8

Red, black and yellow plaid cotton jumper dress with a four gore skirt. Dickey of yellow cotton. Jumper has a buttoned opening at center back, set-in self-cuffed sleeves and belt of self-fabric.

Cost to make $2.56 Size 12

Dress D-12

Circular skirt of orange embossed cotton with orange chambray blouse. Collar piped with embossed cotton. Belt and string tie of embossed cotton. Blouse has peter pan collar and set-in self-cuffed sleeves. Buttoned with orange and white buttons.

Cost to make $3.30 Size 10

Dress D-17

Dress of grey glazed cotton with navy and red figures. Four gore skirt with two patch pockets. Short kimona sleeves. Collar and pocket flaps of white cotton. Back opening and shoulder has trim of red buttons. Belt of self-fabric.

Cost to make $2.45 Size 8

Dress D-18

Printed cotton in a grey and yellow stripe with a navy stylized daisy design. Full gathered skirt, self-fabric belt and pouch pockets in the side seams. Blouse has set-in bib, collar and cuffs of white cotton. Tuck on the bib and back opening trimmed with navy buttons.

Cost to make $1.78 Size 8

Comparison of Group A and B

The four home-made dresses in this group compare favorably with the ready-to-wear dresses in Group A. Five mothers thought these home-made dresses were more attractive, while four thought them just as attractive as those in the ready-to-wear group.

When the ready-to-wear and home-made dresses were paired, the home-mades were chosen in each case. This was true when design and price was considered separately. The investigator is of the opinion that the mothers did not always consider the time and effort involved in making the dress when indicating their preferences.

Preferences for Fabric Quality and Workmanship

In comparing the quality of the fabric of the dark brown cotton (D-15) and the home-made daisy print (D-18), the ready-made garment was chosen most often. When the two plaids (D-6 and D-8) were compared for both quality of fabric and workmanship, the home-made dress (D-8) was chosen by the majority. However, there were four respondents who thought there was little or no difference in the workmanship of these two dresses.

Preference for School Wear

In the home-made group the grey glazed print (D-17) was the one which was the best liked for general school wear. The glazed print material influenced their selection as the reasons given for this preference were "like glazed material," "looks fresher" and "will look better after lots of wear." Another consideration was the fact that they thought this dress could be worn for both school and better wear.

Opinions of Sewing Skill

Nine of the mothers interviewed sewed for their daughters, and seven of the nine thought they could make a dress which would look as well as the garments made by the investigator for this group. The majority thought the grey glazed print (D-17) would be the easiest to make as it was a simple design with kimono sleeves. The plaid dress (D-8) was considered the hardest to make because of matching the plaid design and also because of the set-in dickey.

The investigator recorded the time spent in making each dress, and found that while the grey glazed print (D-17) looked easy, it required fifteen hours to make. In contrast to this the plaid (D-8) required nine hours and fifteen minutes to complete. The other two dresses, the daisy print (D-18) and the orange embossed cotton (D-12), required ten and a half hours and eleven hours respectively.

Preferences for Ready-to-Wear Dresses of One Price Range, Group C

In Group C there were four dresses each of which cost $5.95. The ten respondents were asked a series of questions designed to obtain opinions and preferences as to (1) the design which she liked best and least, (2) the dress she would select for school wear, for Sunday or "better wear," and (3) the type of care she would give the various dresses in this group.

Drawings and brief descriptions of these four dresses in Group C will enable the reader to better comprehend the mother's preferences.

Dress D-9

Light blue broadcloth with a full gathered skirt, corded patch pockets and black plastic belt, Blouse is sleeveless. The collar and armseye trimmed with white cording. A bow of narrow grosgrain ribbon.

Price $5.95 Size 12

Dress D-13

Brown and white checked acetate taffeta dress with a full gathered skirt, a brown net ruffled underslip and a sash tie at back. Blouse has a simulated bolero trimmed with white machine-made lace. Half of the melon puff sleeves and collar are of brown net. The sleeves, peter pan collar and waistline are edged with taffeta piping.

Price $5.95 Size 13

Dress D-11

Dress has a full gathered navy blue skirt with a light blue woven stripe in the shirtwaist attached blouse. Navy blue tie at neckline, peter pan collar, short sleeves with buttoned cuffs. Self-fabric belt. Elasticized waistline across the back.

Price $5.95 Size 10

Dress D-16

Aqua dress trimmed with brown and white machine embroidered flowers on the blouse. The full gathered skirt has inset pleats of brown. The peter pan collar and short set-in cap sleeves are trimmed with cording of aqua. Self-fabric belt. The material is labeled "Dan River 'Wrinkle Shed'" fabric.

Price $5.95 Size 8

Preferences for Design or Style

Of these four dresses the aqua embroidered cotton (D-16) was the design which was liked best by five of the ten mothers. The reasons given for their preference were "like Dan River 'Wrinkle Shed' fabric," "can be worn for dress-up or school," "like color and decorative detail," "prettiest," "dainty" and "looks smart." Two indicated as their preference the brown and white check acetate taffeta (D-13). Reasons supporting their choice were "pretty style," "cute dress" and "daughter wants a party dress." The two respondents who disliked this taffeta dress said "don't like the design" and "style too babyish." Two other respondents indicated that they preferred the design in the navy and light blue shirtwaist (D-11). Their reasons were "looks like good fabric," "easy to wash and iron" and "will take lots of wear." The three who indicated that they disliked the shirtwaist dress gave as their reasons "don't like stripe material," "don't care for light blouse"" and "don't like design in fabric." Only one mother chose the sleeveless light blue broadcloth (D-9) as the dress which she liked best. She gave as her reasons "straight lines would look well on chubby daughter." The three respondents who indicated that they disliked this dress gave as their reasons "style too old for daughter," "material won't look well after washing," "don't like light blue broadcloth," and "won't look neat after lots of wear."

Preferences for School Wear

Each dress in this group was chosen by one or more as suitable for general school wear, although the brown and white check acetate taffeta (D-13) was preferred more often for better wear. The embroidered aqua

cotton (D-16) and the sleeveless light blue broadcloth (D-9) were indicated seven and eight times, respectively. The sleeveless light blue broadcloth (D-9) was selected for general school wear even though it was not especially liked as a style. The reasons for their preferences for these dresses for school wear were similar, namely; "cotton material will wash and iron," and "plain design."

Preferences for Sunday or Better Wear

Eight of the mothers selected the brown and white check acetate taffeta (D-13) for Sunday or better wear as first choice for her daughter. Their reasons were "dressy," "looks like a dress-up dress," and "only dressy dress in group." Four chose the embroidered aqua cotton (D-16), giving such reasons as, "would look dressy, at least when new," "dressy" and "will launder well."

Preferences for Care and Up-keep

All of the respondents agreed that the brown and white check acetate taffeta (D-13) would require extra or special care. Most of the mothers said they would have this taffeta dress dry-cleaned, but two said they would hand launder it and one said she would press or iron it with care.

Opinions concerning the serviceability of the findings or decorative trim used on this group of dresses was equally divided. Five had no objections to any of the findings or trim, while five objected to some specific trimming. The objections to the sleeveless light blue broadcloth (D-9) were that the cording on the pockets would pull off and that the belt would not launder. One mother objected to the shank buttons on the navy and light blue shirtwaist dress (D-11)

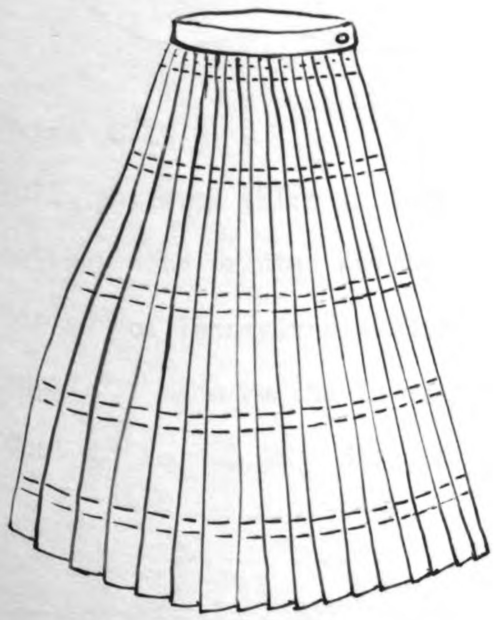
as she thought they would not easily go through the wringer. The objections to the brown and white check acetate taffeta (D-13) was that the material would not launder and that the sash would tear out of the side seams. The mothers thought the belt on the embroidered aqua cotton would not launder and that the embroidered flowers would pucker in laundering.

Preferences for Price

Each dress in this group was thought by some of the mothers as too high in price. The sleeveless light blue broadcloth (D-9) and the embroidered aqua cotton (D-16) were named more often than the others.

Preferences for Coordinated Separates, Group D

Coordinated separates were shown to determine preferences for school wear, price preference and preference for a blouse and/or a sweater to be worn with a specific skirt. The four skirts, five blouses and five sweaters are illustrated and briefly described below so that the reader may visualize the garments.



Skirt S-12

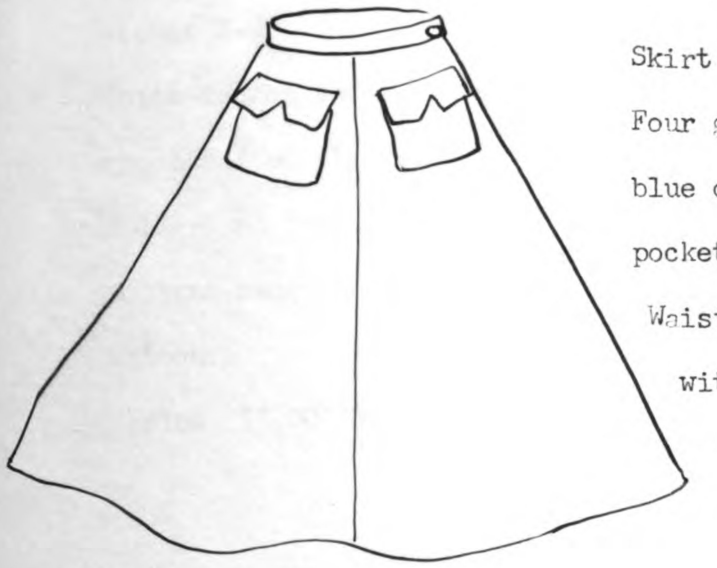
Grey, beige, pink and green plaid of orlon and wool fabric. Knife pleats with side zipper opening.

Price $3.00 Size 12

Skirt S-13

Wine wool felt with a circular flare. Belt lined with grosgrain ribbon. Flap of patch pocket ornamented with metallic thread, seed pearls and rhinestones.

