A STUDY OF SOME FACTORS AND BUYING PRACTICES IN THE SELECTION OF READY-MADE SKIRTS BY THE 10TH GRADE GIRLS IN THE CARVER HIGH SCHOOL, MONTGOMERY, ALABAMA

by

Legertha W. Dobbins

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INTRODUCTION

The complexities of today's changing market and recent technological developments in the textile industry bring to all families puzzling problems in the selection, use, and care of clothing items. The amount of money spent by the teen-age girl for clothing has increased in the last few years.[1] Basic information is needed regarding features she considers desirable or undesirable, as well as her buying practices.[2] Dissatisfaction with a garment because of unwise selection or poor buying practices frequently leads to an economic loss through disuse or discard.

This study was made to determine some of the factors involved in the selection of ready-made skirts by the 10th grade girls at the Carver High School, Montgomery, Alabama. An attempt was made to compare the buying practices of girls who had studied homemaking or had 4-H Club clothing experience, and those girls who had not studied homemaking nor had had 4-H Club clothing experience.

Importance of the Study

Homemaking is an elective in every Negro High School in Montgomery, Alabama except for two schools, the Alabama State Laboratory High School and the George Washington High School. The girls at these two schools are required to take at least one year of homemaking. It is this author's belief that many principals, superintendents, and other school officials feel that homemaking is not important enough to be required.

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[1]Ruth Ayres, Mary Ryan, and Mary C. Whitlock. "Consumer Satisfaction With Women's Blouses. Part 1." Agricultural Experiment Station, University of Rhode Island, Kingston.

[2]Dorothy Dickins and Virginia Ferguson. "Practices and Preferences of Teen Age Girls in the Selection of Blouses, Skirts, Dresses and Sweaters". Mississippi Agricultural Experiment Station, Mississippi State University.

The increased earning power of teen-agers has affected their clothing buying practices.

In a study for the Bureau of Advertising of the American Newspapers Publishers Association, Eugene Gilbert found that Teen-agers' income from jobs, allowances, and gifts amounted to approximately nine billion dollars during 1956, and that by 1965, this total will increase to fourteen billion dollars. The same author estimates that about 800,000 teen-agers have full-time jobs and that nearly 4,700,000 work part time.[3]

It is thought that many teen-agers are using the money which they earn from simple jobs in their home and community to buy their clothes. Homemaking teachers and others who work with consumers need to be aware of this trend in giving guidance in the selection of clothing. However, it is necessary to know more about consumer's preferences and buying practices.

It is hoped that the results of this study will substantiate the need to require at least one year of homemaking for 9th or 10th grade girls at the Carver High School, Montgomery, Alabama. Such a course will deal in part with consumer buymanship.

OBJECTIVES

The objectives of this study are:

1. To determine the importance of the following factors to teen-age girls in skirt selection: cost, style, fit, fabric, and color.

2. To determine whether cost rather than other factors is the primary consideration in selecting ready-made skirts by 10th grade girls in Carver High School, Montgomery, Alabama.

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[3]Eugene Gilbert. "New $10 Billion Power. U.S. Teen-Age Consumer." Life, XXXVII (August 31, 1959) p.78.

3. To gain an understanding of some buying practices of 10th grade girls which might include type of store patronized, shopping companion, if any, and label reading.

4. To provide background information for the importance of including clothing selection as a part of consumer education in the homemaking curriculum at the Carver High School, Montgomery, Alabama.

It is hypothesized that:

High school girls in homemaking courses and those having 4-H Club clothing experiences will show appreciable differences in the factors and buying practices considered in selection of skirts from those girls with a limited number of these experiences.

Review of Literature

In order to receive monetary, as well as other kinds of satisfaction, in clothing selection, we must have an understanding of buymanship principles. A lack of this understanding may result in a loss of time, effort, and money. Consequently, information on clothing selection is important to parents, educational leaders, manufacturers, as well as teen-age consumers.

According to one study, teen-agers are not always aware of the many factors involved in clothing selection.[4] Some of the important factors are: fit, color, style and price.

Today, there are many reasons for the wide-spread use of ready-made clothing. One source states attractive garments can easily be purchased in the market. An added advantage to the wearer is that she can see how

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[4]Janice Larson. "A Study of Attitudes Regarding Blouses and Sweaters." Unpublished Masters Thesis, Michigan State University, 1960.

a garment looks on her before investing any money. Enough different types can be tried on to judge which will be most suitable.[5] Appearance can be observed immediately before buying, while the appearance of a home sewn garment can't be visualized until it has been finished.

Cannon, Staples, and Carlson[6] agree with the findings of other studies regarding factors affecting children's popularity in that there is a shifting of values attributed to these various factors as the child grows older. This change in the value pattern is more marked in girls than in boys. This investigation also showed that personal appearance for girls bears a significant relationship to social acceptance during the junior and senior high school years. In a sociometric test which determined the importance of personal appearance as a factor in social acceptability, the girls were rated higher than the boys in personal appearance at all grade levels and showed a definite improvement in dress and grooming with age.

Hertzler[7] surveyed 2,000 high school girls in five California schools to determine the importance of appearance to the teen-ager. The greatest personal concerns reported by these girls were clothes, health, money and boy/girl relationship. Twenty-one percent of the girls felt that their clothes were

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[5]Mildred Tate, Oris Glisson, Family Clothing. New York: John Wiley and Sons, Inc., 1961, p. 32.

[6]Kenneth Cannon, Ruth Staples, and Irene Carson. "Personal Appearance as a Factor in Social Acceptance." Journal of Home Economics, 44 (November, 1952) p. 710.

[7]Alverda E. Hertzler, "Problems of the Normal Adolescent Girl," California Journal of Secondary Education, Vol. 15, pp. 114-119, 1940 as referred to in Sylvia Silverman's Clothing and Appearance, Their Psychological Implications For Teen-Age Girls, New York: Bureau of Publication, Teachers College, Columbia University.

not adequate for their needs. They said clothes gave rise to feelings of inferiority and kept them from being a part of the group to which they wished to belong.

Black[8] surveyed 500 teen-agers to determine the conflicts which girls had with their parents. It was found that personal appearance, habits, and manners were the areas of greatest conflict. Fifty-one percent of the girls reported that their mothers nagged them about what they wore and how they dressed. Fifty-six percent said that their mothers refused to let them buy the clothes they wanted.

