

CLOTHING REFERENCES AND BUYING PRACTICES OF
FIFTY FRESHMEN AND FIFTY SENIOR GIRLS OF
SERVITE HIGH SCHOOL,
DETROIT, MICHIGAN

Thesis for the Degree of M. A.
MICHIGAN STATE UNIVERSITY
Sister Mary Ambrose, Sitzmann, O. S. M.
1956

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SERVITE HIGH SCHOOL, DETROIT, MICHIGAN**

By

Sister Mary Ambrose, Sitsmann, O.S.M.

An Abstract

**Submitted to the School for Advanced Graduate Studies
of Michigan State University of Agriculture and
Applied Science in partial fulfillment of
the requirements for the degree of**

Master of Arts

Department of Textiles, Clothing and Related Arts

August, 1956

Approved

Hazel B. Stanhan

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The purpose of this survey was to secure specific information on purchasing practices and factors influencing choices of clothing of one hundred high school girls.

Information was sought by means of a questionnaire and personal interview to determine the socio-economic background of the students; their independence in clothing choices and the evaluation of style, color, and design of dresses typical of those worn by teen-age girls. An inventory of their present wardrobes was made to determine the number and kind of garments they owned and in what ways the wardrobes of the freshmen and senior girls differed.

Responses on the type of garment preferred for school wear indicated that the majority preferred the required school uniform. Although the wearing of the uniform was a requirement, they did not consider it a violation of their independence in choice. There were no significant differences between the freshmen and senior girls in their stated preferences in style, color, or design. Although the majority of the girls felt their wardrobes comparable to those of their girl friends, more freshmen than senior girls felt that they had fewer and less expensive clothes than their peers. Separates were favored by the freshmen

girls for practically all activities. Seniors preferred sweaters and skirts for work, suits and dresses for church and social activities.

Analysis of their buying practices revealed that approximately eighty-five of the one hundred girls purchased all of their clothing ready-made. In their selection of clothing, freshmen girls were influenced by window displays, parents, and by the clothing of their girl friends. The senior girls were more influenced by magazines and window displays. Purchases were most frequently made in neighborhood stores rather than in the downtown department stores. Cash purchases were made for minor items of apparel while both the charge account and lay-away method of payment were used for purchases of major items as coats, dresses, and suits. Parents of the freshmen girls paid for all or part of their clothing while about one-half of the senior girls accepted full financial responsibility for their clothing expenditures.

In general, the findings in this survey conformed to findings of previous studies of clothing practices of teen-age girls.

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ACKNOWLEDGMENTS

**The writer wishes to express her appreciation to:
Miss Hazel B. Strahan, Head of Textiles, Clothing
and Related Arts, for her guidance, interest and kindness
throughout the writing of this thesis.**

**Students of Servite High School who so generously
cooperated in providing data for this study.**

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CHAPTER I

INTRODUCTION

We are all aware that the high school girl of today is socially different from the adolescent girl of the early 20th century. Her social activities are more numerous and different from those of her mother because of her participation in varied activities. Today teen-age groups are recognized as a new consumer-buyer group whose preferences and buying practices are significantly different from adults. Clothing production and distribution agencies recognize this new market. Many teen-age girls today are employed on a part-time basis and frequently work full-time during the summer months. They have greater independence in the selection of the type and quantity of clothing they wear and they also have more economic independence than their mothers had at the same age.

Today's market offers such an array of new materials that we want to develop in our students an awareness of the changing consumer-buyer market from which their selection is to be made so that they will be able to evaluate the textile products in terms of relative merits and limitations.

Therefore this present study will be an investigation of the clothing preferences and buying practices of a limited teen-age group in order to gain information that will serve as a basis of future instruction in giving students those

practical skills and knowledge which will enable them to form correct judgments in choosing the clothing items they purchase.

A limited amount of social-psychological research has already been done on clothing preferences and buying practices. These studies indicate that teen-age girls vary in physical, social and emotional development and that their clothing preferences may, or in part, bear a direct relationship to their age, and also to their social and emotional maturity.

This small study is designed to investigate differences in preferences and buying practices of two adolescent groups whose ages vary by three years. A selected group of one hundred girls attending a parochial school of Detroit will participate in this study.

The specific objectives of this survey are:

1. To gain pertinent information about the social and economic status of their families.
2. To investigate whether or not the requirement of wearing a school uniform violates their concept of independence of choice, and if they would like any modification in the type of school uniform currently worn.
3. To investigate to what extent these one hundred girls have independence in the choice of their wearing apparel.
4. An analysis of each girl's evaluation of ten dresses, considered typical of those worn by her age group, will be studied for preferences in style, color, fabric, quality of workmanship, ease of care, and suitability for specific occasions.

5. To investigate clothing choices and buying practices of freshmen and senior groups as revealed through an analysis of their individual wardrobe inventories.

The primary value of this study will be for the investigator who feels that she will secure a better understanding of her students' concept of individual clothing requirements and the problems inherent in their selection and purchase.

It is also the hope of the investigator that this study may contribute in a small way to others who are concerned with clothing for teen-age girls.

CHAPTER II

REVIEW OF LITERATURE

Co-ordination and versatility are keynotes of the fascinating fashion picture of the wardrobe of our teenager today. The development of judgment in analyzing clothing requirements and the development of skills in actual buying procedures are more significant than heretofore, because so much of the family's clothing is purchased ready-made. Modern ingenuity has produced such varied fabrics that judgment of quality and choice of colors and finishes have become very complicated. A review of literature reveals that more and more attention is being directed toward the study of buying practices.

Bayor and Wybourn state: "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."¹

Several investigations indicate that for adolescents clothing assumes greater importance than it does for other age groups. Hurlock, who has made a study of adolescents, finds that the majority of those interviewed indicate that adolescence was the period of life in which they had been most strongly affected by the approval or disapproval of

¹Bayor, Stephanie and Wybourn, Marjory, Third Clothing and Textile Seminar, Journal of Home Economics, December, 1950, p. 803.

others in regard to dress. Self confidence was increased by clothing most in adolescence. She also made the observation that the adolescent is no longer "satisfied with clothing that resembles the crowd." It must be made of equally good material, it must come from equally good stores, and it must be as expensive a wardrobe as that of the adolescent friend.²

Likewise, Silverman in her study of the attitudes and feelings of teen-age girls toward clothing as well as their actual practices in relation to clothing, concluded that desire for the approval of friends, desire for the internal satisfactions of feelings of poise, self-confidence and happiness, and belief in the advantages in vocational and social areas to be achieved from good clothing and an attractive appearance, were factors which influenced the choices of clothing and the attention to appearance on the part of a major portion of teen-age girls.³

Margaret Warning in her study sought to determine if the clothing of the daughters is used in the same way as the clothing of the adult family members, that is, as a symbol which corresponds to the social class of the family. She

²Hurlock, Elizabeth, Adolescent Development, New York, McGraw-Hill Book Co., 1949, p. 137.