Price $8.95 Size 8



Skirt S-14

Four gore skirt in medium dark blue cotton velveteen. Patch pockets with notched flaps. Waistline elasticized and lined with grosgrain ribbon. Side zipper opening.

Price $7.95 Size 8

Skirt S-15

Full gathered skirt in dark brown cotton with printed stylized border of Pennsylvania Dutch motifs. Made by the investigator.

Cost to make $.86 Size 10

Blouse S-7

Pink and white check cotton blouse with convertible collar, short sleeves and patch pocket. Slashed opening of sleeves trimmed with cording and fastened with linked buttons.

Price $1.98 Size 8

Blouse S-8

White dacron sheer blouse with short puffed sleeves. Peter pan collar and front band trimmed with machine-made lace. Simulated pearl buttons.

Price $3.00 Size 8

Blouse S-9

White Indian Head cotton shirtwaist type blouse made by the investigator. Convertible collar and short cuffed sleeves. Patch pocket.

Cost to make $1.69 Size 8

Blouse S-10

White broadcloth cotton shirtwaist type blouse. Peter pan collar and short sleeves. Patch pocket with flap.

Price $1.00 Size 7

Blouse S-11

Light blue cotton broadcloth blouse with convertible collar and short cuffed sleeves. Cuffs buttoned with link fastenings. Front opening buttoned with pearl shank buttons.

Price $2.25 Size 10

Sweater S-1

Tan orlon slip-over sweater with short set-in sleeves. Ribbing at neckline, sleeves and waist.

Price $3.95 Size 10

Sweater S-2

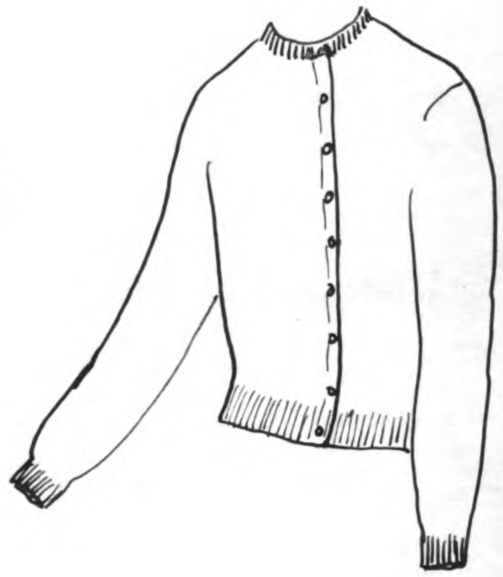
Pink angora and wool slip-over sweater with short set-in sleeves. Ribbing at neckline, sleeves and waist. Beads, sequins and embroidery trim at neckline.

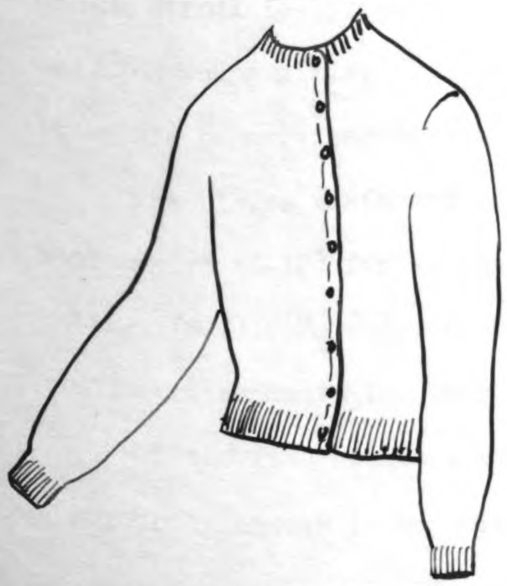
Price $5.95 Size 10

Sweater S-3

Navy blue nylon cardigan sweater with long set-in sleeves. Ribbing neckline, sleeves and waist. Plastic buttons.

Price $4.98 Size 10





Sweater S-4

White nylon cardigan sweater with long set-in sleeves. Ribbing at neckline, sleeves and waist. Plastic buttons.

Price $4.98 Size 12

Sweater S-5

Red cotton slip-over sweater with short raglan sleeves. "Angora" like braid in necklace design.

Price $2.00 Size "M"

A skirt with a blouse or sweater was the favored school outfit of eight of the ten mothers. Skirts with blouses and sweaters were also favored for wear to the movies, but were not preferred for other activities or occasions.

Preferences for School Wear

Of the four skirts shown, the pleated orlon and wool (S-12) was preferred by six mothers for school wear as they liked pleated skirts and thought the orlon and wool would hold its shape and be easy to launder. Two other mothers indicated that they would choose the dark brown dirndl (S-15) as it would be easy to launder and would look well on young girls. Two chose the wine felt (S-13) for they thought it would be serviceable but thought the price of $8.95 too high.

The blouse preferred to coordinate with the pleated orlon and wool skirt (S-12) for school wear was the pink and white checked cotton (S-7). However, every blouse shown was chosen by one or more of the respondents for wear with this pleated skirt.

Of the five sweaters the tan orlon (S-1) was the one most frequently chosen to be worn with the pleated skirt (S-12) for school

wear. Two mothers chose the navy and white cardigans (S-3 and S-4) to wear with it as "my daughter needs a cardigan" and "this cardigan could be worn over a blouse."

Preferences for Sunday or Better Wear

The blue velveteen skirt (S-14) was preferred by five of the ten mothers for Sunday or better wear, as they considered it both dressy and serviceable. One respondent mentioned that the velvet would harmonize with the velvet coat which she was making for her daughter. Another thought that the velvet would be suitable for either school or dress-up. The pleated orlon and wool skirt (S-12) was chosen by two because they thought it could be worn for either school or dress-up and would be easy to launder. The wine felt (S-13) was chosen by two as they thought it suitable either for school or dress-up, although it had a "more dressed-up look" than the other skirts in this group.

The dacron sheer (S-8) was the only blouse chosen to be coordinated with the blue velveteen skirt (S-14) for dress-up wear. It was also chosen for wear with the pleated skirt. Both the dacron sheer and the pink check blouse (S-7) were chosen to be worn with the wine felt (S-13) skirt for Sunday or better wear.

The tan orlon sweater (S-1) was the popular choice for combining with the blue velveteen (S-14) skirt, although the pink angora and wool (S-2) sweater was the choice of two mothers.

Preferences for Price

When the respondents were asked to consider this group of skirts in terms of price, nine of the ten chose the pleated orlon and wool (S-12). One mother indicated that she thought the wine felt skirt (S-13) was excessively high in price.

When considering the price of the blouses separately, the pink and white check cotton (S-7) and the white dacron sheer (S-8) were chosen by nine and seven mothers, respectively.

The most popular sweater based solely on price was the tan orlon (S-1), as it was the choice of seven respondents. The pink angora and wool (S-2) and the white nylon cardigan (S-3) were each chosen by four of the respondents.

Preferences for Winter Coats, Group E

Three winter coats were shown to the mothers for determining their preferences as to design, color, opinions on cost of up-keep, durability, and special features. These three coats are illustrated and briefly described below in order that the respondent's preferences may have more meaning to the reader.

Coat C-1

Ready-to-wear grey heavy flannel coat of 50 percent new wool and 50 percent reprocessed wool. Three gores and belt in back. Double-breasted with slashed pockets. Collar of red velvet. Red plastic buttons.

Price $13.44 Size 12

Coat C-2

Beige orlon fleece coat with kimona sleeves, shawl collar and patch pockets. Notched cuffs. Brown and beige plastic buttons on front opening. Made by the investigator. Cost to make $26.94 Size 12

Coat C-3

Ready-to-wear green and black tweed wool coat. Princess style, gathered and belted at center back. Double-breasted with flap pockets at waist-line. Close fitting collar and pocket flaps trimmed with green velvet. Labeled "Save-A-Year" coat. Price $29.95 Size 12

Preferences for Design or Style

The green and black tweed (C-3) was the first choice of four respondents. The grey trimmed in red (C-1) was the preference of three. Two respondents said they did not like any of the three coats. The reasons given for their preference of the green and black tweed (C-3)

were "wouldn't soil easily," and "would be warmer," "like style and 'Save-A-Year' feature," and "would look best on my daughter." The reasons given by those who preferred the grey coat rimmed in red (C-1) were "price is right," "would be warmer and better for school," "would fit my daughter best" and "style is better for my daughter."

When asked whether or not they would select any of the three coats shown in this group for their daughters, five mothers said they would select one. The five who stated that they would not choose any of the three gave as their reasons: "there are prettier styles," "don't like styles," "colors are too neutral for my daughter" and "can find something better."

Preferences for Color

The color of the coats was objectionable to seven of the ten mothers. The tan orlon fleece (C-2) was thought impractical as it would show soil readily. Another thought the grey coat trimmed in red (C-1) and the tan orlon fleece (C-2) were drab colors for a child. Even though all of the respondents objected to the colors in these coats, no one considered that the cost of upkeep would be excessive.

Preferences for Serviceability

The two coats considered the most durable were the grey (C-1) and the tweed (C-3). However, the mothers who chose the tweed could not justify their opinion as to why they thought it would be more durable. Those choosing the grey gave as their reasons: "get more for your money," "heavier material will wear better," "heavier and warmer material," "closer weave is warmer."

Preferences for Price

The price of either the tan orlon fleece (C-2) and the green and black tweed (C-3) was thought to be excessive by six of the mothers. When asked the price range in which they customarily purchased their daughter's winter coats, two indicated they preferred to pay less than $25.00. The other four said they would pay more than $25.00 or that they had no set price range. This would indicate that none of the three coats were sufficiently well liked by these respondents to justify their price. In general, the mothers did not like either the styling or colors. Price was, apparently, less objectionable than other factors that they felt to be important when selecting a winter coat for their daughter.

CHAPTER V

SUMMARY

This study is concerned with determining preferences and practices in the purchase and use of selected items of outerwear for girls eight through twelve years of age. The survey was made in Lansing, Michigan, during the winter of 1954-55 as a pilot study for a more comprehensive Experiment Station study in clothing.

The primary purposes of this small survey was to ascertain the feasibility of the use of actual garments in an interview situation, to develop a means for transporting and displaying these garments during the interview and to evaluate the questionnaire for clarity and reliability.

The investigational procedure consisted of personal interviews with ten mothers. The first part of the questionnaire dealt with the socio-economic status of the family, home sewing practices and equipment, and buying practices. The second part dealt with the mother's specific preferences for selected ready-to-wear and home-made dresses, blouses, sweaters, skirts and winter coats. Actual garments were used so that the interviewer and the respondent had a common basis for communication as terminology used to describe style, color, etc. does not have like meaning to all people. The use of actual garments reduced confusion

as to meaning, therefore, the evaluation of their expressed preferences and opinions are regarded as reliable. However, the use of a sufficient number of garments to adequately reflect individual preferences presented a practical problem of transportation and display.