In 1950 Lois Pearson[9] studied the following factors in relation to personality, intelligence and socio-economic status; (1) primary characteristics of dress; (2) color preference of dress; (3) line preference in dress, and (4) color and line selection on personality. Results indicated that personality has a reciprocal relationship with color and line choice in dress. These results pointed to the need for guidance in helping girls select colors and lines becoming to them.[10]

In 1961, Margaret Reed made a study of some college women to determine the importance of the following criteria in selection of skirts; style, suitability, comfort, ease of care, and price. She found that color, style, and versatility were the three main characteristics mentioned as most important in skirt selection. She also reported that appearance as a criterion was very important throughout the study with its aspects of color

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[8]V. L. Black, "Conflicts of Adolescents With Their Mothers," Journal of Abnormal and Social Psychology, Vol. 32, pp. 193-206, 1937.

[9]Lois Pearson, "Teen-Agers Preference in Clothing," Journal of Home Economics (48, December 1950) p. 802.

[10]Ibid, p. 802

and fit. Store windows, fashion magazines, and "what others wore" were found to be common sources of clothing ideas for these girls.[11]

According to Dorothy Stepat,[12] very few, if any problems are found in stimulating interest in a high school clothing selection class. She believes that the teen-ager who is normal and well-adjusted is actively and seriously interested in her appearance.

In a study on clothing preferences and buying practices of high school girls, Grace Leask[13] found that the group consistently showed confidence in their mother's judgment, as well as exhibiting conformity to the dress of others in their group. She found that the selection of clothing was influenced by advertisements in newspapers and store displays. Factors important in skirt selection were style, price, and color.

In another study Julia Levy[14] reported on buying practices of some 7th and 8th grade youths. Results showed that these boys and girls contributed to the purchasing of clothes, although five percent of the boys and none of the girls indicated that all of their clothing purchases came from funds earned by them. It was also found that sixty-eight percent of the boys and fifty-nine percent of the girls earned money which was used for payment of their clothing. Forty-seven percent of the re-

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[11]Margaret Reed, "A Study of the Influence Affecting the Selection of Winter Skirts by Certain Freshmen Women." Unpublished Master's Thesis, Michigan State University, 1961.

[12]Dorothy Stepat, "Before and After With a Clothing Selection Class," Practical Home Economics, 33, April 1955, p. 14.

[13]Grace Leask, "A Survey of the Clothing Preferences and Buying Practices of 100 Girls of West Division High School in Milwaukee, Wisconsin," Unpublished Master's Thesis, Michigan State University.

[14]Julia M. Levy, "Responsibilities Assumed by Some Junior High School Youth in the Purchase and Care of Their Clothes." Unpublished Master's Thesis, Prairie View Agricultural and Mechanical College, Prairie View, Texas, 1956.

spondents indicated that need was the primary consideration in the purchase of clothing, whereas forty-four percent specified personal wants as a basis for buying.

More recently, Blossom Engen[15] in her study, "Buying Practices For Specified Apparel Items of Fifty College Girls", analyzed family practices in regard to the type of stores patronized, shopping practices, and price ranges in purchasing clothing. Her study showed that the department store was the popular type of store for these girls for buying coats, suits, dresses, and jackets. The specialty clothing shops were preferred for skirts, sweaters, blouses, and formals. Chain stores, such as the J. C. Penney Company, were mentioned most frequently as the type of store for their play-clothes, robes, pajamas and slips. Two-thirds of the participants said that the primary reason for their choice of store for a specific item of apparel was that the store offered the desired quality of merchandise. Nearly as many said the store of their choice carried the desired price range for a particular item of apparel. Half of the students gave wide variety in the selection of style as their reason. Over ninety percent mentioned that they tried on coats, suits, formals, jackets, school dresses, and skirts before purchasing.

Another concern in clothing selection is the importance of reading labels. Leona Fisher[16] reported on a study with Texas manufacturers of

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[15]Blossom Church Engen, "Buying Practices For Specified Apparel Items of Fifty College Girls." Unpublished Master's Thesis, Michigan State University, 1957.

[16]Leona Mae Fisher, "A Study of Textile Fabrics and Their Labels," Unpublished Master's Thesis, Michigan State University, 1961.

food and textile products. They gave suggestions which included a need to educate the consumer so that he will understand the meaning of the label, teach him to select the quality and type suitable for the desired performance, and encourage him to note service qualities of the product purchased for reference in future buying.

Lois Korslund[17] studied the clothing preferences and buying practices of college women when they purchased white slips. When asked to check on the label for the most valuable information for the consumer, the women chose that label which gave information on fiber content and launderability.

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[17]Lois Korslund, "Preferences and Buying Practices Among College Women for Selected White Slips." Unpublished Master's Thesis, Michigan State University, 1956.

CHAPTER II

SETTING OF THE STUDY

Montgomery, the capital city of Alabama, has a population of 169,210 according to the 1960 census. The city is located in the central part of the state. Montgomery is a transportation center with very few industries located within its limits. Two large military installations which play an important part in the economy of the city,are located in Montgomery: Maxwell Air Force Base and Gunter Field Air Force Base.

The Negro population, which comprises nearly one-third of the population, contributes to the economy of the county through employment mainly as farm and domestic workers.

Carver High School is the largest Negro high school in Montgomery County, Montgomery, Alabama. It has an enrollment of more than 3000 students from grade 1 - 12. Two years ago the school was evaluated and accredited by the National Secondary School Association. Because large numbers of students transfer from junior high schools in the city to Carver, the 10th grade is usually the largest class in the school. Many students are also transported to this school in county busses from outlying districts of the county.

Homemaking is an elective in every Negro High School with the exception of the George Washington High School and the Laboratory High School, which is an affiliate of the Alabama State College. Both schools, are under the State Vocational Department. Every girl is required to take at least one year of homemaking which would include Foods, Clothing, Personal Appearance, and Relationships. In the other high schools in the county, Ramer High School, Booker Washington High School and St. Judes

Educational Institute, homemaking can be selected as an elective for one or two years. Homemaking I includes Foods, Clothing, Personal Appearance, and Relationships. Homemaking II includes Foods II, Clothing II, Child Growth and Development, and Housing. In this author's opinion, girls with superior intelligence are not often encouraged into homemaking courses.

There are several suburban shopping districts in Montgomery, the largest being located in the City of Montgomery. City busses are accessible to all of these shopping districts, therefore making it very convenient for shopping. The area contains large department stores, small department stores, large specialty shops, small specialty shops, and chain stores.

The Instrument

The purpose of the questionnaire was to obtain information about some factors and buying practices in the selection of ready-made skirts by the 10th grade girls in Montgomery, Alabama.

A study relating to consumer satisfaction with women's blouses was reported in the Northeast Regional Bulletin, 1959. Interviews gave the data on buying practices relating to blouses; preferences of fabric, color, fiber content, style and price. Other data collected provided information on shopping practices as to whether the blouse was tried on before buying, and the individual's shopping companion. Many of these same factors in clothing selection were used in this study.