³Silverman, Sylvia, S., Clothing and Appearance, Their Psychological Implications for Teen-Age Girls, Contributions to Education No. 912, New York, Bureau of Publications, Teachers' College, Columbia University, 1945, p. 140.

found that the number of garments owned by the girls, the individuals who selected the garments and the types of stores in which the purchases were made are not important facts in themselves, but they are indicative of the values and the attitudes which are responsible for the similarities in clothing behavior within one class and for the differences in behavior between social classes. The fact which is vitally important is that the social class members recognize that they belong to a social group and want to own and use clothes which give them the feeling of group solidarity because the garments are similar to the clothes worn by the other members of the social class. Social class members want to follow the practices which they recognize as behavior acceptable to the other members of the social class to which they belong.

She concludes that clothing is more than an individual matter, that the clothing of the daughter is used by the family to show status and is therefore not the concern of one child alone. She found that purchasing practices, the matter of independence in shopping, number of garments previously owned by another person, the discarding of garments, and finally, the kinds and the amounts of social participation differed in the various social classes and affected the clothing behavior of social class members.¹

¹Warning, Margaret, "The Implications of Social Class for Clothing Behavior: The Acquisition and Use of Apparel for Girls Seven, Eight, and Nine Years of Age in Three Social Classes in Des Moines, Iowa," Unpublished Doctoral Thesis, Michigan State University, 1956, p. 126.

King, investigated the role of clothing in the family relationships in twenty-five selected families, and reported that clothing seemed to be of significantly greater importance for the teen-age girls in these families than for any other age or sex group. The teen-age girls in her case studies were found to use clothing as protection from fear or ridicule, as a means of gaining social and adult status, and also for personal satisfaction. King's investigation further 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 was in conformance with their group. Clothing frustrations, among the adolescent girls interviewed, stemmed from the imposition of a standard of dress which was in conflict with the standard of their group.⁴

In the study conducted by Holmblade, she found that about a third of the pupils and a half of the mothers said that disagreements about clothes had taken place. It appears that conflicts arose between the mother and daughter because of differing opinions concerning which styles and colors were becoming to the daughter. Another point of disagreement between mother and daughter was the fact that the mother thought the daughter's choices were too old for her. A few

⁴King, Bernice, "A Study of the Role of Clothing in the Family Relationships of Twenty-five Selected Families," Unpublished Master's Thesis, Michigan State College, East Lansing, 1949, p. 115.

of the arguments reported were related to the cleaning and care of the garments.⁵

A study made by Collar involving the questioning of high school girls about buying clothes indicated that most of the girls did not make long-time plans for their clothing but purchased things as they felt they needed them. She reported that over three-fourths of the pupils in her study said that they knew neither how much money had been spent for their clothing from September to March nor how much they could plan to spend in the remainder of the school year.⁶

The question arises as to whether high school pupils are allowed to select their own clothing. VanSyckle found the following patterns of participation in the purchases of clothing reported by the consumers whom she interviewed. For the children over 12 years of age, slightly over a fourth of the purchases were made by the parents alone, about half by the parents and child together, and somewhat under a

⁵Holmblade, A. J., "A Comparative Study of the Clothing Area of the Secondary Homemaking Curriculum in a Selected Community and Related Beliefs and Practices of Families in that Community," Unpublished Doctoral Thesis, Michigan State College, 1954, p. 100.

⁶Collar, Ruth, "A Study of the Clothing Planning, Selecting and Buying Practices of Homemaking Girls in Selected Urban Areas of Michigan," Unpublished Master's Thesis, Michigan State College, East Lansing, p. 104.

fourth by the child alone.⁷

A similar situation with respect to the increased proportion of older children who took responsibility for the buying of their clothing was presented by Silverman. Only one-tenth of the 12-year-olds reported selecting their own clothes while over two-thirds of the 18-year-olds did so. However, three-fourths of the older girls sought their mothers' advice in making the selections.⁸

Richardson suggests that the persons involved in the purchase of a garment may vary with the type of garment. About three-fourths of the ninth-grade girls whom she studied reported having the help of their mothers in purchasing major items of apparel such as skirts, sweaters, and dresses. Most of the pupils purchased minor items, such as scarfs and blouses, by themselves.⁹ Data on this problem of adolescent independence in shopping was compiled in both of the studies by Cobb and Reid. Cobb found that sixty-one percent of the girls select their clothes with their mothers' help; thirty-two percent select their own clothes; while

⁷Van Syckle, Calla, "Practices Followed by Consumer in Buying Large Expenditure Items of Clothing, Furniture and Equipment," Technical Bulletin No. 244, East Lansing, Agricultural Experiment Station, Michigan State College, June, 1951, p. 12.

⁸Silverman, op. cit., p. 59.

⁹Richardson, Marigene, "A Study of the Clothing Planning, Selecting and Buying Practices of Homemaking I Girls in Reimbursed Schools in Selected Areas," Unpublished Master's Problem, Michigan State College, East Lansing, 1953, p. 16.

six percent have their clothes selected for them. She stated, "It is significant that the middle economic group and the middle educational group achieve the greatest independence in selection of clothing . . . as age increases there is a marked tendency for girls to select their own clothing, as indicated by eighty-three percent at age eighteen."¹⁰ Reid found that although many of the girls did not shop independently, ninety-three percent usually were present when clothes were bought for them.¹¹

What influences the consumer in her purchasing? Nystrom says that the nature and extent of consumer demands are dependent upon the amount of income received, size and composition of the family, education of the homemaker and the wage earner, habits and customs of consumption, and the influence of fashion. He also states that changes in consumer demand are due to changes in purchasing power, improvements in the production of goods, changes in the habits and customs, and changes in the kinds of work and ways of living.¹²

¹⁰Cobb, Nellie, "Some Factors Influencing Clothing Satisfaction and Dissatisfactions of High School Girls in Lee County High School, Auburn, Alabama," Unpublished Master's Thesis, Alabama Polytechnic Institute, Auburn, 1951, p. 40.