The sampling was drawn at random from two socio-economic areas in Lansing, Michigan. One area had a higher percent of white collar workers whose education and income was anticipated to be different than the respondents in the second area where there was a higher percentage of manual workers. The sampling was equally divided into manual and white collar workers. Although every effort was made to survey families of different income levels, the majority of the families interviewed in both areas had annual incomes of $5,000 to $7,500. The Warner Index of Status Characteristics was used as a basis for scoring the house-type and dwelling area to establish the socio-economic status of the families.

Analysis of the data on home sewing and purchase of ready-to-wear showed significant uniformity in certain practices. The data indicated that the daughter's clothing was usually selected jointly. The data also showed that the older girl in the family was given more freedom in deciding the clothes she would wear than the younger or only child. The majority of the mothers and the younger girls thought their wardrobes adequate. However, dissatisfaction was expressed by the older girls and girls who were an only child in the family.

Every family owned a sewing machine and the greatest amount of sewing was done for the daughter. Major reasons given for home sewing were enjoyment, money economy and better quality of fabric. The most popular fabric for home sewing was cotton print. All of the girls in this study

wore "hand-me-downs," but restyling and remaking garments was not commonly practiced.

The items which the mothers preferred to purchase ready-made were tailored or knitted apparel such as coats and sweaters. Reasons for purchasing ready-to-wear rather than making them were lack of time for sewing, dislike of sewing or "home-made" look, becomingness of garment and economy. In purchasing ready-to-wear no preference was expressed for a specific type of store but shopping in several stores before buying was a common practice. These mothers usually had a preferred price in mind to spend for a specific item and the majority purchased sale items. They were unwilling to purchase any item of ready-to-wear which required major alterations. Garments sized by age were not satisfactory, but few respondents were acquainted with "height, weight and girth" type of sizing. Brand names apparently had little significance to these mothers.

Significant data on the mother's preferences for specific garments reflected subjective interest and judgment rather than objective analysis. Choices of garments were essentially evaluated in terms of color, style or becomingness for their own daughter, although suitability for different occasions determined some choices.

The mothers regarded all of the dresses which varied in price as suitable for school. Criticism and preferences were based essentially on the practical factors of serviceability and launderability, regardless of the price or design of the garment. However, when selecting a dress for better wear, style and individual becomingness were of primary consideration. Many of the respondents could see little or no difference

in the quality of fabric and workmanship among the dresses. In general, price did not seem to be a significant factor affecting preferences.

In the group of four dresses of the same price, the majority of the mothers were mainly concerned with factors of design, versatility for occasion and ease of maintenance as the basis for their preferences rather than cost. However, every dress in this group was thought by one or more respondents to be excessive in price.

The dresses made by the investigator were considered as attractive as the ready-mades. The respondents preferred them in design, price and workmanship, although the investigator felt that they were unrealistic as to the skill and time factors involved.

For school wear, the majority of the mother's preferred blouses, sweaters and skirts with their individual preferences based on versatility for occasion rather than fabric, color or price. Blouses, sweaters and skirts were not a popular choice for better wear.

The designs and colors of the coats used in this study were not well liked by the majority of the mothers as they thought they could find coats more attractive in both design and color. Considerable objection was voiced about the price of the coats shown. The mother's considered warmth, resistance to soil and "let-down" features as the desirable characteristics in a winter coat.

Although the number of respondents was small in this study the data indicated wide variation in the responses to questions pertaining to individual preferences in color, style and suitability to occasion. However, there was marked conformity and agreement concerning the objective factors of maintenance and potential serviceability.

CHAPTER VI

GENERALIZATIONS AND CONCLUSIONS

The limited sampling of ten families in this survey was considered adequate as the primary purpose in this pre-test was to develop and evaluate the schedule, materials and procedures for their employment in a more comprehensive study. The investigator believes that a larger sampling would not have revealed many additional or significant differences.

The findings of this survey on family buying practices and preferences for girls' apparel as expressed by the ten mothers interviewed, cannot be considered even typical because of the limited number of cases. However, some preferences and buying practices suggest sufficent conformity to be predictive of similar opinions and practices in the more comprehensive study. This pilot study further points up some of the difficulties in the procedure for sampling and interviewing.

The sampling based on the procedure and data developed by the Sociology Department for the socio-economic areas for Lansing, Michingan, proved satisfactory for locating both white collar and manual workers. However, the procedure of drawing the sample by numbering the city blocks was lengthy, tedious and expensive. Nine weeks, sixty-two direct contacts or visits and 311 miles were required to locate and interview ten eligible families.

Warner's Index of Status Characteristics for scoring the house-type and dwelling areas proved a more reliable method of establishing the family's socio-economic status than either income or occupation. The relevancy of some of the data concerning the family and social class identification could not be clearly determined in this small sampling. However, the relevancy of such data will be more significant in a larger sampling.

It was difficult to complete more than one interview in an afternoon as it took approximately one hour to locate an eligible family and the length of the interview ranged from one and a half hours to two and one fourth hours. As inclement weather was another factor which extended the interview period, a study of this type should be conducted at a time of year when weather conditions would not unduly delay interviewing.

The use of actual garments in this type of study was regarded as both feasible and effective for obtaining family preferences and practices. However, the number and variety of garments which were used presented so many variables that precise evaluation was difficult. A study of this type should be limited to a single category of garments so that such variables as color, design, fabric and workmanship could be more effectively controlled and subsequently evaluated.

The garment bags developed for the transportation of the garments were considered practical and satisfactory. Their design and material made them flexible and lightweight for handling the garments. However, the peg-board display stand used to show the garments to the interviewee was not considered satisfactory by the investigator. Its weight and

size made it difficult to remove from the car and to carry through doorways. The investigator suggests the use of a portable, collapsible, aluminum rack as a more suitable device for displaying the garments as it appreciably minimizes both bulk and weight in handling.

The sequence of the questions in the schedule followed a logical order in presentation and was considered satisfactory. In the main, the interviewee had little difficulty in understanding the intended meaning of individual questions. Showing garments at the halfway point stimulated the mother's interest in the interview at a time when interest tended to lag. However, the investigator felt that the total interview time was too long for the interviewee became somewhat restless and frustrated because of household or family obligations. For this reason it is recommended that the entire section on home sewing practices and preferences be eliminated in the larger study. Home production of clothing merits a separate investigation in order to secure an adequate amount of information for a reliable evaluation of home sewing practices.

Despite the limitations found in this pre-test, the investigator does feel that this small sampling suggests other areas and emphasis for additional investigations which would supplement and support this relatively new area of study on consumer preferences and buying practices in clothing. It was evident in this study that the expressed opinions of the mothers was not necessarily those of the daughter. This suggests the need for a similar study in which the pre-teen girls' preferences and buying practices are paralleled with preferences of the mother so as to determine if there is conflict in their judgment and opinions as well as the implications of such conflicts.

It was further noted that there was a distinct difference between the preferences and practices of the older and the younger girls in this study. The wide difference in the social and physical maturity of the eight, nine and ten year olds and the eleven and twelve year olds suggests a need for separate investigations on the variation in the prefernces for these two age groups.

The potentialities in the use of actual garments for determining specific clothing preferences of different age and sex groups is unlimited. Such studies are needed to reveal and establish the age at which different factors influence individual preferences if we are to better understand what constitutes needs and satisfactions in clothing.

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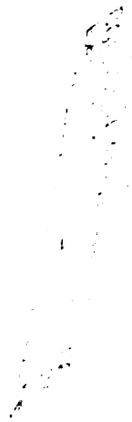
APPENDIX

QUESTIONNAIRE



Final Schedule - December 2, 1954
Experiment Station - Girls' Clothing Project
Michigan State College Code No. _____

Family name _____

Address _____

1. Do you have any daughters who are 8, 9, 10, 11 or 12 years of age? Yes ___, no ___

2. Are you and your husband between the ages of 25 and 45? Yes ___, no ___

3. Do you have any other children? Yes ___, no ___

   a. If yes, what are the ages and sexes of all your children?

Name	Age	Sex

(If more than one daughter within the 8, 9, 10, 11 and 12 age range, the interviewer will help in the selection of a daughter for our sample.)

Date of Interview _____

We would like to start by asking you a few questions about sewing done in the home.

4. Do you own a sewing machine? Yes ___, no ___

   a. If yes, what make or brand sewing machine do you own? _____

   b. Is it electric ___, or treadle ___: Cabinet style ___ or portable? ___

   c. Approximately how long have you owned your machine? Under 5 years ___, 5 to 10 years ___, over 10 years ___?

   d. Does it work satisfactorily? Yes ___, no ___

5. If you do not own a sewing machine, do you ever rent a machine, borrow a machine or go outside your home to sew? Yes ___, no ___

   a. Do you do this:

	Frequently	Occasionally	Never
Rent a machine			
Borrow a machine			
Go outside the home to sew			

6. Will you estimate the frequency or extent of the sewing by machine you do for those listed below?

	Frequently	Occasionally	Never
Husband			
Self			
Sons			
Daughters			
Other Relatives			
Friends			
Others (specify)			

7. Do you make or alter garments by hand? Frequently ___, Occasionally ___, Never ___.

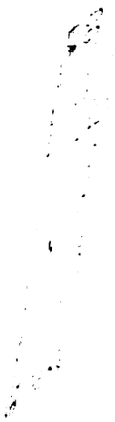
   (If never to last two questions, skip to page 6.)

8. Would you check the special sewing and pressing equipment which you have and use often?

   ___Dressmaker shears and scissors
   ___Pinking shears
   ___Tracing wheel
   ___Hem marker
   ___Convenient cutting surface
   ___Steam iron
   ___Sleeve board
   ___Pressing mit or ham
   ___Other (Specify)

9. Where do you lay out the fabric and pattern for cutting out garments for home sewing?

   ___Kitchen table
   ___Dining room table
   ___Floor
   ___Bed
   ___Card, recreation or folding table
   ___Other (Specify)



10. Do you feel that your sewing facilities and equipment are adequate___, somewhat adequate ___, inadequate___, or very inadequate ___?

    a. If you could add or change your sewing equipment and facilities, what would you do?

    b. If your sewing facilities and equipment were improved, do you think you would probably sew a great deal more ___, somewhat more___, a little more ___, or would continue to sew as you do now___?