Tate and Glisson[18] found that the four factors in selecting clothes which are most important to the teen-age girl are: fit, color, style,

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[18] Mildred Tate and Oris Glisson, Family Clothing. New York: John Wiley and Sons, Inc., 1963, p. 30.

and price. Studies seem to differ as to which of these factors is the most important.

Specific terms used in this study have been defined in the following way:

1. Homemaking experience: A girl having completed one year of homemaking, 10-12 weeks clothing, or one year of 4-H Club clothing experience is believed to have homemaking experience; girls with neither experience have had no homemaking experience.

   Department Store: A retail store that handles many different kinds of merchandise in one business house. Ready-made garments, accessories of all kinds, piece goods, trimmings, and notions are found in this type of store.[19]

   Specialty Shop: A retail shop that sells limited types of merchandise.[20]

   Chain Store: A department store or specialty shop. Because the goods are purchased in large quantities, goods may cost less.[21]

   Label: A statement attached to merchandise that usually gives information regarding the fiber content, yarn and fabric construction, behavior of the fabric in use, and the care required.[22]

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[19]Lucy Rathbone, Elizabeth Torpley, and Alice F. Blood, Fabric and Dress, New York: Houghton Mifflin Co., 1948, p. 83.

[20]Ibid, p. 87

[21]Ibid, p. 87

[22]Ibid, p. 81

Ready-made Clothing: Apparel made in factories and sold in stores.

The research design for this study was descriptive in order to determine the factors and buying practices of 10th grade girls in the selection of ready-made skirts. The procedures to be used in a descriptive study must be carefully planned.[23] Because the aim is to obtain complete and accurate information, the research design must make much more provision for protection against bias than is required in some other studies.[24]

Pretest

The general purpose of pretesting a schedule is to determine its reliability and validity. "A schedule questionnaire or another instrument is reliable if it gives the same or highly similar results when applied to the same or highly similar phenomena."[25] The validity of the results of a questionnaire refers to the extent to which these results are correctly derived from the premises and to the extent to which they correspond to the criterion which is in agreement with the given questionnaire.[26]

Permission to use the questionnaire in a pretest was granted by the principal of the Booker Washington High School, Montgomery, Alabama. The questionnaire was administered to twenty-four 10th grade girls and then

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[23]Claire Selltiz et al, Research Methods in Social Relations, New York: Henry Holt Company, Inc., 1959, p. 67.

[24]Ibid, p. 67.

[25]George A. Lundberg, Social Research, New York: Henry Holt Company, Inc., 1951, p. 198.

[26]Ibid, p. 201.

the data were tabulated. The following revisions were made: Part I, question number 3, was changed to "slim tailored" instead of "slim tailored with pleats." Question number 9, "How long do you plan to wear it?" was deleted since it involved asking several additional questions. Question number 13, "Appearance" as a general term was omitted since "Fit," "Color," and "Style" are all considered part of appearance. In Question number 12, "Fabric Pattern" and "Fabric Type" were added as other possibilities to "When you were deciding to buy your last skirt, what influenced you most? (See appendix for revised instrument).

Execution of the Instrument

The writer secured an appointment with the principal of the Carver High School to discuss her study and ask permission to administer the text to all 10th grade girls in the high school. Permission was granted and the cafeteria was made available for the administering of the test on March 12, 1963.

The students were excused from their first period classes - 8:30 to 9:25 a.m. One hundred and ninety-seven 10th grade girls completed the questionnaires; this number represented all 10th grade girls present on that day. The guidance counselor cooperated in distributing the test.

The following directions were given to the group by this author: "All of you have skirts in your wardrobe. I am interested in what you consider when you select a skirt. I am particularly interested in the last skirt which you purchased. You may have purchased this skirt alone or with the help of a relative or friend. Think back to this last skirt which you purchased, or purchased with the help of someone, and answer this questionnaire." The questionnaires were completed within the 50 minute class period. After the questionnaires were administered, the results were then tabulated.

CHAPTER III

FINDINGS

General Description of the Sample

The total sample for this study was comprised of 197 tenth grade girls whose average age was fifteen and one-half years. Approximately two-thirds (64.4 percent) of the girls had studied homemaking for one year or more; over one-third percent had no homemaking experience in high school nor in 4-H Club clothing work (See Table I). Four girls had both 4-H Club clothing experience and homemaking in school. The majority of these girls had studied homemaking in the 9th grade. First year homemaking in the Montgomery County School System consists of 10-12 weeks of Clothing, 10-12 weeks of Food Preparation, 3-4 weeks of Personal Appearance, and 3-4 weeks on Interpersonal Relationships.

TABLE I

GIRLS WITH AND WITHOUT HOMEMAKING EXPERIENCES

Total Sample	Homemaking Experience		No Homemaking Experience	
	Number of Girls	Percent	Number of Girls	Percent
197	127	64.4	70	35.5

Table II compares the occupations of the fathers of the girls with homemaking experience with the occupation of the fathers of the group compared with no homemaking experience. Nearly one-third (30.5 percent) of the entire sample had fathers who were unskilled workers and 24.4 percent were semi-skilled with job ,such as truck drivers, laborers and farm workers. Thirty-seven percent of the fathers of the girls with homemaking

experience were unskilled as compared with 18.6 percent of the fathers of the girls with no homemaking experience. A smaller percentage of fathers of girls with homemaking experience (13.5 percent) were semi-skilled as compared with 44.3 percent of the fathers of the girls without any homemaking experience. Twice as many of the fathers of the girls with homemaking experience were skilled. Twenty-two percent of the girls with no homemaking experience indicated that their fathers were not present in the home. The father's absence was accountable almost equally to marital separation or death. Less than two percent of the fathers of the girls of both groups were professionals or proprietors.

TABLE II

OCCUPATION OF FATHERS

Fathers	Entire Sample	Percent	Homemaking Experience		No Homemaking Experience	
			Number of Girls	Percent	Number of Girls	Percent
Skilled	37	18.8	29	22.8	8	11.4
Semi-skilled	48	24.4	17	13.5	31	44.3
Unskilled	60	30.5	47	37.0	13	18.6
Proprietory	1	.5	1	.8		
Professional	1	.5			1	1.4
Father not present in the home	43	21.8	28	22.0	15	21.4
Unknown	7	3.5	5	3.9	2	2.9
Total	197	100.0	127	100.0	70	100.0

Forty-one percent of the girls' mothers were full time homemakers, and 40.6 percent were employed as domestic workers. As shown in Table III, a larger percentage (50.0 percent) of the mothers of the girls with no homemaking experience were full time homemakers compared to 37.0 percent of the mothers of the girls with homemaking experience. A higher

percentage of the mothers of the girls with homemaking experience were domestic workers (44.1 percent) as compared to 34.3 percent of the mothers of the girls with no homemaking experience. A very small percentage of the mothers were teachers and clerical workers. A small percentage of the homemaking girls (7.9 percent) and 4.3 percent of the girls with no homemaking experience indicated that their mothers were not present in the home because of death or divorce.