¹¹Reid, Doris Jean, "A Study of the Clothing Practices of Urban High School Girls," Unpublished Master's Thesis, Virginia Polytechnic Institute, Blacksburg, 1951, p. 26.

¹²Nystrom, Paul H., Economics of Retailing, New York, The Ronald Press Co., 1949, pp. 21-31.

Brisco and Wingate emphasize the importance of reaching consumer demand through the use of appeal. Advertising and salesmanship are important factors in arousing demand. They feel it is necessary to keep in mind that the woman customer is the most important person in retailing and that her decisions account for approximately ninety percent of the department-store sales.¹³

Stone, Form and Strahan 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 or that of 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.¹⁴

Esther Thor and May Cowles found in their study that consumers lack knowledge of buying methods and thus are to

¹³ Brisco, N. A. and Wingate, J. W., Retail Selling, New York, Prentice-Hall Inc., 1945, p. 8.

¹⁴ Stone, Gregory P., Form, Wm. H., and Strahan, Hazel B., "The Social Climate of Decision in Shopping for Clothes," Journal of Home Economics, February, 1954, p. 83.

blame for the many types of unsatisfactory goods on the market. Consumers are ignorant or lack independent judgment in selecting merchandise. They discuss a survey made by Doering and Ellingwood at Madison, Wisconsin, to determine consumers' buying habits in the selection of dresses. One of the investigators assumed the role of salesperson and observed and recorded the comments and reactions while purchasing or desiring to purchase dresses. Of the two hundred customers observed, fifty purchased a total of fifty dresses; thirty-nine paid cash, and credit was extended to fourteen; two paid a deposit on future delivery. On an average, five dresses were tried on for each dress purchased. Nearly one-half of the customers had shopping companions. The time for each sale varied from five minutes to two hours. Over one-third of the customers stated the price they wished to pay. The price asked accounted for refusal to purchase by fifteen of the two hundred fifty customers. Comments on style were made by one-third; one-fourth desired the latest fashion; sixty-four were concerned with workmanship; thirteen examined seam stitching in the garments; durability influenced nineteen; thirteen did not specify particular choice of material when asking to see garments. Apparently customers wished garments suitable in color, line, and fit. Color was definitely stated by 177; sixteen desired becomingness of line; and the fit of the garment concerned 113. Twenty-five refused to buy because alterations were necessary.

This survey further indicates that price, style, quality, and personal suitability were the major factors in the selection of dresses by the consumers observed. Customers showed little interest in learning trade names for materials and colors.¹⁵

Dyer states that becomingness and suitability in clothing do not necessarily need to mean a great expenditure of money. Selection does take time and energy if desirable goods are to be obtained. Four points are to be considered in the selection and purchase of clothing; social status, occasion for which the garment is to be used, age, and type of person for whom the garment is secured. "Right dress is, therefore, that which is fit for the station in life, and for the work to be done in it; is graceful, becoming, durable, healthful, and finally that which is comfortable."¹⁶

One of the decisions people must make when they buy clothes is where they will do their shopping; whether they will patronize local stores, making shopping trips out of town, or order clothes by mail; whether they will make their purchases in department stores or specialty shops. A further consideration is whether or not they will plan to buy garments at sale prices. The evidence concerning people's

¹⁵Thor, Esther and Cowles, M. D., "How Women Select Dresses," Journal of Home Economics, December, 1943, pp. 573-576.

¹⁶Dyer, Elizabeth, Textile Fabrics, Chicago, Houghton Mifflin Co., 1947, p. 156.

beliefs and practices in this connection is rather limited. When people buy clothing they usually select a certain garment or garments from the merchandise displayed to them and reject others. What is their basis of decision in favor of a given garment? Coleman found that appearance of the garment was the factor most frequently reported as a major consideration in the choice of clothing.¹⁷ VanSyckle found that although durability and ease of upkeep were also mentioned by well over half of the consumers, appearance was the factor considered most important by the great majority of the consumers.¹⁸

One of the interesting questions concerning the adolescent girl's choices in clothing is the source from which she receives ideas for the clothing she purchases. Moyer asked this question of senior high school girls in a Kansas community and found that store windows, their schoolmates' clothing, their mother's suggestions, and fashion magazines were each mentioned by two-thirds or more of the pupils.¹⁹ Leask found in her study of teen-age buying practices that the girl's choices in clothing were

¹⁷Coleman, Margaret, "An Analysis of the Responsibilities of the First-Year Homemaking Teacher with Implications for Teacher Education," Unpublished Doctor's Dissertation, Teachers' College, Columbia University, New York, 1954, p. 99.

¹⁸VanSyckle, op. cit., p. 20.

¹⁹Moyer, Louisa, "The Clothing Practices of a Selected Group of Kansas Senior High School Girls," Unpublished Master's Thesis, Kansas State College, Manhattan, 1944, p. 15.

influenced most by clothing advertisements in newspapers and also by store window displays; their parents and classmates also influenced their choices. Leask also found that the majority of the girls shopped in downtown department stores and specialty shops. Only twenty-five or one-fourth of the total group always or frequently shopped in their neighborhood stores.²⁰

Interesting results compiled for several surveys were found on specific clothing preferences. Consideration of the preferences relates to type of garment, color, style, and line. Silverman found that throughout the age range of twelve to eighteen, sweaters and skirts were the most popular mode of dress worn by a large majority of each age group; cotton dresses were their second choice. The indications were that there was a preferred mode of dress to which all groups attempted to conform.²¹

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

²⁰Leask, Grace, "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 College, 1953, pp. 58-59.

²¹Silverman, op. cit., p. 43.

wool, and angora. Gabardine was the most popular for suits and soft-textured fabrics for skirts.²²

The girl's expressions of preferences for line showed that for all types of garments, plain fabrics were consistently more acceptable to the girls than plaid or printed fabrics. Casual and tailored garments were favored by all of the girls, and sixty-four percent of the girls indicated a preference for straight skirts, sixteen percent for pleated and fifteen percent for flared.²³

In the Cobb study, preference for line was correlated with age; and it revealed that one hundred percent of those aged fifteen preferred soft curved lines as compared to only sixty-seven percent of those who were eighteen years old. None of the younger girls preferred straight lines, while thirty-three percent of the eighteen year age group indicated this preference. The inference seems to be that as age increases the tendency for preference of straight lines increases.²⁴

An investigation of the problems of two thousand girls by Hertzler in 1940 showed that twenty-one percent

²²Smith, Alma, "Apparel Buying Motives and Habits of High School Girls of Des Moines, Iowa," Unpublished Master's Thesis, Drake University, Des Moines, 1950, p. 80.