Home Sewing Practices and Preferences for the Daughter

11. Which wardrobe items do you make for your daughter from new fabric?

a	___Coats	e	___School Dresses	j	___Robes/housecoats
b	___Raincoats	f	___Dress-up dresses	k	___Pajamas
c	___Jackets/blazers	g	___Play clothes	l	___Nightgowns
d	___Sweaters	h	___Skirts	m	___Slips
		i	___Blouses	n	___Other (Specify)

12. Which clothing items does your daughter prefer that you make of the garments listed in question 11? _____ _____

_____ _____ _____ _____

13. Which clothing items does she prefer to have purchased ready-made of the garments listed in question 11? _____ _____

_____ _____ _____ _____

14. Check any of the following reasons which indicate your preferences for making clothing for your daughter?

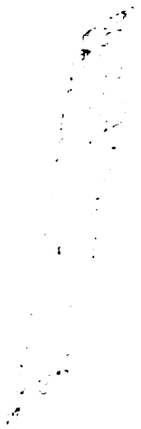
___Enjoy sewing
___Money Economy
___Better quality fabric
___More becomingly styled garments
___Ready-made requires too many alterations
___Wider selection in fabric design and color
___Daughter's figure requires special fitting.
___Other (Specify)

15. Are there some garments in your daughter's wardrobe that you have made for her which she wears infrequently or does not wear at all? Yes ___ no ___

    a. Would you indicate those items? _____

    b. What are her reasons for not wearing them? _____

    _____



In order that we may be talking about the same thing, let us define "hand-me-down," "restyled" and "remade " garments. A "hand-me-down" is a garment that is essentially unchanged. A "restyled" garment is one in which some of the items are modified in such a way that the garment appears different. A "remade" garment is one in which an entirely different garment is made from used garments or used material.

16. Has your daughter ever worn "hand-me-downs?" Yes ___, no ___

    a. If yes, whose clothes were they? _____

    b. If yes, how do you think she felt about wearing them? _____

    _____

17. Do you "restyle" or "re make" garments for your daughter frequently ___, occasionally ___ or never ___?

    (If never, omit the rest of this question.)

    a. What clothing items in your daughter's wardrobe have been "remade" or "restyled" from other garments?

	"remade"	"restyled"		"remade"	"restyled"
Coats			Blouses		
Raincoats			Robes/housecoats		
Blazers/jackets			Pajamas		
School dresses			Nightgowns		
Dress-up dresses			Slips		
Skirts			Other(Specify)		

    b. In general, would you say that your daughter wears these "restyled" or "re made" garments frequently___, occasionally ___, or never ___?

    c. Do you "restyle" or "re make" garments for your daughter primarily for financial reasons? Yes ___, no ___.

    d. If no, why do you "restyle" or "remake" garments?

18. Do you have a "favorite" brand name in a commercial pattern which you would prefer to use in sewing for your daughter? Yes ___, no ___.

    a. If yes, what is your "favorite"? _____

    b. Would you check the reasons listed below why you like this commercial pattern?

___This brand most available
___Familiar with this brand
___Less expensive
___Better styled designs
___Easier to understand sewing guide
___Perforated paper pattern easier to use
___Printed paper pattern easier to use
___Other (Specify)

19. Do you frequently ___, occasionally ___, or never ___alter the pattern to change the design for your daughter?

20. Do you frequently ___, occasionally ___, or never ___ alter the pattern to improve the fit?

21. In what price range do you customarily pruchase fabric for her?

Woolen dress material: $2.-$3.___, $4.-$5.___, $6.-$8. per yd.___, no set price range____.

Cotton print: $.25-$.50___, $.50-$.75___, $.75-$1.___, $1.00-$1.50 ___, no set price range ___.

Corduroy: $1.00-$1.50___, $1.50-$1.75___, $1.75-$2.00___, $2.00-$2.25 per yd.____, no set price range ___.

22. When you are shopping for the fabric for garments to be made at home, what usually influences your purchases?

The fabric ___ is new this season
___ is on sale
___ is a remnant
___ is a known brand name
___ is suitable in weave
___ is colorfast
___ is sanforized or has other shrinkage treatment

The fabric ___has a special finish (Crease resistant)
___has a design, color or texture that you like
___is suited to you daughter's needs
___Other (Specify)

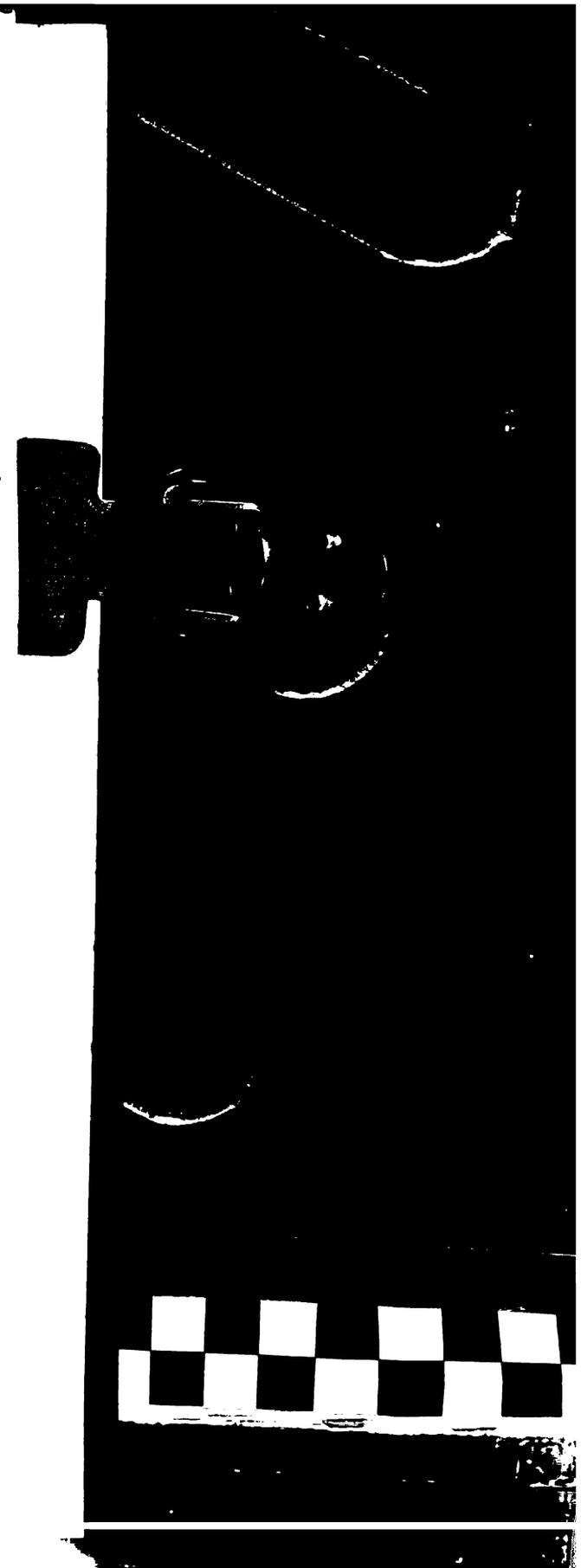
23. Have you ever made garments for your daughter from nylon, orlon, dacron, dynel or acrilian? Yes ___, no ___

a. If yes, did you have any difficulty in handling them? Yes ___, no ____

b. If yes, what were your difficulties? _____

24. Which of the following sewing processes do you use and which do you find difficult?

	Processes used	Find difficult
Altering and fitting pattern		
Placing pattern on cloth (layout)		
Cutting		
Transfer of pattern markings to cloth		
Basting (or pinning) garment together		
Fitting the garment		
Construction, such as: Sleeves		
Belt		
Collar		
Buttonholes		
Zipper/plackets		
Hem		



25. Is there anything more that you would like to learn about sewing? Yes ___, no ___

a. If yes, what? _____

_____

26. Do you usually ___, sometimes ___, or never ___ figure the actual cost in dollars and cents for the garments which you have made for you daughter?

a. Do you always ___, sometimes ___, or never ___ save money by sewing for your daughter?

27. Does your daughter sew for herself? Yes ___, no ___

a. If yes, what has she made? _____

Ready-to-Wear Practices and Preferences for the Daughter

28. Which items in your daughter's wardrobe are usually purchased ready-made?

___Coats	___Play clothes	___Nightgowns
___Raincoats	___Sweaters	___Slips
___Snowsuits	___Skirts	___Pants
___Jackets/blazers	___Blouses	___Other (Specify)
___School dresses	___Robes/housecoats	
___Dress-up dresses	___Pajamas	

29. Please check the reason that usually influence your purchase of the above ready-made items.

___Dislike sewing	___Can get wider choice of design and fabric
___Dislike "home-made" look of garments made at home	___Can find better workmanship in ready-made
___Lack equipment or space to sew	___Can see becomingness of garment in a ready-made
___Do not have time to sew	___Other (Specify)
___Can save money in buying ready-made	

30. Of the factors listed below, which do you most frequently consider when purchasing a ready-made school dress for your daughter?

___Brand name	___Style	___Workmanship
___Fiber content	___Color	___Cost of upkeep
___Price	___Ease of care	___Other (Specify)

31. In what type of store do you frequently purchase the following items for your daughter?

	Dept. Knapps Arbaughs	Speciality Jacobson Child Cntr.	Chain Penny's Grants	Mail-Order Sears Wards	5¢ - $1.00 Kresge's Woolworth	Reason
Coats						
Raincoats						
Snowsuits						
Jackets/blazers						
School Dresses						
Dress-up dresses						
Play clothes						
Sweaters						
Skirts						
Blouses						
Robes/housecoats						
Pajamas/nightgowns						
Slips						

32. Before you make a purchase, do you frequently ___, occasionally ___, or never ___ shop in several stores?

33. In local stores, do you find the size of garments indicated by "height, weight and girth measurements?" Yes ___, no ___

    a. If yes, do you prefer to buy them rather than garments sized in some other way? Yes ___, no ___

34. Can you rely on one "age" size of dresses to fit your daughter well? Yes ___, no ___

    a. If yes, what "age" size is it? _____

35. Which of the following garments does your daughter try on before purchasing?

	Frequently	Occasionally	Never
Coats			
Suits/jackets			
Dresses			
Blouses			
Slacks/blue jeans			
Slips			
Sweaters			

36. Do you usually ___, occasionally ___, or never ___ purchase specific clothing items by "brand name?"

    a. Do you frequently ___, occasionally ___, or never ___ repeat purchases of "brand name" items which you have found to be satisfactory?

37. Do you find it frequently ___, occasionally ___, or never ___ necessary to return apparel purchased for your daughter?

a. If yes, which type of apparel do you frequently find it necessary to return?

____Coats	____ Blouses	____Underwear
____Sweaters	____School dresses	____Other(Specify)
____Play clothes	____Dress-up dresses	

b. Would you check below the reasons for which you frequently request adjustment on clothing purchases?

____Wrong size or poor fit	____Seams pulled out
____Fabric imperfections	____Excessive shrinkage
____Printed off grain	____Other (Specify)
____Garment or fabric cut off grain	

38. In which price range do you customarily purchase these clothing items for your daughter?

Winter coat: Under $10. ___, $10.-$15.___, $15-$20.___, $20.-$25.___, $25.-$35.___, no set price range ____.