TABLE III

OCCUPATION OF MOTHERS

Mothers	Entire Sample	Percent	Homemaking Experience		No Homemaking Experience	
			Number of Mothers	Percent	Number of Mothers	Percent
Full time homemaker	82	41.6	47	37.0	35	50.
Domestic workers	80	40.6	56	44.1	24	34.3
Practical nurses	14	7.1	9	7.1	5	7.1
Teachers	7	3.6	5	3.9	2	2.9
Clerical workers	1	5.			1	1.4
Mothers not present in home	13	6.6	10	7.9	3	4.3
Totals	197	100.0	127	100.0	70	100.0

More of the girls (58.4 percent) did not have part-time jobs compared to 41.6 percent who indicated that they held part-time jobs. Forty-seven percent of the girls with homemaking experience had jobs compared to 31.4 percent of the girls with no homemaking experience. More girls

with homemaking experience had jobs than girls with no homemaking experience (see Table IV).

TABLE IV

GIRLS WITH AND WITHOUT PART-TIME JOBS

Girls	Entire Sample	Percent	Homemaking Experience		No Homemaking Experience	
			Number of Girls	Percent	Number of Girls	Percent
With jobs	82	41.6	60	47.2	22	31.4
Without jobs	115	58.4	67	52.8	48	68.6
Totals	197	100.0	127	100.0	70	100.0

Shopping Practices

Parents were the main source of money mentioned most often by the entire sample than any other source of money for the purchase of their last skirt. More than two-thirds of the entire sample (69.5 percent) received their money from parents for purchase of the last skirt (see Table V). Only 18.3 percent of the group used their own earnings or savings. Parents of girls with homemaking experience (70.1 percent) contributed money more often than the parents of the girls with no homemaking experience (68.6 percent). Twenty percent of the girls with homemaking experience and 15.7 percent of the girls without homemaking experience used their savings or earnings. Relatives, allowances, and gifts were other sources mentioned by a small number of girls.

TABLE V

SOURCE OF MONEY FOR PURCHASE OF LAST SKIRT

Source of money	Entire Sample	Percent	Homemaking Experience		No Homemaking Experience	
			Number of Girls	Percent	Number of Girls	Percent
Parent	137	69.5	89	70.1	48	68.6
Relatives	13	6.6	6	4.7	7	10.
Allowance and gifts	10	5.1	6	4.7	4	5.7
Earnings and savings	36	18.3	25	19.5	11	15.7
Other Sources	1	0.5		.8		
Totals	197	100.0	127	100.0	70	100.0

Forty percent of the tenth grade girls shopped with their mothers and 27.4 percent shopped alone. Only 38.6 percent of the girls with homemaking experience, as compared with 42.9 percent of the girls with no homemaking experience, shopped with their mothers (see Table VI). Slightly more girls with homemaking experience (29.9 percent) shopped alone compared to the girls with no homemaking experience (22.9 percent). The larger percentage of the girls with homemaking experience who shopped alone may indicate that this group felt more confident shopping alone. Seventeen percent of the homemaking girls and 19 percent of the girls with no homemaking experience shopped with their sisters. Nearly 10 percent of both groups shopped with friends.

TABLE VI

SHOPPING COMPANIONS FOR THE PURCHASE OF LAST SKIRT

Shopping Companion	Entire Sample	Percent	Homemaking Experience		No Homemaking Experience	
			Number of Girls	Percent	Number of Girls	Percent
Mother	79	40.1	49	38.6	30	42.9
Father	2	1.0	1	0.8	1	1.4
Sister	34	17.3	21	16.5	13	18.6
Aunt or other relative	10	5.1	5	3.9	5	7.1
Friend	17	8.6	12	9.5	5	7.1
Other	0		0		0	
No one	54	27.4	38	29.9	16	22.9
Not valid	1	.5	1	0.8	0	
Totals	197	100.0	127	100.0	70	100.0

According to this study, these teen-age girls shopped in small specialty shops, in large specialty shops, in small department stores, in large department stores, as well as chain stores. As shown in Table VII, the preferred choice of the entire group (61.9 percent) was the specialty shop. The large department store was the choice for 18.3 percent; the small department store for 12.7 percent. Two-thirds of the girls with homemaking experience (66.9 percent) and one-half of the girls with no homemaking (52.9 percent) shopped at small specialty shops. The large department store was named by the next largest group of girls: 16.5 percent of the homemaking girls and 21.4 percent of the girls with no homemaking experience. A smaller numberof girls shopped in small department stores, large specialty shops and chain stores.

TABLE VII

SHOPPING CONDITIONS IN THE ECONOMY OF LAST SHIFT

Shopping Companion	Entire Sample	Percent	Number of Visits	Percent	Number of Gifts	Percent
			Commercial Experience		Homemaking Experience	
Mother	79	43.1	45	32.6	30	42.9
Father	[illegible]	1.[illegible]	1	0.8	1	1.4
Sister	34	17.5	21	16.5	12	16.0
Aunt or other relative	1	.1	5	3.9	5	7.1
Friend	21	[illegible]	12	9.5	5	7.1
Other	0		0		0	
No one	54	27.4	39	29.9	16	22.9
Not valid	1	.5	1	0.8	0	
Totals	197	100.0	127	100.0	70	100.0

[illegible]ing to this study, these teen-age girls shopped in small special-[illegible] specialty shops, in small department stores, in large dep[illegible] well as chain stores. As shown in Table VII, the pre[illegible] the group (61.9 percent) was the specialty shop. [illegible] was the choice for 16.5 percent; the small [illegible] percent. Two-thirds of the girls with homemaking [illegible] one-half of the girls with no homemaking [illegible] specialty shops. The large department [illegible] group of girls: 16.5 percent of the [illegible] girls with no homemaking experience. [illegible] in small department stores, large [illegible].

TABLE VII

TYPE OF STORE FROM WHICH LAST SKIRT WAS PURCHASED

Type of Store	Entire Sample	Percent	Homemaking Experience		No Homemaking Experience	
			Number of Girls	Percent	Number of Girls	Percent
Small Specialty Shop	122	61.9	85	66.9	37	52.9
Large Specialty Shop	12	6.1	5	4.0	7	10.0
Small Department Store	25	12.7	15	11.8	10	14.3
Large Department Store	36	18.3	21	16.5	15	21.4
Chain Store	1	0.5	1	0.8	0	
Not valid	1	0.5	0		1	1.4
Totals	197	100.0	127	100.0	70	100.0

A large majority of the homemaking girls (91.4 percent) and the girls with no homemaking experience (88.6 percent) said that they read the label or labels on the skirt which they had most recently purchased. According to this only slightly more girls with homemaking experience read labels than those with no homemaking experience (see Table VIII).