²³Helman, Lois, "The Relationship of Color and Line of Dress to the Personality of High School Girls," Unpublished Master's Thesis, Drexel Institute of Technology, Philadelphia, 1948, p. 31.

²⁴Cobb, op. cit., p. 46.

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.²⁵

Leask found that ninety-one percent considered their wardrobes adequate for school. Eighty-eight percent considered them adequate for informal wear, but only forty-two percent considered them adequate for formal occasions. These figures indicated a surprisingly large number who felt that their wardrobes were adequate. This may be partially explained by the fact that eighty-two of the girls worked and seventy-five of them spent at least a part of their earnings on clothing. Forty-three girls earned from five to fifteen dollars a week. This data may indicate a self-satisfied attitude on the part of the students due to their limited social experience, to their family background, and also to the fact that there was little evidence of social mobility in the family.²⁶

Holmblade in her study of the clothing worn by teenagers sought to find the clothes that parents do not want their daughter to wear. Ten of the mothers did not want their daughters to wear clothes which they considered

²⁵Hertzler, Alvenda, "Problems of the Normal Adolescent Girl," California Journal of Secondary Education, February, 1940, pp. 114-119.

²⁶Leask, op. cit., p. 65.

inappropriate for a specific occasion such as: jeans to school, shorts for downtown, good clothes to school, shirt and jeans when there was company or nylon stockings to school. A similar number did not want their daughters to wear garments in which necklines were too low, skirts and sweaters which were too tight, or very sheer blouses. A few mothers also named garments which they thought to be in poor taste as colors that were too gaudy, or clothes that were too fussy, and skirts in unbecoming styles.²⁷

Silverman felt the school could serve the parents well by interpreting to them clothing interest and resulting behavior. Later she recommended, because a great majority of the group she studied indicated a desire for an expert in the school, that such a person could help them with their clothing problems as well as help them express their individuality and enhance their attractiveness. Additionally, she suggested that such courses must be of the functional type, not only acquainting girls with the theoretical foundation of design and line but also realistic problems of appropriateness, individuality and suitability to age.²⁸

²⁷Holmblade, op. cit., p. 93.

²⁸Silverman, op. cit., p. 119.

CHAPTER III

METHODS AND PROCEDURES

The questionnaire and garments used in the personal interviews of this study will be designed to secure specific information as to purchasing practices and factors influencing the choice of clothing of fifty freshmen and fifty senior girls of Servite High School, Detroit, Michigan.

These two groups will be surveyed to ascertain similarities and differences between the two age groups in their clothing choices. The senior girls chosen to participate in this study will be enrolled in clothing classes during the current school year. Since freshmen girls may not enroll in clothing classes their participation will be on a voluntary basis.

The questionnaire for the interviews will be given a trial test to determine the length of time necessary for its completion and also to judge whether the questions are clearly stated and understood. Because of the great amount of information to be secured, it is not feasible to try to obtain it in one interview. Two interviews of approximately forty-five minutes each will be scheduled for each student. Since these interviews can be best secured after school or on Saturday, it will be necessary to extend the interviews over a period of weeks.

The questionnaire will consist of three parts:

Part I (see Appendix A, page 98) will be a personal

data sheet designed to give the investigator specific information concerning each student's family. It will include questions on the occupation and birthplace of the parents, the amount of money, if any, earned by the student interviewed and what proportionate expenditure of the money she earns is used for her clothing.

Questions designed to reveal the student's judgment concerning the adequacy of her wardrobe, how she compares it with those of her peers, and her own observation concerning her personal appearance and grooming habits will also be included in Part I. Each student participating in the study will be asked to personally fill out this section of the questionnaire.

Part II (see Appendix B, page 102) will be designed to determine whether these one hundred girls feel that the wearing of a school uniform violates their concept of independence in making clothing choices and whether they desire any modification in the type of school uniform which they are now wearing. A third group of questions will be designed to measure the degree of sensitivity they have concerning their personal requirements in clothing and their awareness of the factors which influence their choices.

Ten dresses, typical of those available in retail stores and typical of dresses worn by teen-age girls, will be used to study individual preferences in ready-to-wear. These dresses will be examined by the students for specific

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Ten dresses, typical of those available in retail stores and typical of dresses worn by teen-age girls, will be used to study individual preferences in ready-to-wear. These dresses will be examined by the students for specific

preferences in style, color, fabric, quality of workmanship, and ease of care. Each dress will be identified by a number. A price tag, and label with all available pertinent information about fabric, finish, or recommendations for care will be attached to the garments.

Part III will be an inventory check-list for outer-garments in their present wardrobe. It will provide information concerning the number of the specified outer-garments owned, the approximate date of purchase, approximate cost, and type of fabric, color and style.

In order to obtain as accurate information as possible, this inventory check-list will be filled out at home where they may actually check on the requested information.

CHAPTER IV

DISCUSSION AND INTERPRETATIONS

An analysis of the personal data sheets revealed pertinent information about these one hundred girls. Ages of these one hundred girls ranged from thirteen to eighteen inclusively. Nearly two-thirds of the freshmen were fourteen years of age, and about three-fourths of the seniors were seventeen years of age. Table I indicates the distribution of ages within the two groups.

TABLE I

DISTRIBUTION OF AGES							
Age	13	14	15	16	17	18	Total
Freshmen	10	32	8				50
Seniors				12	36	2	50

The data on the occupations of the fathers indicated that the majority may be classified as skilled or semi-skilled workers. Only six out of the ninety-three reporting belonged in a professional classification. Since Detroit is an industrial city it was expected that the majority of their fathers might be employed in some branch of the

automotive industry. Occupations of the fathers are listed in Table II.

TABLE II

EMPLOYMENT OF FATHERS			
Type of Position	Freshmen	Seniors	Total
Factory	21	14	35
Salesman	5	7	12
Maintenance	2	3	5
Foreman	1	3	4
Carpenter	1	3	4
Engineer	1	3	4
Accountant	2	2	4
Policeman	2	1	3
Barber	2	1	3
Painter	2	1	3
Baker	1	2	3
Doctor	0	2	2
Grocer	1	1	2
Plumber	2	0	2
Undertaker	0	2	2
Radio-Television	1	1	2
Landscaper	1	0	1
Cab Driver	1	0	1
Dispatcher	1	0	1
Not working	2	3	5
Not living	1	1	2

It was found that twenty-four or practically one-fourth of the mothers were engaged in full-time positions outside the home, while fourteen mothers held part-time positions. This has implications in terms of the relative amount which might be spent for clothing and of the buying

practices within the home. The type of positions held by the mothers is shown in Table III.