School dress: Under $3.___, $3.-$5.___, $5.-$7.____, $7.-$10.____, $10.-$15.____, no set price range ___.

Pajamas (Cotton): Under $3.___, $3.-$4.___, $4.-$5.___, $5.-$6.___, $6.-$7.____, $7.-$8.___, no set price range ____.

Slip (rayon): Under $2.___, $2.-$3.___, $3.-$4.___, $4.-$5.____, $5.-$6.___, $6.-$7.___, no set price range ___.

39. Do you frequently ___, occasionally ___, or never ___ purchase items for your daughter's wardrobe at sales?

a. What items do you frequently purchase at special sales such as, end of the month and seasonal clearance, "special" promotional and pre/post holiday sales?

	End of Month Clearance	Seasonal Clearance	Special Promotional	Pre/Post Holiday
Coats				
Raincoats				
Jacket/blazers				
School dresses				
Dress-up dresses				
Play clothes				
Sweaters				
Blouses				
Skirts				
Robes/housecoats				
Pajamas/nightgowns				
Slips				

b. Generally speaking, have you found "sales purchases" for your daughter completely satisfactory ___, moderately satisfactory ___, or less satisfactory ___ than garments purchased at "regular" prices?

c. From your experience in buying for your daughter have you frequently ____, seldom ___, or never ___ found "better quality merchandise" reduced in price?

d. Would you list what you consider advantages in purchasing merchandise reduced in price?

e. Would you list what you consider limiatations in purchasing merchandise reduced in price?

40. Will you purchase ready-made garments for your daughter which require alterations? Yes ___, no ___

a. If you do the alterations on your daughter's garments, which of the following alterations would you do?

____Change zipper in skirt placket
____Shorten or lengthen a lined coat
____Put a hem in a full flared skirt
____Put a hem in a straight skirt
____Shorten a belt
____Refit shoulders
____Reset sleeves
____Other (Specify)

41. In many families items of clothing are often used as gifts for special occasions?

Is clothing frequently ___, occasionally ___, or never ___ given to your daughter?

a. Which apparel items are frequently given to your daughter?

____Coats
____Dresses
____Robes
____Pajamas
____Blouses
____Sweaters
____Skirts
____Other (Specify)

b. From whom does she receive clothing as gifts?

	Frequently	Occasionally
Parents		
Sisters		
Brothers		
Grandparents		
Aunts		
Friends		
Other (Specify)		

42. Are clothing expenditures for the members of your family planned? Yes ___, no ___.

a. If yes, does your daughter help in this family planning of clothing expenditures? Yes ___, no ___

43. Some families give their daughter allowances for clothing. Do you? Yes ___, no ____

a. If yes, what clothing does she frequently purchase out of her allowance?

_____

b. Does your daughter save from her allowance over a period of time to buy "special" or more expensive items of clothing? Yes ___, no ___.

c. If yes, what does she buy? _____

44. Does your daughter earn her own spending money? Yes ___, no ___

a. Does she spend any of her own money for clothing items? Yes ___ no ___

45. How are the following items of your daughter's clothing frequently selected?

	By mother alone	By daughter alone	By mother and daughter	Other (Specify)
Coats				
Raincoats				
Jackets/blazers				
School dresses				
Dress-up dresses				
Play clothes				
Sweaters				
Skirts				
Blouses				
Robes/housecoats				
Pajamas/nightgowns				
Slips				

a. If your daughter receives help in selecting clothing do you think that, at times, she would prefer to make clothing choices by herself? Yes ___, no ____

b. Would you like to have your daughter take more responsibility than she takes now in the selection of her clothing? Yes ___, no ___

46. Does your daughter possess ready-made clothing items that are infrequently or never worn? Yes ___, no ___

a. If yes, what are they? _____

b. Why were they not worn? _____

Part II
Final Schedule - December 2, 1954
Experiment Station - Girls' Clothing Project
Michigan State College Code No. _____

This group of dresses are ready-made but vary in price. Would you consider the following questions in reference to your daughter?

(Dresses in this group are D15, D11, D10 and D6)

47. Which one of these four designs do you like best? ____

a. Why? _____

48. Which one of these four designs do you like least? ____

a. Why? _____

49. Would you select any of these four dresses for general school wear? Yes ___, no ___

a. If yes, which one(s)? ____ b. Why? _____

50. Which of these dresses do you think would keep its appearance best through many launderings?

51. In your opinion would any of these dresses require special or extra care in laundering? Yes ____, no ____.

a. If yes, which one(s)? _____ b. Why? _____

52. Do you object to the findings (belt, buttons, etc.) or decorative trim on any of these dresses? Yes ____, no ____

a. If yes, which one (s)? ____ b. Why? _____

53. Do you think the fabrics used in these dresses are of comparable quality? Yes ___, no ____

a. If no, which one is best? _____

54. Do you think the workmanship (stitching, seams, hems, etc.) on these dresses is equally well done? Yes ___, no ____

a. If no, which one has the best workmanship? ____

55. If your daughter needed school dresses and you intended to spend $6.00, in which of the following ways would you prefer to spend that $6.00?

Buy one dress, similar to D11, at $6.00? _____

Buy two dresses, similar to D10, at $3.00 each? ____

55. Cont'd.

Buy three dresses, similar to D15, at $2.00 each? ____

Buy one dress, similar to D6 at $4.00, and a second dress, similar to D15 at $2.00, spending a total of $6.00? _____

56. Do you think the price of any dress in this group is excessively high for its quality? Yes ___, no ___.

a. If yes, which one(s)? _____ b. Why? _____

This is a group of dresses which have been made at home.

(Dresses in this group are D18, D17, D12 and D8)

57. Would you say these dresses are more attractive ___, less attractive ___ or just as attractive as ____ those in the preceding group?

58. Of these two dresses which would you rather have for your daughter?

D15 ___, or D18 ___. D6 ___, or D8 ___.

D10 ___, or D17 ___. D11 ___, or D12 ___.

59. Which would you prefer to do:

Buy D15 at $1.98 ___ or make D18 at $1.78___?

Buy D10 at $2.98 ___ or make D17 at $2.45 ___?

Buy D6 at $3.98 ___ or make D8 at $2.56 ___?

Buy D11 at $5.95 ___ or make D12 at $3.30 ___?

60. Which of these two dresses, D15 ___ or D18 ___, do you think has the better quality fabric?

a. Of D6 ___ and D8 ___?

61. Do you think there is any difference in workmanship between D6 and D8? Yes ___, no ___

a. If yes, which one is better? _____ b. Why? _____

62. Which of the dresses in this group do you like best for general school wear? _____

a. Why? _____

63. If you sew, which of these dresses would be the easiest (length of time and difficulty) for you to make? _____

    a. Which one would be the hardest for you to make? ____

64. Do you think you could make a dress that would look as well as ___, not as good as ___, or better than ___ the dresses in this group?

This is a group of dresses which are ready-made and are of the same price.

(Dresses in this group are D16, D13, D11 and D9.)

65. Which one of these four designs do you like best? ____

    a. Why? _____

66. Why one of these four designs do you like least? _____

    a. Why? _____

67. Would you select any of these dresses for general school wear for your daughter? Yes ___, no ___

    a. If yes, which one(s)? _____ b. Why? _____

68. Would you select any of these dresses for Sunday or "better wear" for her? Yes ___, no ___

    a. If yes, which one(s)? ____ b. Why? _____

69. Do you think that any of these dresses would require special or extra care? Yes ___, no ___

    a. If yes, which one(s)? _____

    b. What special care would you give it? _____

70. Do you object to the findings (belt, buttons, etc.) or decorative trim on any of these dresses? Yes ____, no ____

    a. If yes, which one(s)? _____ b. Why? _____

71. Do you think that the price $6.00 is too high,____, too low ___, or is the price you would expect to pay ____ for D11?

    a. Do you think that the price $6.00 is too high ___, too low ___, or is the price you would expect to pay ___ for D13?

    b. Do you think that the price $6.00 is too high ___, too low ___, or is the price you would expect to pay ___ for D16?

    c. Do you think that the price $6.00 is too high ___, to low ___, or is the price you would expect to pay ___ for D9?

72. Which of these types of garments does your daughter prefer to wear?

	To School	For "better wear"	Movies	Around the house
One piece cotton dress				
One piece taffeta dress				
Two piece suit				
Jumper and blouse				
Shirt and blue jeans				
Play clothes				
Skirt and blouse				
Skirt and sweater				
Other (specify)				

(The separates included in this group are: Skirts, S12, S13, S14 and S15; Blouses, S7, S8, S9, S10 and S11; Sweaters, S1, S2, S3, and S5.)

73. Which of the skirts in this group would you select for your daughter to wear to school? _____

a. Why? _____

74. Which of the skirts in this group would you select for your daughter for Sunday or "better wear"? _____

a. Why? _____

75. In considering the price of these skirts would you select S12 at $3.00 ___, S13 at $8.95 ___, S14 at $7.95 ___, or S15 at $.86 ___?

76. How long do you think it would take you to lengthen the skirt of S15? _____

77. Does your daughter prefer to wear a skirt with a blouse ____ or with a sweater? _____

(If she prefers to wear a blouse, answer questions 78, 79, and 80.
If she prefers to wear a sweater, answer questions 81, 82, and 83.
If she wears both, answer questions 78, 79, 80, 81, 82 and 83.)

78. Which of these blouses would you select to wear with the school skirt you selected in question 73? _____

a. Why? _____

79. Which of these blouses would you select to wear with the Sunday or "better wear" skirt you selected in question 74? _____

a. Why? _____

80. In considering the price of these blouses would you select S7 at $1.98 ____, S8 at $3.00 ___, S9 at $1.69 ___, S10 at $1.00 ___ or S11 at $2.25 ___?

81. Which of these sweaters would you select to wear with the school skirt you selected in question 73? _____

    a. Why? _____

82. Which of these sweaters would you select to wear with the Sunday or "better wear" skirt you selected in question 74? _____

    a. Why? _____

83. In considering these sweaters would you select S1 at $3.95 ___, S2 at $5.95 ___, S3 at $4.98 ___, or S5 at $2.00 ___?

84. Which one of these three coat designs do you like the best? _____

    a. Why? _____

85. Would you select any of these three coats for your daughter? Yes ___, no ___

    a. If no, why not? _____

86. Would you reject any of these coats because of color? Yes ___, no ___

    a. If yes, why? _____

87. Would you consider cost of upkeep of any of these coats to be excessive? Yes ___, no ___

    a. If yes, which one(s)? _____ b. Why? _____

88. Which of these coats do you think would be the most durable or would wear the most satisfactorily? _____

    a. Why? _____

89. Do you think that the price is too high ___, too low ___ or what you would expect to pay ___ for C1?

    a. Do you think that the price is too high ___, too low ___ or what you would expect to pay ___ for C2?

    b. Do you think that the price is too high ___, too low ___ or what you would expect to pay ___ for C3?