TABLE VIII

READING LABELS IN THE PURCHASE OF LAST SKIRT

Girls	Entire Sample	Percent	Homemaking Experience		No Homemaking Experience	
			Number of Girls	Percent	Number of Girls	Percent
Read labels	178	90.4	116	91.4	62	88.6
Do not read labels	19	9.6	11	8.6	8	11.4
Totals	197	100.0	127	100.0	70	100.0

A very large proportion of the group (93.4 percent) said they knew what labels meant. Similar proportions in each group indicated that they knew what labels meant (see Table IX). Answers to an open-ended question revealed that some of the labeling information for which the girls looked included fiber content, size, and care directions.

TABLE IX

UNDERSTANDING LABELS IN THE PURCHASE OF LAST SKIRT

Girls	Entire Sample	Percent	Homemaking Experience		No Homemaking Experience	
			Number of Girls	Percent	Number of Girls	Percent
Understand labels	184	93.4	120	94.5	64	91.4
Do not understand labels	11	5.6	6	4.7	5	7.2
No response	2	1.0	1	.8	1	1.4
Totals	197	100.0	127	100.0	70	100.0

Over half of both groups of girls said that they looked at the workmanship before they bought the last skirt. A similar percentage of the girls with homemaking experience (36.2 percent) did not look at workmanship as compared with 38.6 percent of the girls with no homemaking experience who did not examine workmanship. Responses to an open-ended question indicated some of the things they were looking for in workmanship included size of seam allowance, how fasteners were sewn on and seam finishings (see Table X).

TABLE X

FREQUENCY OF EXAMINING WORKMANSHIP

Girls	Entire Sample	Percent	Homemaking Experience		No Homemaking Experience	
			Number of Girls	Percent	Number of Girls	Percent
Looked at workmanship	124	62.9	81	63.8	43	61.4
Did not look at workmanship	73	37.1	46	36.2	27	38.6
Totals	197	100.0	127	100.0	70	100.0

A large majority of the girls with homemaking experience (80.4 percent) and the girls with no homemaking experience (80.0 percent) said that the last skirt purchased did not need any alterations. About twenty percent of both groups indicated that the last skirt purchased needed altering (see Table XI).

TABLE XI

NEED FOR ALTERATIONS

Skirts	Entire Sample	Percent	Homemaking Experience		No Homemaking Experience	
			Number of Girls	Percent	Number of Girls	Percent
Needed alterations	39	19.8	25	19.6	14	20.0
Did not need alterations	158	80.2	102	80.4	56	80.0
Totals	197	100.0	127	100.0	70	100.0

Window shopping was rated as the most important source of ideas in the purchase of their last skirt by 39.4 percent of the entire group

(see Table XII). Fashion magazines were rated most important by 28.9 percent and "what the other girls are wearing" by 14.2 percent. Both groups rated window shopping nearly the same in importance: thirty-nine percent of the girls with homemaking experience and 38.6 percent of the girls with no homemaking experience. Fashion magazines were rated high as the most important source by girls with homemaking experience (29.9 percent) as compared to girls with no homemaking experience (27.1 percent). Seventeen percent of the girls with no homemaking experience and twelve percent of the girls with homemaking experience rated "what other girls are wearing" as important sources of ideas.

TABLE XII

THE SOURCE OF IDEAS RATED MOST IMPORTANT FOR PURCHASE OF LAST SKIRT

Source of Ideas	Entire Sample	Percent	Homemaking Experience		No Homemaking Experience	
			Number of Girls	Percent	Number of Girls	Percent
Window shopping	77	39.1	50	39.4	27	38.6
Fashion magazines	57	38.9	38	29.9	19	27.1
What other girls are wearing	28	14.2	16	12.6	12	17.1
Mother	17	8.6	13	10.2	4	5.7
Friend	6	3.0	4	3.1	2	2.9
Newspaper	7	3.6	3	2.4	4	5.7
Aunt	1	5.	1	8.		
Other	3	1.5	1	8.	2	2.9
TV	-	-	-	-	-	-
Salesperson	-	-	-	-	-	-
Father	-	-	-	-	-	-
No response	1	.5	1	.8	-	-
Totals	197	100.0	127	100.0	70	100.0

As shown in Table XIII, over one-third (35.3 percent) of the girls in both groups rated window shopping as second in importance as a source of

idea relating to the purchase of their last skirt. Fashion magazines and "what other girls are wearing" were rated as second in importance by less than twenty percent of both groups. More girls with homemaking experience (20 percent) rated "what other girls are wearing" as more important than the girls with no homemaking experience (14.3 percent). Less than ten percent of both groups indicated as second in importance these sources: friend, newspaper, aunt, television, salesperson, and father.

TABLE XIII

THE SOURCE OF IDEAS RATED SECOND IN IMPORTANCE FOR PURCHASE OF LAST SKIRT

Source of Ideas	Entire Sample	Percent	Homemaking Experience		No Homemaking Experience	
			Number of Girls	Percent	Number of Girls	Percent
Window shopping	70	35.5	44	34.6	26	37.2
Fashion magazine	37	18.8	26	20.5	11	15.7
What other girls are wearing	32	16.3	18	14.3	14	20.0
Mother	20	10.1	13	10.2	7	10.0
Friend	12	6.1	8	6.3	4	5.7
Newspaper	16	8.1	10	7.8	6	8.6
Aunt	-	-	-	-	-	-
Other	-	-	-	-	-	-
T.V.	1	.5	-	-	1	1.4
Salesperson	8	4.1	7	5.5	1	1.4
Father	-	-	-	-	-	-
No response	1	.5	1	.8	-	-
Totals	197	100.0	127	100.0	70	100.0

"What the other girls are wearing" was rated third in importance as a source of ideas by the entire sample. "What other girls are wearing" was named as a third choice by 25.2 percent of the girls with homemaking experience and 22.9 percent by the girls with no homemaking experience (see Table XIV). Fashion magazines, window shopping, mother, friend, and newspaper were each selected by less than 18.0 percent of both groups of girls as factors third in importance. Aunt, television, salespersons, father and other sources were seldom

named as important sources of ideas in the purchase of their last skirt.