TABLE III

EMPLOYMENT OF MOTHERS					
<u>Type of positions</u>	<u>Full-time</u>		<u>Part-time</u>		<u>Total</u>
	<u>Freshmen</u>	<u>Seniors</u>	<u>Freshmen</u>	<u>Seniors</u>	
Saleslady	5	4	1	2	12
Factory	4	2	2	3	11
Secretary	1	3	1	0	5
Telephone	1	0	2	1	4
Seamstress	2	0	0	0	2
Nurse	2	0	0	0	2
Cook	0	0	0	2	2
Total	15	9	6	8	38

An analysis of the data on self-employment indicated that thirty-five of the seniors and thirty-three of the freshman girls were currently employed. Thirty-one worked after school; forty had Saturday jobs; and forty-five or almost one-half of the total group interviewed indicated that they had worked last summer. The fact that so many of the girls work suggests a need for supplementing their family

income to provide for basic needs or for non-essential but desired expenditures. Most of the senior girls were employed as clerks in nearby department stores; whereas the majority of the freshmen girls were babysitters. Table IV indicates the average hourly wage paid to the freshmen and senior groups. The six girls who earned more than one dollar per hour had special aptitudes or abilities. Two were organists, three gave music lessons, and one gave dancing lessons.

TABLE IV

STUDENT EMPLOYMENT				
Type of Positions	Freshmen	Seniors	Earnings per hour	Earnings per week
Salesgirl	2	19	\$.75 to .85	\$10 to \$15
Babysitter	31	6	.40 " .50	2 " 5
Waitress	0	4	.90	10 " 12
Teacher	0	3	1.00 " 1.50	35 " 40
Organist	0	2	2.00	35 " 40
Receptionist	0	1	.95	20 " 25
Total	33	35		

The reasons given for employment outside the home overwhelmingly indicated a desire for additional money for

clothing purchases. Eighty-five percent of the money these one hundred girls earned was spent for clothing, approximately ten percent for school supplies and transportation, and the remaining five percent was put into savings.

To better understand the home life of these girls, questions were asked about the birthplace of their parents and the language spoken at home. Analysis of replies revealed that twenty-five fathers and twenty-seven mothers were foreign born. However, thirty of the fifty-seven were born in Canada. Since Windsor is only across the river from Detroit, the remaining twenty-seven foreign born parents did not seem exceedingly high in number. However, it was indicated that a foreign language was spoken in nineteen of the one hundred homes. Further questioning revealed that although English was usually spoken in the home, Flemish, French, German, and Italian were spoken chiefly by the parents or upon the occasion of a visitor in the home who did not speak English.

It seems significant that most of the girls interviewed came from relatively small family groups. Table V shows the number of children in the family and the ages of brothers and sisters living at home as well as those not living at home. Fifty-six or more than half of the families had one, two, or three children. Thirty-three or one-third of the total families had four, five, or six children. There were eleven homes in which there were six or more

children. While there were approximately as many brothers as sisters living at home, there were fewer boys than girls under high school age. There were comparatively few older brothers or sisters who had homes of their own or were living away from home. In the majority of the families in this survey the children were too young to contribute in any appreciable way to their support. No doubt this accounts, in part, for the number of mothers who sought employment outside the home. Table V shows the family composition as to number of children in the family, sex and whether they were younger or older than the interviewee.

TABLE V

FAMILY COMPOSITION

Number of children in the family	Freshmen	Seniors	LIVING AT HOME				NOT LIVING AT HOME			
			Sisters Older	Sisters Younger	Brothers Older	Brothers Younger	Sisters Older	Sisters Younger	Brothers Older	Brothers Younger
One	3	9	0	0	0	0	0	0	0	0
Two	11	14	9	6	4	6	0	0	0	0
Three	10	9	8	12	9	4	2	0	3	0
Four	9	5	9	14	10	2	3	0	4	0
Five	6	7	2	15	15	6	4	0	0	0
Six	2	4	6	10	7	5	2	0	0	0
Seven	1	2	3	5	5	4	0	0	1	0
Eight	3	0	8	1	6	4	0	0	2	0
Nine	0	0	0	0	0	0	0	0	0	0
Ten	4	0	8	8	6	8	1	0	5	0
Eleven	1	0	0	2	0	0	5	0	3	0

Freshmen

Seniors

The response to the questions on self-evaluation of their personal appearance indicated twenty-two of the girls were not satisfied with their appearance. It was interesting to note that sixteen of the twenty-two were freshmen. When questioned further it was found that dissatisfaction was not always due to the inadequacy of their clothes, but to over-weight, figure deformities or poor complexion which made them feel uncomfortable and unhappy about their appearance.

Almost one-half of the senior girls stated that they were satisfied with both the number and variety of garments in their wardrobe. Since two-thirds of them worked and spent approximately eighty-five percent of their earnings on clothing, one might assume that the desire for clothes was a primary motivation in their seeking employment. Almost three times as many freshmen girls as seniors felt that their clothes were not comparable to those of their friends. The freshman girl who had just entered high school probably had had limited social activity, but now felt her wardrobe inadequate for the additional activities she would be attending or participating in.

Church, parties, and dating were the social occasions outside of school for which clothing was important. The senior girls felt a need for more party dresses because of more social activities. The freshmen girls, however, felt their wardrobes adequate for their more limited social

requirements. Both age groups, however, felt the need for or wanted more sweaters, blouses, and play clothes. Sport activities and parties were the school activities that made the individual girl feel the need and desire for appropriate clothing. Only one senior, as compared to five freshmen girls, felt that her wardrobe was not adequate for social participation in her group.

Analysis of the responses to questions pertaining to their independence as to what should be worn for special occasions revealed that fifteen senior girls seldom sought the opinion of others while only five of the freshman group indicated such independence in this regard.

CLOTHING PREFERENCES



The school uniform worn at Servite High School

It has been both traditional and compulsory for the girls attending this parochial school to wear a prescribed school uniform. In Part II, (see Appendix B, page 103) of the questionnaire on clothing preferences an attempt was made to determine whether the girls would prefer not to dress uniformly or would like any modification in the uniform now being worn.