90. Do you think you could make a coat similar to C2? Yes ___, no ___

    a. If no, why not? _____

91. If these coats needed more length, would you lengthen them yourself? Yes ___, no ___

    a. If yes, which one(s)? _____ b. How long do you think it would take you? _____ c. If no, why? _____

92. Have you ever bought a coat with "let-down" features? Yes ___, no ___

a. Did you pay more for it than you usually pay for a coat? Yes___ no ___

b. If yes, was this coat justified by the additional length of time the coat was worn? Yes ___, no ___.

c. If no, do you think such a "let-down" feature in a coat justifies a greater cost? Yes ___, no ___

93. How long do you expect your daughter to wear her coat? One year ___, two years ___, or three years ___?

94. Does your daughter have more than one coat? Yes ___, no ___

a. If yes, how many? _____

95. What brand names have you purchased in clothing for your daughter?

_____

96. Check the brand names listed below that you have purchased for your daughter?

___Youth Time	___ Judy Kent	___Cinderella	___Youngland
___Fein	___ Dapper Duds	___Love	___Young Town
___Linda Lo	___ Ship n' Shore	___Princess Pat	___Peggy & Sue
___Flower Girl	___Suzanne	___Chubbette	___Coatcraft
___Pandora	___Myra Mae	___Kate Greenway	

a. Were any of these brand names unsatisfactory? Yes ___, no ___

b. If yes, which one(s)? _____ c. Why? _____

97. Which of the following personality characteristics would best describe your daughter?

___Very friendly and sociable
___Moderately sociable
___Quiet and reserved
___Very quiet and reserved

98. Does your daughter like people to notice or remark about her clothes? Yes ___, no ___

a. Why? _____

99. In general, how do your daughter's clothes compare with those of her neighborhood friends?

___Much better
___A little better
___About the same
___Not as good as her friends.

100. Does your daughter "dress-up" in your clothes or shoes for play? Yes ___, no ___

a. If yes, why do you think she does? _____

b. If no, did she when she was younger? Yes ___, no ___

c. If yes, why did she? _____

101. Does your daughter ever borrow clothing from someone else? Yes ___, no ___

a. If yes, from whom? _____

102. Does your daughter decide by herself what she will wear each day? Always ____, frequently ____, occasionally ____ or never ____.

103. Does your daughter decide by herself what she will wear for special occasions? Always ____, frequently ____, occasionally ___ or never ____

104. Does your daughter like to wear party clothes? Yes ___, no ___

105. Does your daughter show interest in taking care of her clothes? Yes ___, no ___

106. Do you think your daughter is satisfied with:

The amount of clothes she has? Yes ___, no ___
The style of her clothes? Yes ___, no ___
The quality of her clothing? Yes ___, no ___
The condition of her clothes? Yes ___, no ___
The colors in her wardrobe? Yes ___, no ___
The fit of her clothes? Yes ___, no ___

107. Are there any specific clothing items that your daughter does not have that you think she should have? Yes ___, no ___

a. If yes, what are they? _____

108. Is there anyone whom your daughter tries to imitate in her clothing choices? Yes ___, no ___

a. If yes, who? _____

109. What is the approximate height and weight of your daughter?

Height _____, weight _____

110. Where does she go to school? _____

111. In what grade is she? _____

112. How does your daughter get to school? Walk ___, by bus ___, by car ___ or by bicycle ___.

113. Does she come home for lunch? Yes ___, no ___

a. If no, does she buy her lunch ___ or carry her lunch ___?

114. To what clubs or organizations does your daughter belong?

In school_____outside of school _____

115. Does she take private music or dancing lessons? Yes ___, no ___

116. How often does your daughter attend church or Sunday school? Frequently ___, occasionally ___ or doesn't attend ___

117. How often does your daughter attend the movies? Frequently ___, occasionally ___ or doesn't attend _____.

118. What magazines or newspapers does she read? _____

119. If you were asked to use one of these three names for your social class which would you say you belonged to? Middle class ___, lower class ___ or upper class _____.

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

_____ Under $2,000 ___$5,000 to $7,499 ___ Over $10,000

_____ $2,000 to $4,999 ___$7,500 to $9,999

121. What type work does your husband do? _____

122. Do you ever work outside the home? Yes ___, no ___

a. If yes, is it full time ___ or part time ___?

b. What type of work do you do? _____

123. In which of these age groupings do you belong?

___ 25 to 29 ___ 30 to 34 ___ 35 to 39 ___ 40 to 45

124. In which age group does your husband belong?

___ 25 to 29 ___ 30 to 34 ___ 35 to 39 ___ 40 to 45

125. What grade in school did you complete? _____

Index of Status Characteristics

Directions: Assign the individual or the status appropriate to the values on the scale from "1" high to "7" low for each of the characteristics selected for the index.

A. Area lived in

1. Select residential area of highest repute in the community.
2. Better suburban and apartment house area; homes with large grounds.
3. Preferred residential area, adequate grounds; good apartment buildings.
4. Residential neighborhood with no deterioration; reputed to be average.
5. Area beginning to deteriorate; business or industry entering into it.
6. Area considerably deteriorated but not slum area; depreciated reputation.
7. Slum area of the community; neighborhood in bad repute.

B. House type

1. Large house in good condition; adequate grounds (1A,2A,1B,2B)
2. L H in medium condition; M H in good condition; best apartment (3A,3B,1C,2C)
3. M H in medium condition; large apartments in good buildings. (3C)
4. L H & M H in fair condition; apartments in fair condition (1D,2D,3D)
5. S H in good condition, good apartments in remodeled houses (4A,4B,5A,5B)
6. S H in medium condition; apartments in fair condition. (4C,4D,5C,5D)
7. All houses and apartments in bad condition (1E,2E,3E,4E,5E)

Note: Size (L H = 1 or 2 M H = 3 S H = 4 or 5)

Condition (good = A or B Medium = C Fair = D Bad = E)

20 possible types fitted into seven ratings.

A. (Area lived in) _____

B. (House type) _____

MAPS AND DRAWINGS

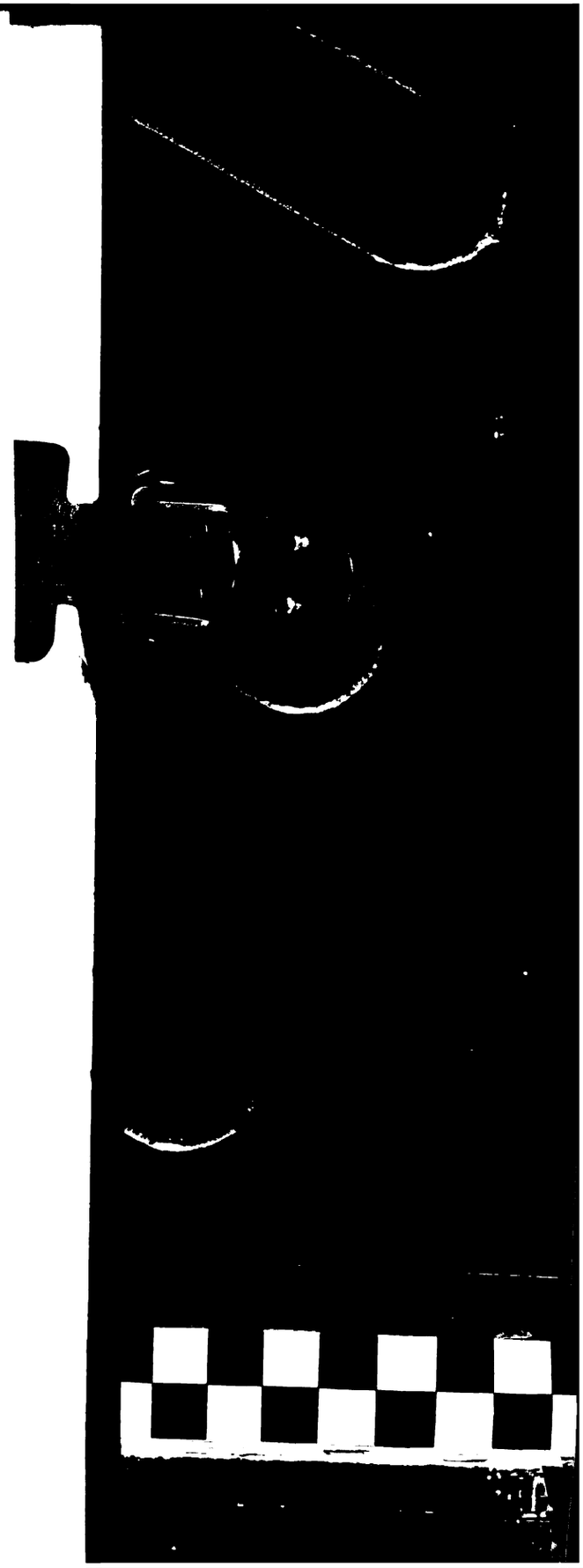
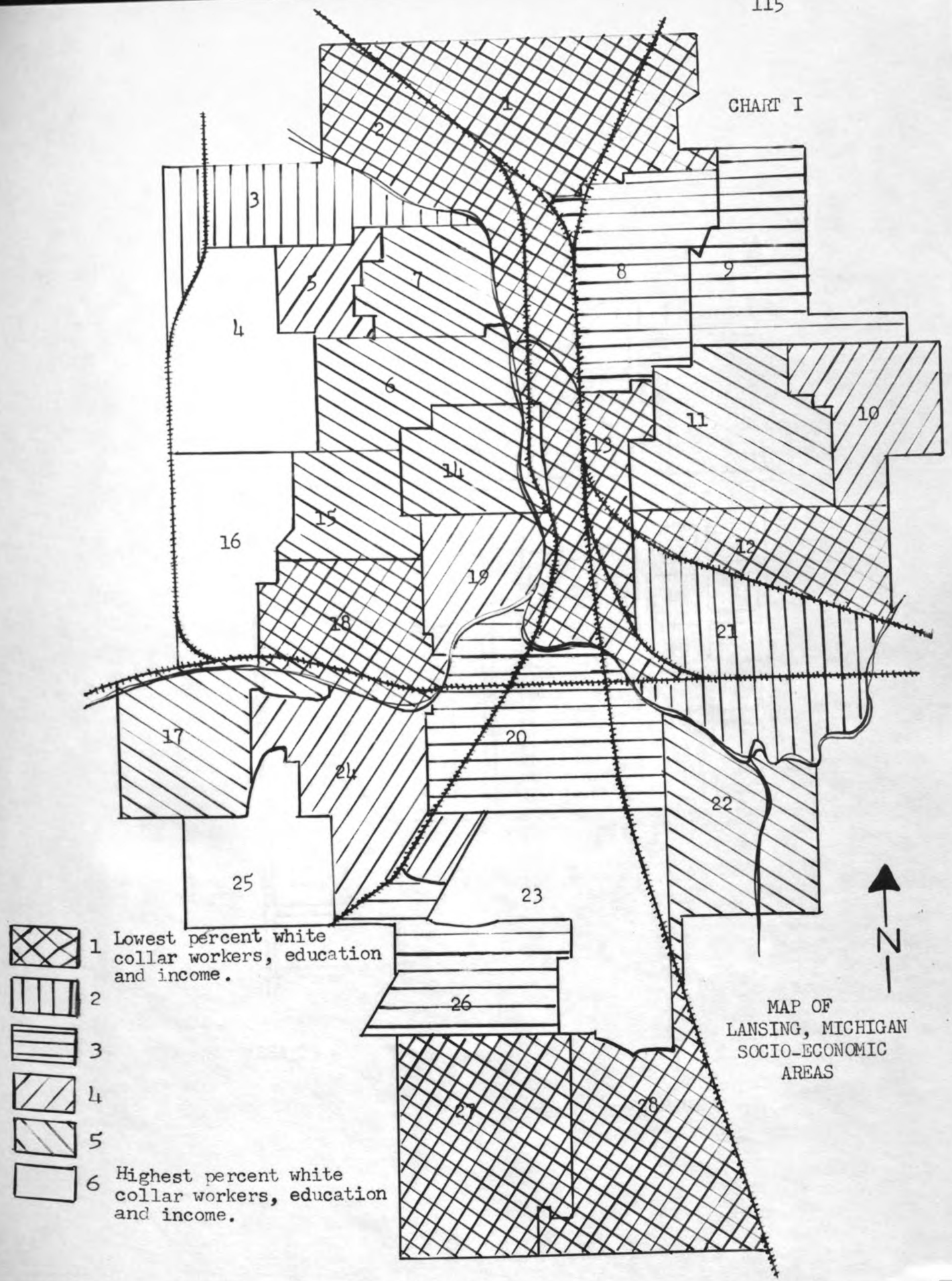