TABLE XIV

SOURCE OF IDEAS RATED THIRD IN IMPORTANCE FOR PURCHASE OF LAST SKIRT

Source of Ideas	Entire Sample	Percent	Homemaking Experience		No Homemaking Experience	
			Number of Girls	Percent	Number of Girls	Percent
Window shopping	23	11.7	18	14.3	5	7.1
Fashion magazine	28	14.2	17	13.4	11	15.8
What other girls are wearing	48	24.4	32.	25.2	16	22.9
Mother	23	11.7	11	8.6	12	17.1
Friend	27	13.7	18	14.2	9	12.8
Newspaper	20	10.1	13	10.2	7	10.
Aunt	1	5.	0	-	1	1.4
Other	9	4.6	5	3.9	4	5.7
T.V.	6	3.0	4	3.1	2	2.9
Salesperson	9	4.6	6	4.7	3	4.3
Father	2	1.0	2	1.6	-	-
No response	1	5.5	1	.8	-	-
Totals	197	100.0	127	100.0	70	100.0

Characteristics of Last Skirts Purchased

A skirt with pressed pleats was the choice preferred by more than fifty percent of the entire sample. Twenty percent (20.3 percent) purchased slim tailored skirts, unpressed pleated skirts, and wrap-arounds. More girls with no homemaking experience (58.6 percent) purchased pressed pleated skirts than girls with homemaking experience (46.5 percent). As shown in Table XV, each group expressed similar preferences for slim tailored skirts (20.0 percent). Very few circular skirts, gathered skirts, or flared skirts were purchased by either group.

TABLE XV

DESCRIPTION OF LAST SKIRT

Characteristics of skirt	Entire Sample	Percent	Homemaking Experience		No Homemaking Experience	
			Number of Girls	Percent	Number of Girls	Percent
Slim tailored	40	20.3	26	20.5	14	20.0
Pressed pleats	100	50.8	59	46.5	41	58.6
Unpressed pleats	20	10.1	11	8.7	9	12.8
Wrap around	23	11.7	19	14.9	4	5.7
Circular	1	0.5	1	7	0	-
Gathered	9	4.6	7	5.5	2	2.9
Flared	2	1.0	2	1.6	0	-
Other	2	1.0	2	1.6	0	-
Totals	197	100.0	127	100.0	70	100.0

Plain and plaid fabric patterns were the favorite choices of fabric design for the entire sample. Fifty-one percent of the entire sample selected plain skirts and 24.9 percent selected plaid skirts. As shown in Table XVI, over 50 percent (52.7 percent) of the girls with homemaking experience and 48.6 percent of the girls with no homemaking experience selected plain skirts. Nearly one-fourth of both groups selected plaid skirts. Tweed skirts, striped skirts, and print skirts were selected by only a few of the girls.

TABLE XVI

DESCRIPTION OF THE LAST SKIRT

Characteristics of skirt	Entire Sample	Percent	Homemaking Experience		No Homemaking Experience	
			Number of Girls	Percent	Number of Girls	Percent
Fabric Pattern						
Plain	101	51.3	67	52.7	34	48.6
Stripe	16	8.1	11	8.7	5	7.1
Tweed	8	4.0	3	2.3	5	7.1
Plaid	49	24.9	33	25.2	16	22.9
Print	9	4.6	5	3.9	4	5.7
Other	14	7.1	8	6.2	6	8.6
Totals	197	100.0	127	100.0	70	100.0

Wool was the fiber of the majority of the skirts most recently purchased by this group. Fifty-three percent purchased wool skirts, and 35.0 percent purchased cotton skirts (see Table XVII). Wool skirts were bought more frequently by girls with no homemaking experience (62.9 percent). A very small percentage of the girls bought skirts of linen or synthetic blends skirts. The majority of the skirts were bought between October 1962 and March 1963. The varied weather in Alabama may account for the reason why some girls bought wool and some bought cotton skirts.

TABLE XVII

DESCRIPTION OF THE LAST PURCHASED SKIRT

Characteristics of skirt	Entire Sample	Percent	Homemaking Experience		No Homemaking Experience	
			Number of Girls	Percent	Number of Girls	Percent
Fabric						
Unknown	4	2.0	0	-	4	5.7
Cotton	69	35.0	53	41.8	16	22.8
Wool	103	52.3	59	46.4	44	62.9
Linen	5	2.5	3	2.4	2	2.9
Synthetic blend	9	4.6	6	4.7	3	3.3
Other	7	3.6	6	4.7	1	1.4
Totals	197	100.0	127	100.0	70	100.0

Factors Influencing Choice

Fit and style were the most important factors to this group of tenth grade girls in the purchase of their last skirt. Nearly one-third (30.5 percent) named style and 29.6 percent named fit as the most important consideration in the purchase of their last skirts. One-fourth (25.7 percent) of the girls with no homemaking experience named fit as the factor which influenced them the most. One-fourth of the girls (25.9 percent) with

homemaking experience and over a third of the girls with no homemaking experience (38.6 percent) indicated that style was most important. Fit seemed to be most important to those girls with homemaking experience and style most important to those girls with no homemaking experience. Less than ten percent of both groups named color, cost, fabric type, and workmanship as an important factor in their selection (see Table XVIII).

TABLE XVIII

INFLUENCING FACTORS RATED MOST IMPORTANT IN PURCHASE OF LAST SKIRT

Influencing Factors	Entire Sample	Percent	Homemaking Experience		No Homemaking Experience	
			Number of Girls	Percent	Number of Girls	Percent
Fit	59	29.9	41	32.3	18	25.7
Style	60	30.5	33	25.9	27	38.6
Color	18	9.1	12	9.5	6	8.6
Cost	14	7.1	12	9.5	2	2.9
Fabric pattern	22	11.2	11	8.7	11	15.7
Fabric type	11	5.6	10	7.8	1	1.4
Workmanship	13	6.6	8	6.3	5	7.1
Totals	197	100.0	127	100.0	70	100.0

Color and style were rated by the entire group as factors second in importance in the purchase of their last skirt (see Table XIX). More than one-fourth of the girls with homemaking experience (28.3 percent), and almost one-third of the girls with no homemaking experience (32.8 percent) rated color as of secondary importance. Style as a factor was second in importance to 26.8 percent of the homemaking girls, and 22.9 percent of the girls with no homemaking experience. Less than twelve percent of the girls named cost, fabric pattern, fabric type, workmanship,or brand name as factors second in importance to them. Although

cost was mentioned by only a small percentage, the average price paid by the girls with homemaking experience was $5.23, and for the girls with no homemaking experience, the average cost of a skirt was $5.58. Although this factor may not have been rated important, these prices suggest that cost was a factor. Nine percent of the group as a whole indicated workmanship as second in importance. It is interesting to note that twice the percentage of girls with homemaking experience, as compared to those with no homemaking experience, rated workmanship as being second in importance.