The uniform the girls wear consists of a navy blue rayon-dacron gabardine box-type jacket and a four-gore skirt with a pleat in both the back and the front. The blouse is a white broadcloth "Ship and Shore" brand with short sleeves and a pointed collar. For church wear, a peaked hat is worn. Black and white saddle oxfords and white anklets complete the uniform.

The uniform was currently purchased from Kern's, one of the large downtown Detroit department stores. The cost of the jacket was \$12.95; the skirt, \$6.95; the blouse, \$2.95; the hat, \$1.95. Most of the girls purchased two skirts and three blouses when they were freshmen. Seventy-five percent of the girls have been able to wear their school uniform for the entire four years they were in high school and have found it necessary to purchase only two new blouses each year.

An analysis of the responses concerning the attitude of the girls toward the wearing of a prescribed uniform to school follows. When the questionnaire was administered,

the freshman group had been wearing their uniform only three weeks. When asked if they preferred wearing street clothes to school instead of the school uniform, thirteen freshmen said they preferred the street clothes, but only four of the seniors preferred street clothes to the uniform. Both groups felt that the style of the uniform was attractive and becoming to the majority of the girls. When considering the initial costs and maintenance over the period of the four years they felt that it was much less expensive than if they had individually selected their own clothes.

Many of the girls indicated that they would like to see minor changes made in the style or design of the uniform. Twenty-five girls wished that the jacket was more fitted, ten would like to have the jacket replaced with a weskit, while eight would have preferred a jerkin instead of the jacket. Seventy-five of the students would like to have the shoulder pads removed from the jacket. Sixty felt that the skirt needed no modification. Ten senior girls preferred a straighter skirt, while fifteen of the freshmen girls preferred a circular or fuller skirt.

The style and fabric of the blouse were well liked by the majority of the total group. They suggested that the top button on the blouse be raised about an inch as they felt that the neckline was too low. Almost the entire group were dissatisfied with the hat that had been chosen. The elastic in the back of the hat tended to make it slide off

the head. They preferred a "beanie" type of hat.

Ninety percent of group were satisfied with the saddle oxford which was chosen and stated that if the school had not required a specific type of shoe that they would have selected saddle oxfords. Ninety girls felt the saddle oxford was comfortable and gave good support. Ten percent of the group preferred the loafer type of shoe to the saddle oxford.

When asked if they felt unhappy in wearing garments to school that were not of their own choice, four seniors and thirteen freshmen stated that they were unhappy. When asked if given a choice would they continue to wear the uniform to school, forty-six of the seniors and thirty-seven of the freshmen stated that they preferred the school uniform. Reasons substantiating their preferences were: "With the wearing of a uniform there was no rivalry;" "No question of what to wear the next day;" "More economical;" "One can keep other clothes for other activities;" "Not enough other clothes;" and "Saves on the washing and ironing." The girls who disliked having to wear the uniform stated: "Got tired of wearing the same thing;" "Did not like to be dressed like someone else;" and "Liked to wear a variety of clothes."

An analysis of the responses as to the serviceability and durability of their school uniforms indicated marked differences of opinion. Almost half of the girls did not

think that the fabric in their uniform gave satisfactory service. Their dissatisfaction was based on "Gets out of shape;" "Gets shiny;" and "Sleeves wear out." Comments on ease of care were: "Wrinkles fall out;" and "Does not show soil or spots." Approximately one-fourth felt that it was necessary to press the skirt frequently in order to present a neat appearance.

When questioned about the factors that most frequently influence their choice in the purchase of a skirt or blouse, it was found that none of the one hundred girls knew a brand name for a skirt; the only brand name that they knew for blouses was "Ship and Shore," the brand name of the blouse that they wore with the school uniform. One hundred percent of the girls were concerned about color, price, and style; whereas, cost of upkeep, ease of care, and fiber content were not important factors to them. Only ten of the one hundred interviewed were concerned with workmanship. Fifty-two of the freshman group and only five of the senior group wished to purchase both skirts and blouses that were similar to those of their friends.

Color and design hold a very prominent place in their clothing preferences. Table VI shows that blue seemed significantly high in their color preference in coats, dresses, and blouses. Gray was popular for suits or skirts. In order of frequency, blue, white, brown, and pink were the favored colors for sweaters. Approximately one-third

preferred blue or white for blouses. Red was the second choice color for winter coats and pink for spring coats. Plain fabric was the predominate choice for all garments. However, for fabrics with design, plaid was a favorite for skirts, and prints were favored for dresses. Table VI indicates their color preference for their favorite coat, suit, blouse, sweater, skirt and dress.

TABLE VI

COLOR AND DESIGN CHOICES

	Blue	Pink	Brown	White	Gray	Red	Beige	Green	Yellow	Plain	Plaid	Print
Winter Coat	39	7	6	3	10	22	4	0	0	80	8	12
Spring Coat	30	19	0	13	0	14	8	11	0	88	12	0
Favorite Suit	17	5	0	4	11	0	8	0	0	96	4	0
Favorite Blouse	34	18	0	35	0	0	4	4	0	73	12	15
Favorite Sweater	29	15	16	22	0	2	0	9	8	100	0	0
Favorite Skirt	15	0	22	0	34	0	16	0	0	60	21	19
Favorite Dress	32	21	6	16	6	0	10	9	4	49	11	40

When asked why they chose the specific blouse, skirt, and dress and indicated it as their "favorite" most of those interviewed said that they liked this particular item because of its style and/or color. Eighty said that the skirt was a "favorite" because of fit. Fifty-three indicated that it was the fabric which made the dress a favorite for them.

When the girls were questioned about garments in their wardrobes that had previously belonged to someone else, it was found that coats, blouses, skirts and dresses were the items most often mentioned. Sixty-seven stated that they liked the garments that had been given to them. Thirty-three

stated that they disliked the garments that were given to them and gave as their reasons: "Did not fit;" "Did not have style;" "Too old;" or "Too babyish."

The garments in their wardrobes that they did not wear were shoes and skirts that did not fit, sweaters that were badly stretched, dresses and suits that were out of style, and skirts that were not pleasing in color.