CHART I



1 Lowest percent white collar workers, education and income.

2

3

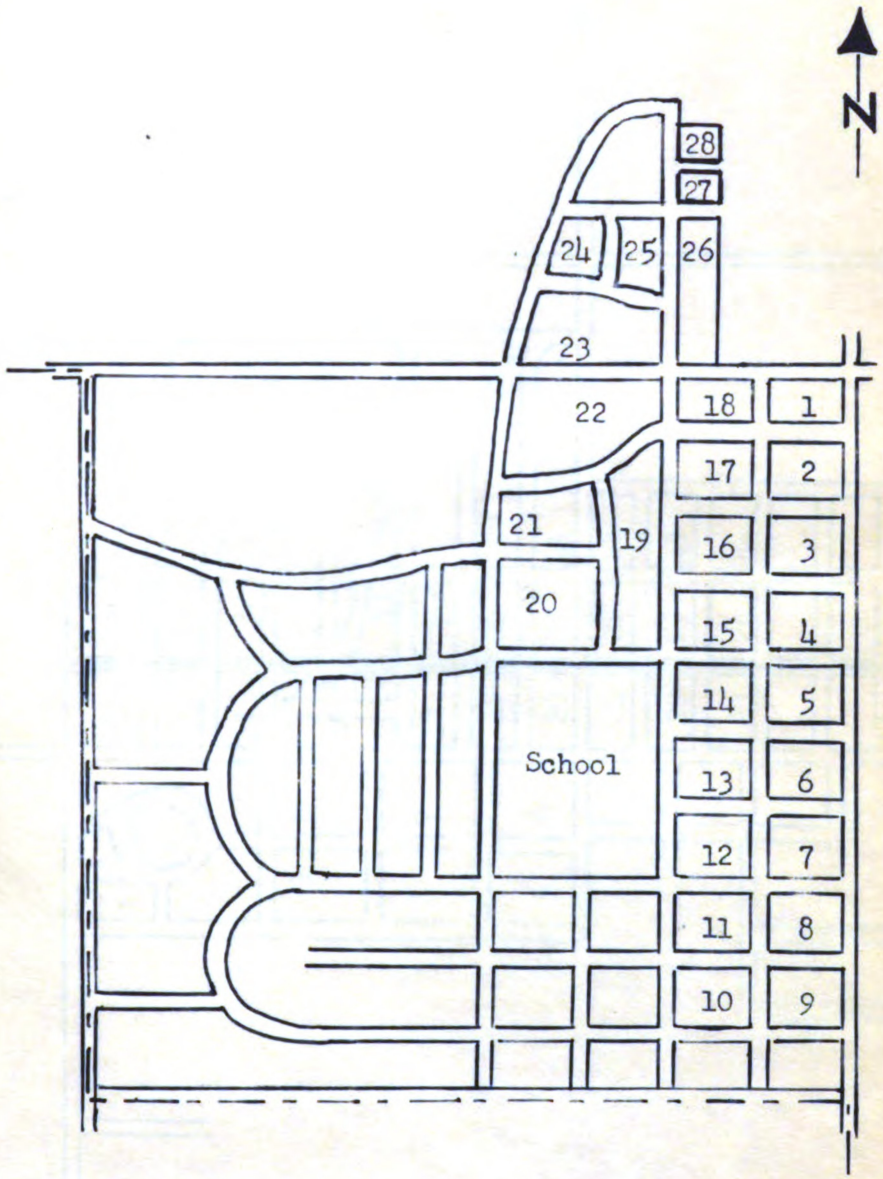
4

5

6 Highest percent white collar workers, education and income.

MAP OF
LANSING, MICHIGAN
SOCIO-ECONOMIC
AREAS

CHART II



AREA 25 - Highest Percent White Collar Workers,
Highest Education and
Highest Income

AREA 27 and 28 - Lowest Percent White Collar Workers
Lowest Education
Lowest Income