TABLE XIX

INFLUENCING FACTORS RATED SECOND IN IMPORTANCE IN PURCHASE OF LAST SKIRT

Influencing Factors	Entire Sample	Percent	Homemaking Experience		No Homemaking Experience	
			Number of Girls	Percent	Number of Girls	Percent
Fit	44	22.3	24	18.9	20	28.6
Style	50	25.4	34	26.8	16	22.9
Color	59	30.0	36	28.3	23	32.8
Cost	13	6.6	11	8.6	2	2.9
Fabric pattern	7	3.6	3	2.3	4	5.7
Fabric type	4	2.0	3	2.3	1	1.4
Workmanship	18	9.1	14	11.2	4	5.7
Brand name	2	1.0	2	1.6	0	-
Totals	197	100.0	127	100.0	70	100.0

One-third of the homemaking girls (33.9 percent) and nearly one-third of the girls with no homemaking experience rated color third in importance as a factor which influenced them in the purchase of their last skirt. Nearly one-fourth of the girls with homemaking experience (23.6 percent), and less than one-fifth of the girls with no homemaking experience, (18.6 percent) rated style as a factor third in importance to them. Cost was rated least in importance by similar percentage of both groups (see Table XX).

TABLE XX

INFLUENCING FACTORS RATED THIRD IN IMPORTANCE IN PURCHASE OF LAST SKIRT

Influencing Factors	Entire Sample	Percent	Homemaking Experience		No Homemaking Experience	
			Number of Girls	Percent	Number of Girls	Percent
Fit	35	17.8	20	15.8	15	21.4
Style	43	21.8	30	23.6	13	18.6
Color	66	33.5	43	33.9	23	32.9
Cost	24	12.2	16	12.6	8	11.4
Fabric pattern	7	3.5	5	3.9	2	2.9
Fabric type	11	5.6	7	5.5	4	5.7
Workmanship	10	5.1	5	3.9	5	7.1
Brand name	1	5	1	.8	0	-
Totals	197	100.0	127	100.0	70	100.0

Relationship of Homemaking Background to Skirt Selection

Shopping Practices

Parents were the source of money by the entire group of girls. However, a slightly larger percentage of girls with homemaking experience (70.1 percent) received money from their parents than the girls with no homemaking experience (68.6 percent). Savings and earnings were used by a slightly higher percentage of the girls with homemaking experience (19.5 percent) than by the girls with no homemaking experience (15.7 percent).

More of the girls with no homemaking experience (42.9 percent) shopped with their mothers than girls with homemaking experience (38.6 percent) in the purchase of their last skirt. Girls with homemaking experience (29.9 percent) shopped alone more often than the girls with no homemaking experience (22.9 percent). More girls with homemaking experience (66.9 percent) shopped in specialty shops than girls with no

homemaking experience (52.9 percent). More girls with no homemaking experience (21.4 percent) than girls with homemaking experience (16.5 percent) shopped in the large department stores for their last skirt purchase. The chain store, small department store, and large specialty shops were used by similar small percentages of both groups of girls.

A very large majority of girls in both groups said that they read the label or labels on the skirt which they purchased. High percentages of both groups said they understood labels.

Girls with homemaking experience (63.8 percent) and girls with no homemaking experience (61.4 percent) said that they looked at the workmanship. Only slightly more homemaking girls looked at workmanship than girls with no homemaking experience.

Eighty percent of both groups of girls said that the last skirt did not need any alterations.

It is interesting to note that window shopping was rated almost identically by both groups of girls as the most important source of ideas in the purchase of the last skirt (39.1 percent), and (38.6 percent). Similarly fashion magazines were rated by 29.9 percent of the homemaking girls, and 27.1 percent by the girls with no homemaking experience.

Window shopping, fashion magazines, and "what other girls are wearing" was rated as third in importance as a source of ideas by both groups.

Characteristics of Last Skirt Purchased

Fifty-nine percent of the girls with homemaking experience purchased skirts with pressed pleats; of the girls with no homemaking experience 46.5 percent purchased skirts with pressed pleats. Twenty percent of both

groups purchased slim tailored skirts. A very small percentage of the girls purchased circular, gathered, or flared skirts. More girls with no homemaking experience bought wool skirts (62.9 percent) than girls with no homemaking experience (46.4 percent). More girls with homemaking experience purchased cotton skirts (41.8 percent) than girls with no homemaking experience. Cotton skirts were the choice of the girls with homemaking experience and wool skirts were the choice of the girls with no homemaking experience (48.6 percent). A slightly larger percentage of the homemaking girls purchased plaid skirts (25.2 percent) than did the girls with no homemaking experience (22.9 percent).

Factors Influencing Choice

Fit was the most important factor to the girls with homemaking experience (32.3 percent),and style was the most important factor to the girls with no homemaking experience (38.6 percent). Color was rated as second and third most influencing factors in the purchase of the last skirt. Color was rated as second choice by both groups; 28.3 percent by the girls with homemaking experience and 32.8 percent by the girls with no homemaking experience. Color was also rated as the third most influencing factor in the purchase of the last skirt; 33.9 percent by the girls with homemaking experience, and 32.9 percent by the girls with no homemaking experience.

SUMMARY

More than two-thirds of the entire group received money from their parents for the purchase of the last skirt. Less than one-fourth of both groups of girls used their savings and earnings. The average cost of the

skirts most recently purchased was $5.23 for the homemaking girls and $5.58 for the girls with no homemaking experience. Even though mothers generally accompanied their daughters in shopping for a skirt, more girls with no homemaking experience shopped with their mothers than the girls with homemaking experience.

The small specialty shops were patronized most frequently by the entire sample; however, more girls with no homemaking experience shopped in small specialty shops than those with homemaking experience.

More than 80 percent of the entire sample said that they read the label or labels on the last skirt purchased and they understood what the labeling meant. More girls with homemaking experience than without homemaking experience said that they looked for workmanship in the skirt which they had most recently purchased. Eighty percent of the entire sample said that their skirts did not need any alterations at the time of purchase.

"Window shopping" and "fashion magazines" were rated almost identically by both groups of girls as the most important source of ideas in the purchase of the last skirt. "What other girls are wearing" was rated third in importance as source of ideas by the entire sample.

More girls with no homemaking experience purchased skirts with pressed pleats than girls with no homemaking experience. Slim tailored, unpressed, and wrap around skirts were bought by about 20 percent of the group.

Fifty percent of the entire sample purchased a plain skirt and nearly 25 percent purchased a plaid skirt. Stripes, tweeds and prints were bought by only a small percentage of both groups.