In order to ascertain the ability of the girls to judge suitability of dress for various occasions, several questions pertaining to suitability were included. The students were asked to check the type of clothing they wore to church, to work, and to special social functions, and then to tell why they made these choices. Because of the uniformity in their responses, the girls indicated that they wish to conform to the accepted standards of suitability for their age groups. Blouses or sweaters with skirts were undoubtedly the most popular combination for all types of activities, as can be seen in Table VII. Half of the girls wore separates to church and to work, and three-fourths of them wore them also for social activities.

Dresses ranked second in popularity for church wear and social functions; but only twenty of the girls chose dresses, and always cotton dresses, for wearing to work. As might be expected from differences in physical maturity, the age difference between freshman and senior was noticeable in the wearing of suits. Twenty-seven

seniors and twelve freshmen wore them to church, and twelve seniors and two freshmen wore them for social activities. Only the few seniors who held office positions listed suits for wearing to work.

TABLE VII

SUITABILITY OF GARMENTS FOR VARIOUS OCCASIONS						
	To Church on Sunday		To Work		Social Activities	
	*F	**S	*F	**S	*F	**S
Blouses or Sweaters with skirts	31	21	16	34	42	34
Dresses (wool, silk, synthetic)	16	23	0	0	7	19
Dresses (cotton)	7	16	5	14	8	14
Suits	12	27	0	4	2	12

*F--Freshmen **S--Seniors

Reasons given for the above preferences were similar for all occasions. Most frequently used were: "Always stylish;" "More comfortable;" "Most girls wear them;" "Gives more variety;" "Seems most suitable for the occasion."

For school dances and parties the girls rated as unsuitable: sheer blouses, tight sweaters and tight skirts, saddle shoes, and low cut dresses. The garments that they considered unsuitable for basketball or football games

were: levis, shorts, blue jeans, dressy dresses, tight sweaters, bermudas, slacks, and boy's shirts tied around the waist. Unsuitable garments which were listed as seen worn in downtown Detroit were: sheer blouses, shorts, bermudas, levis, low-necked dresses, tight sweaters, sun dresses, midriffs, halter type dresses--and dirty shoes!

During the past summer there has been much discussion in our Detroit newspapers about the wearing of shorts for shopping downtown. Most of the girls interviewed felt that the only time that shorts were appropriate was in the privacy of one's own home but never for street wear. Included with shorts were bermudas, not because they were considered immodest but because the girls did not think them becomingly feminine. They were listed as unsuitable and improper for shopping, for parties, for street wear and for school activities.

Slacks were regarded as inappropriate for church, school, dances, parties or when dining out or entertaining visitors in the home. All agreed that "sun dresses" should not be worn to church or school, and some ruled them out for shopping excursions and dates.

A STUDY OF
PREFERENCES FOR READY-TO-WEAR
OF TEN DRESSES

TABLE VIII

DESCRIPTION OF TEN DRESSES USED IN PREFERENCE STUDY

<u>Dress</u>	<u>Color</u>	<u>Style</u>	<u>Trim</u>	<u>Workmanship</u>	<u>Description</u>	<u>Fabric</u> <u>Finish</u>	<u>Price</u>
I	Blue/white	Natural waist-line, full skirt, set-in sleeves	Organdy pique collar and cuffs	Bound seams	Cotton, uneven plaid	Wrinkled Shed	\$4.98
II	Light and dark gray	Natural waist-line, full skirt, set-in sleeves	Peter Pan collar piped in yellow	Pinked seams	Cotton broadcloth	----	3.98
III	Gray and white stripes	Long torso, gathered skirt, set-in sleeves	White pique collar and cuffs, red tie and belt	Pinked seams	Cotton striped broadcloth	Wrinkled Shed	7.95
IV	Black/white	Natural waist-line, gathered skirt, set-in sleeves	Yellow collar and belt, rhinestone in bodice	Pinked seams	Cotton embossed print	----	7.95
V	Red	Jumper with dickie, set-in sleeves, full gathered skirt	White piped collar, white buttons, red leather belt	Pinked seams	Denim and dickie of broadcloth	----	6.95

TABLE VIII (CONTINUED)

<u>Dress</u>	<u>Color</u>	<u>Style</u>	<u>Trim</u>	<u>Workmanship</u>	<u>Description</u>	<u>Fabric</u> <u>Finish</u>	<u>Price</u>
VI	Pink/white	Drop shoulder line; natural waist-line; full gathered skirt	White collar and cuffs piped in black; black belt	Pinked seams	Figured printed cotton	Glazed	\$7.95
VII	Blue/white	Natural waist-line; set-in sleeves; full gathered skirt	Self collar and cuffs; bias strips in bodice	Machine finished	Nylon figured	----	7.95
VIII	Peach	Sleeveless; Natural waist-line; inset in skirt	Black braid and rhinestone trim on bodice; repeated trim in skirt inset	Pinked seams	Cotton broadcloth	----	4.98
IX	Blue	Long torso; full gathered skirt; self belt	Rhinestone trim bodice; corded ties on drop shoulder sleeves	Pinked seams	Embossed	Everglaze	7.95
X	Lavender	Scoop neckline; set-in sleeves; full gathered skirt; corded belt	Piped neckline and sleeves	Pinked seams	Acetate	----	7.98

PREFERENCES FOR READY-TO-WEAR

A group of ten dresses was used to determine individual preferences in color, line, and design as well as for student evaluation of suitability for specific occasions, serviceability and evaluation of workmanship. These dresses were chosen by a research committee from Michigan State University as typical of styles and fabrics available on the current market for girls ranging in age from twelve to eighteen. These dresses were chosen on the basic assumption that there is rather a wide range of maturity among teen-age girls. For that reason both girls' and teen-age sized dresses were selected. A comparable number were essentially more sophisticated in styling than those from the children's departments. In price range and fabric these dresses were likewise representative of what teen-age girls would find in stores if shopping for dresses.

In the interview schedule (see Appendix B, page 113) questions 36-50 were designed to determine student preferences based on ten ready-to-wear dresses. Questions 36-41 were designed specifically to study preference in style which included specifically structural design, trim, and color; 42-44 were designed for their evaluation of workmanship; 45 for judgment on fabric quality; 46-47 for ease of care; 48 for labels; and 49-50 on price-value relationship based on combined quality of style, fabric, ease of care, etc.

For shopping downtown or other social occasions the seniors indicated preference for dresses III, VI, and IX, which in structural line, neckline, color, and decorative trim were more sophisticated and comparable to the dresses worn by the older teen-age group. It is a general observation that freshmen girls differ in height, weight, figure type, and maturity to a greater extent than the older adolescent girl. An observer will note that some girls of fourteen are still definitely "little girls" whereas others no older see themselves in the role of a young lady. The less mature girls chose dresses I and VII, while the rest of the freshman group showed preference for the same styles as those chosen by the senior girls.