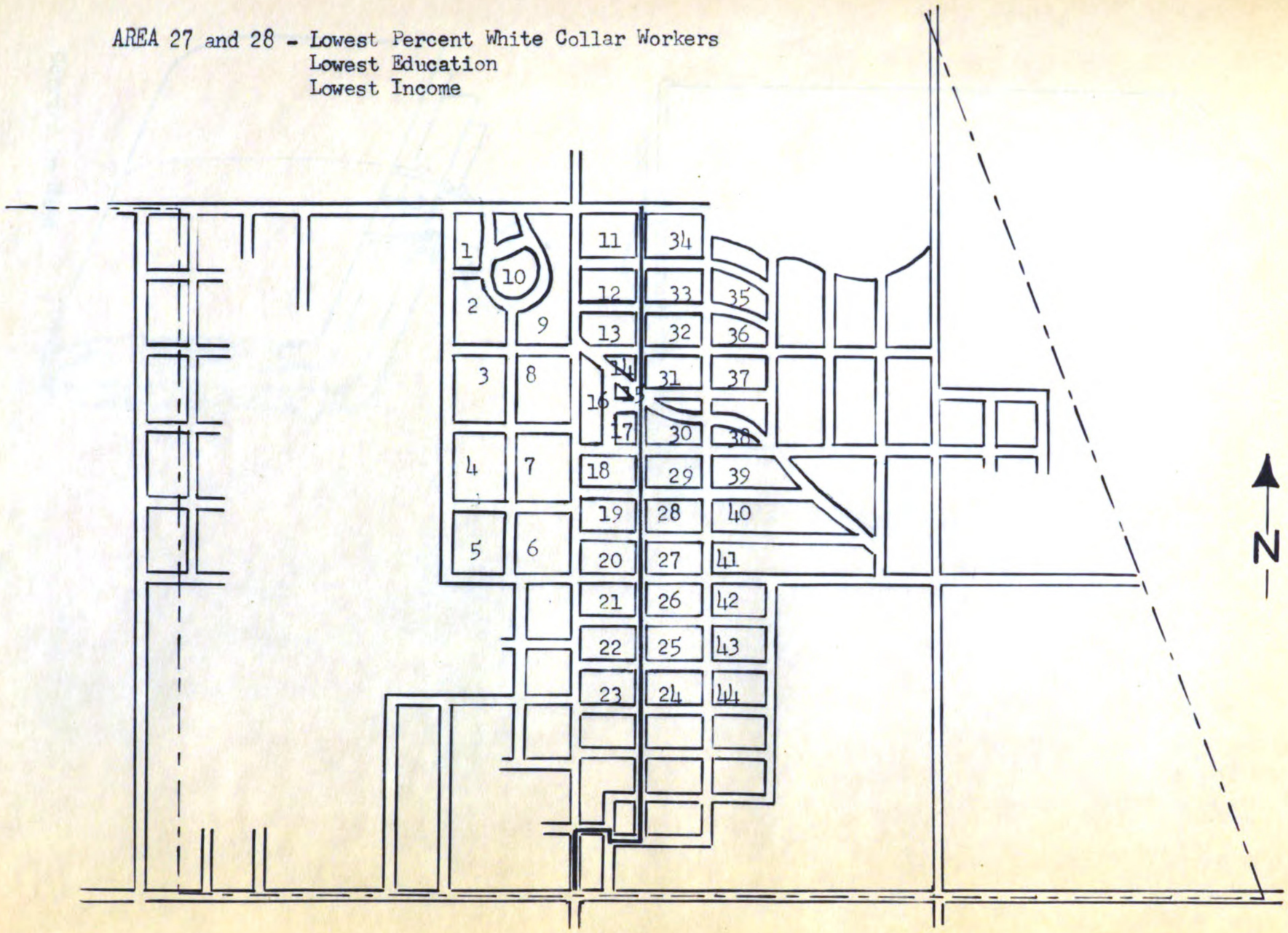


CHART III

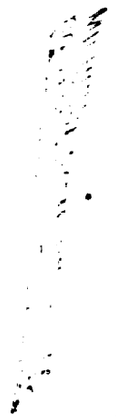
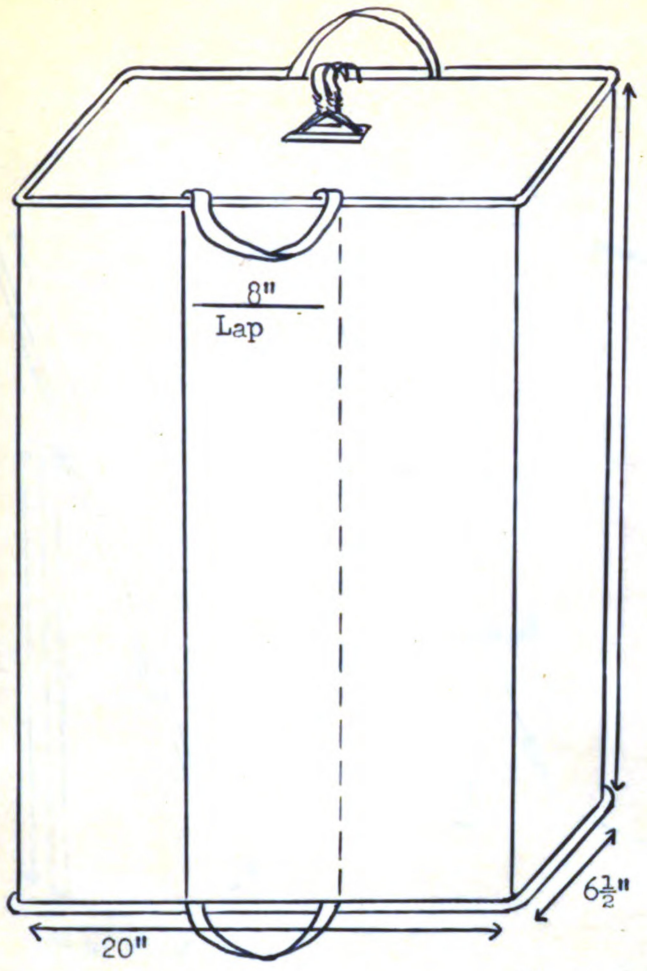
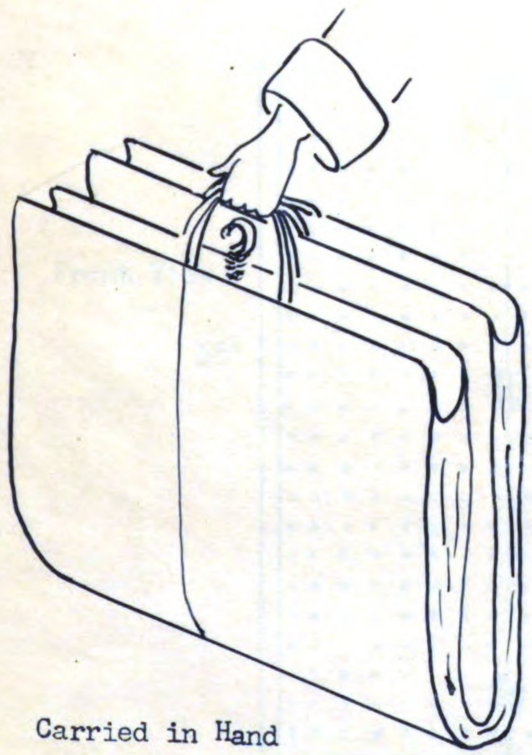


CHART IV

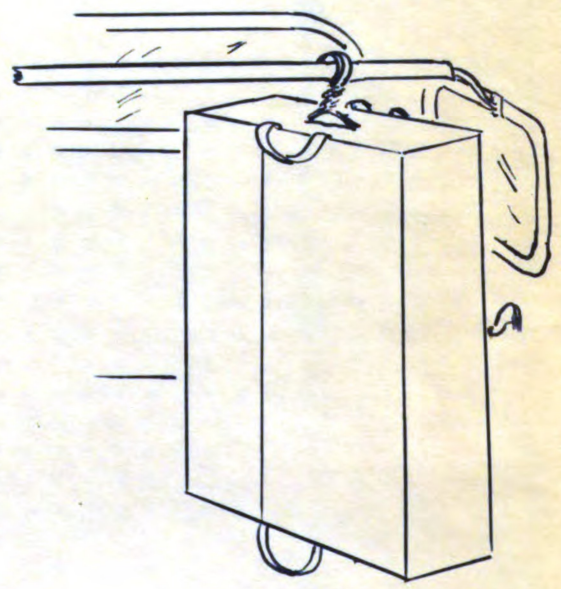
DESIGN OF GARMENT BAGS



* Made in four lengths: 30, 36, 38 and 40 inches.



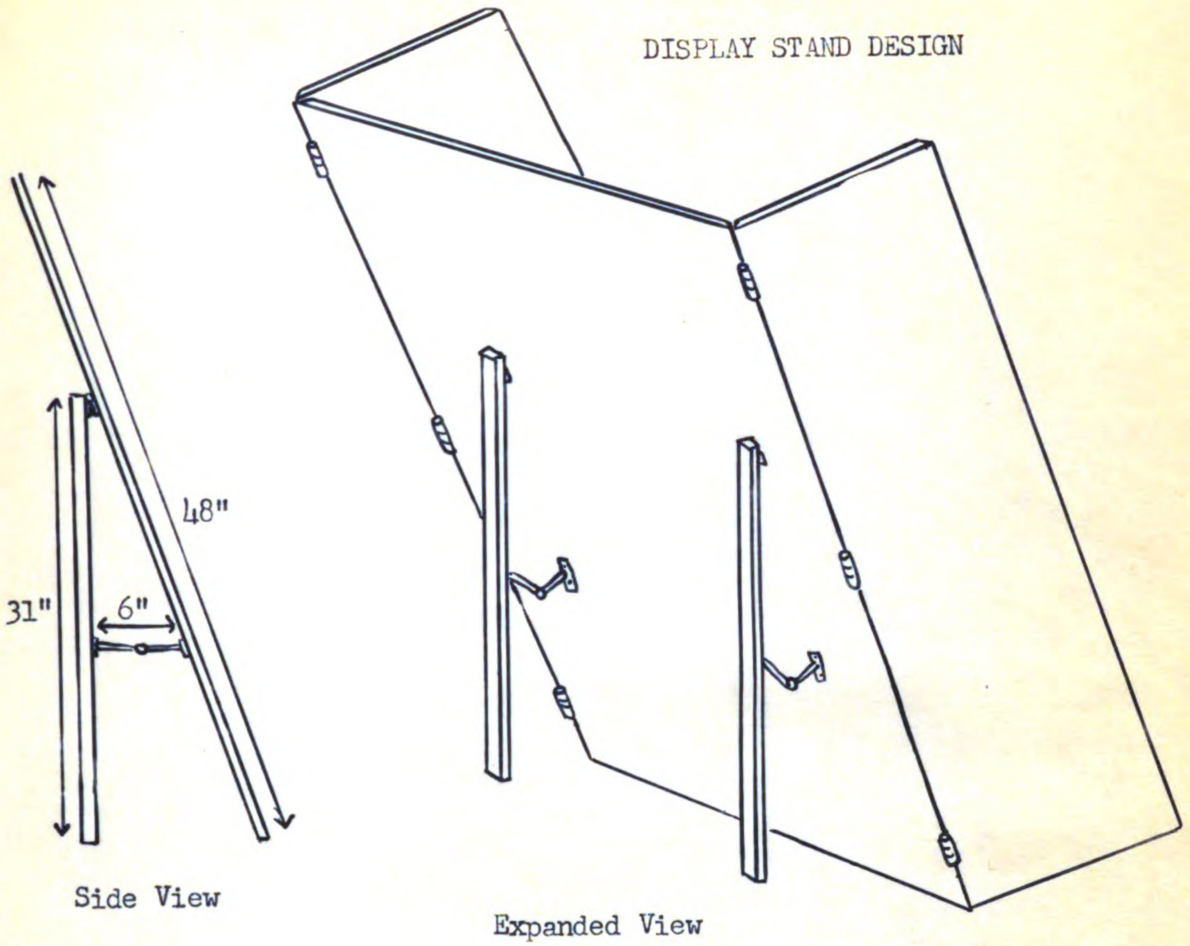
Carried in Hand



Hung in Car

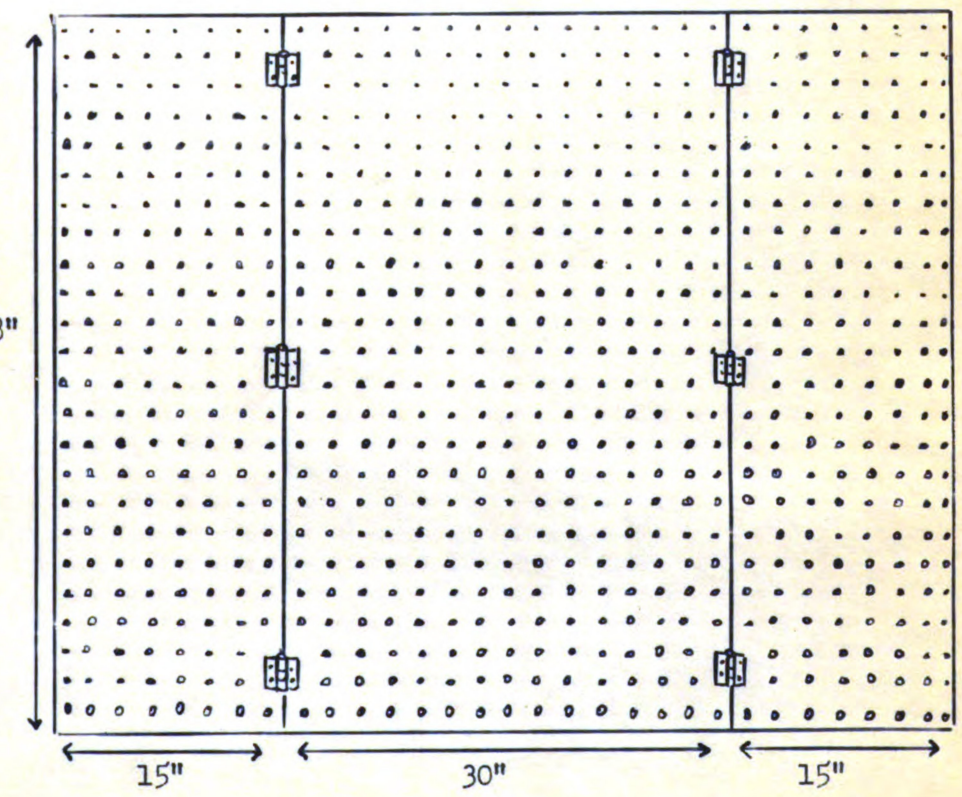
CHART V

DISPLAY STAND DESIGN

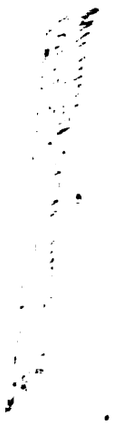


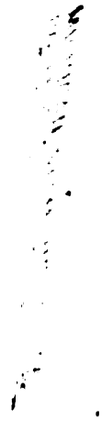
Side View

Expanded View



Front View





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