Cotton and wool skirts were the main choice of fabric by the entire sample. Both groups of girls bought more wool skirts than cotton ones.

Forty percent of the girls with homemaking experience purchased wool skirts, and 62.9 percent of the girls with no homemaking experience purchased wool skirts.

Fit was the most important influencing factor to the girls with homemaking experience, and style was the most important factor to the girls with no homemaking experience. Color was rated as a factor second in importance by both groups of girls.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

In this study an attempt was made to determine some of the factors and buying practices in the selection of ready-made skirts by the 10th grade girls in the Carver High School, Montgomery, Alabama. The data was obtained from 197 subjects who completed questionnaires in the first class period on March 12, 1963. The sample consisted of all 10th grade girls in the school.

Thirty-one percent of the fathers of both groups of girls were unskilled. Twenty-two percent of the girls reported that their fathers were not present in the home because of death or separation. Forty-two percent of the mothers were full time homemakers and 40.6 percent were domestic workers. A very small percentage of the mothers was not present in the home because of death or separation.

Approximately 70.0 percent of the entire sample indicated that parents were the main source of money. The study also showed that mothers generally accompanied their daughters in the purchase of their last skirt.

The small specialty shops were shopped in more frequently than other dtypes of stores.

The girls responses indicated that they read labels and looked for certain information on clothing labels. A large majority said they looked at workmanship. Eighty percent of the entire sample reported that the skirts did not need any alterations at the time of purchase.

The girls rated as source of ideas in the selection of the last skirt purchased, window shopping first in importance; fashion magazines

second in importance, and "what other girls are wearing" as third in importance.

Pressed pleats, slim tailored, and wrap arounds were the choices of most of the girls. Wool was the fabric choice for both groups of girls; however, a larger percentage of no homemaking girls (62.9 percent) bought wool skirts than the girls with homemaking experience (46.4 percent). Plain and plaid were the choice of fabric by both groups. Nearly 50 percent of both groups bought a plain skirt, and about 25 percent of both groups bought a plaid skirt.

Fit, fabric pattern, style, and color were the four main characteristics mentioned in skirt selection. Fit was most important for the homemaking girls (32.3 percent) and style was most important for the girls with no homemaking experience (38.6 percent).

It was hypothesized that high school girls with experience in homemaking or in 4-H Club clothing experience would show appreciable differences in the factors and buying practices considered in selection of skirts from those girls with a limited number of these experiences. Although statistical methods were not used in this study, evidence points to the similarities between the two groups in their shopping practices, the characteristics they prefer in a skirt, and the factors which influenced their choices.

This study does have implications in developing a curriculum for high school home economics. The findings have provided background information relative to the economic status of this high school class. Other findings concerning shopping practices, such as the type of store patronized, shopping companion, if any, and price paid for skirts have provided other information for a unit. The characteristics desired in a skirt, such as fit,

style, color suggest possible areas of study in a unit on buymanship.

There is an evening class in clothing construction at the Carver High School each year. It is taught by one of the homemaking teachers. The writer is of the opinion that these mothers should be taught buymanship also since many of them helped their girls in the selection of their skirts.

Fit was rated as a very important characteristic in skirt selection. It, therefore, seems important that components of fit need to be emphasized in the clothing unit.

The increased spending power of teen-agers suggests that consumer education should be required for high school students. Such a study as this one which investigates some of the teenage girls buying practices serves as background data on which to base consumer education.

The need for additional research is evidenced by the findings of this study. A similar investigation among other consumer groups might reveal pertinent data that would be extremely helpful to consumers, educators, and retailers.

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All of you have skirts in your wardrobe. I am interested in what you consider when you select a skirt. I am particularly interested in the LAST SKIRT which you purchased. You may have purchased this skirt alone or with the help of a relative or friend.

I. Think back to this LAST SKIRT which you purchased or purchased with the help of someone.

1. When was this? _____
(month and year)

2. Where did you purchase your skirt? _____
(Name of store)

Please describe this LAST SKIRT by answering these questions. Be sure to answer ALL questions.

3. Style (Check one)

_____	Slim tailored	_____	Circular
_____	Pressed pleats	_____	Gathered
_____	Unpressed pleats	_____	Flared
_____	Wrap around	_____	Other

4. Describe the color _____

_____

5. Pattern of fabric (Check one)

_____	Plain	_____	Plaid
_____	Stripe	_____	Print
_____	Tweed	_____	Other

6. Fabric (Check one)

_____	Unknown	_____	Linen
_____	Cotton	_____	Synthetic blend
_____	Wool	_____	Other

7. How did you know the kind of fabric? _____

_____

8. Name of brand if known _____ Check if unknown _____

9. What was the cost of the skirt? _____

10. From what source did you receive meney to buy this skirt? _____

11. Who went with you when you bought your LAST SKIRT? (You may check more than one if necessary)

_____ Mother
_____ Father
_____ Sister
_____ Aunt or other relative
_____ Friend
_____ Other
_____ No one

12. When you were deciding to buy your LAST SKIRT what influenced you the most? Place a number "1" before the most important to you, a number "2" before the next in importance, and a "3" before the one that is third in importance. Rate only three items.

_____ Fabric pattern
_____ Fabric type
_____ Fit
_____ Workmanship
_____ Color
_____ Cost
_____ Style
_____ Brand name

13. Did you try the skirt on before you bought it?

_____

14. Did you feel it needed any alterations? NO___ YES ____

If yes, what alterations? _____

15. Did you look at the workmanship? NO _____ YES _____

If yes, what were you looking for? _____

_____

II.

1. In thinking back to some of the other skirts you have purchased, which of the following gave you ideas on the type of skirt to buy? Please place "1" before the most important one, "2" before the next in importance, and "3" before the one that is third in importance to you. Rate only 3 items.

_____	Fashion Magazines	_____	Mother
_____	Newspapers	_____	Father
_____	TV	_____	Aunt
_____	Window shopping	_____	Friend
_____	What other girls are wearing	_____	Other
_____	Salesperson		

2. Do you generally read labels? _____

_____

3. What kind of help do they give you? _____

_____

III. Please complete the following statements. You need not sign your name.

1. Your age _____
2. Father's occupation _____
3. Mother's occupation _____
4. Have you had any homemaking courses in high school?
   YES _____ NO _____ No. of years _____
5. Have you had any clothing projects in 4-H Club work?
   YES _____ NO _____ No. of years _____
6. Do you have a part-time job? YES _____ NO _____
7. Do you use your earnings to help buy your clothes?

   _____

8. Do you have a clothing allowance? _____

   _____

Problem--M.S. 1963

Dobbins, Legertha W.

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