The workmanship of the dresses was judged by examining the stitching of the seams, seam finishes, garment placket, and hem finish. Because of the bound seams of dress I and the machine edge stitched seams of dress VII, they were rated as superior in workmanship to the other eight dresses. Dresses V and X were regarded as poor in workmanship for the following reasons: the waistline and armhole seams were badly frayed; a long machine stitch was used on the placket opening; and the side seams were not evenly stitched.

Three dresses were rated as very poor in their decorative trim. They indicated that dresses IV, V, and VIII were displeasing in color combination. The black and

white embossed cotton, dress IV, was displeasing in color combination to them because of the mustard color used for the collar and belt. They thought the different reds combined in dress V were not harmonious. The inset in the skirt of dress VIII was disliked, and their comments indicated that they did not think the inset was good in garment design. They likewise indicated their dislike for the cap sleeve of this dress.

For questions 46-47 which concerned their evaluation of the launderability of the dresses, both groups indicated dress IV, the black and white printed cotton with mustard yellow trim and rhinestones as one which would not launder well. They thought the polished cotton would lose its gloss, that the raised design would flatten in laundering, and the rhinestones would present an additional laundering problem. Dress V, the red denim, was also considered poor in launderability. They thought that the fabric would fade and that it would not iron well. Dress X, the lavender acetate faille, was considered very poor in launderability. Dry cleaning was the method suggested for this dress.

When questioned about the labels "Wrinkl-Shed" and "Everglaze," the freshman group was unaware of the meaning of the terms. Many stated that they did not know, and from the response of those who guessed at the meaning, the investigator was convinced that the freshman group had not learned how to interpret informative labels in the shopping

in which they had participated. When questioned further as to the care that should be given the garment labeled as "Wrinkle-Shed," or whether this finish would affect the laundering and ironing, the freshmen definitely showed their lack of knowledge in this regard. Most of the seniors knew the meaning and significance of the labels because they had been enrolled in clothing classes and had studied the meaning of different labels in their classes.

Good fabric, pleasing style, and good workmanship were the reasons given by the senior girls for judging the best value in terms of price. The freshmen in considering the best value in terms of price did not include workmanship in their evaluation. The investigator thought the senior girls, many of whom had earned the money which they spent for clothing, were more cognizant of quality of fabric, ease of care, and workmanship as desired qualities. The freshmen girls actually had had less experience in making their own choices and were more subjective in their evaluation as their interest was essentially for becomingness. Apparently ease of care had not been a major concern in their experience, and total durability had been a minor concern.

STUDENT PREFERENCES AND RATING FOR READY-TO-WEAR GARMENTSDRESS 1

Fabric: Blue and white cotton gingham

Trim: White organdy collar trimmed with pique; cluster of flowers; self belt

Label: Wrinkl-Shed

Price: \$4.98

PREFERENCES

Suitability for shopping downtown or social occasions:

Selected by: immature freshmen types

Rejected by: all senior girls

Trim: rated as a pleasing combination

Workmanship: rated excellent because of the bound seams and neat stitching

Launderability: rated as good

Price Value: rated as good

DRESS II

Fabric: Light and dark gray
cotton broadcloth

Trim: Peter Pan collar;
bright yellow piping
on collar, cuffs,
and yoke

Price: \$3.98

PREFERENCES

Suitability for shopping downtown or other social occasions:

Rejected by: both groups

Trim: rated as a pleasing combination

Workmanship: rated as fair because of the frayed seams

Launderability: rated as good

Price Value: rated as good

DRESS III

Fabric: Gray and white stripe
cotton gingham

Trim: White pique collar
and cuffs, red tie,
narrow red belt

Label: Wrinkl-Shed

Price: \$7.95

PREFERENCES

Suitability for shopping downtown or for social occasions:

Selected by: mature freshmen types and all senior girls

Rejected by: immature freshmen types

Trim: rated as excellent because of the pleasing color combinations

Workmanship: rated as good

Launderability: rated as good

Price Value: rated as good

DRESS IV

Fabric: Black and white printed cotton

Trim: Mustard yellow collar, yellow belt piped in black, rhinestone in the bodice

Label: Embossed

Price: \$7.95

PREFERENCES

Suitability for shopping downtown or for social occasions:

Rejected by: both groups

Trim: rated as a very poor color combination

Workmanship: rated as good

Launderability: rated as poor, because it was thought that the black would bleed

Price Value: rated as poor because of the lack of style qualities

DRESS V

Fabric: Jumper--red denim
Dickie--red broad-
cloth

Trim: White piped collar;
white buttons, red
leather belt

Price: \$6.95

PREFERENCES

Suitability for shopping downtown or for social occasions

Rejected by: both groups

Trim: rated as poor because of the lack of color harmony

Workmanship: rated as poor because of frayed seams, large machine stitching, and sleeves puckered in the armholes

Launderability: rated as poor because it was thought the red would fade and it would not iron well

Price Value: rated as poor because of the lack of style qualities

DRESS VI

Fabric: Pink and white glazed chintz

Trim: White collar, cuffs, and bodice front piped in black; black suede belt

Price: \$7.95

PREFERENCES

Suitability for shopping downtown or for social occasions:

Selected by: mature freshmen types and all senior girls

Rejected by: immature freshmen types

Trim: rated as a very pleasing combination

Workmanship: rated as good

Launderability: rated as good

Price Value: rated as good

DRESS VII

Fabric: Blue and white nylon sheer

Trim: Collar and cuffs of self material, bias strips in the bodice

Price: \$7.95

PREFERENCES

Suitability for social occasions:

Selected by: immature freshmen types

Rejected by: mature freshmen types and all seniors

Trim: rated as a very pleasing combination

Workmanship: rated as superior because of the machine finished seams and the neatly finished details

Launderability: rated as good

Price Value: rated as good

DRESS VIII

Fabric: Peach cotton broad-cloth

Trim: Black braid and rhinestones trim yoke and inset; black ribbon; cluster of flowers

Price: \$4.98

PREFERENCES

Suitability for social occasions:

Rejected by: both groups

Trim: Skirt trim rated as poor in design, dislike of cap sleeve

Workmanship: rated as good because of the neatly stitched seams

Launderability: rated as good

Price Value: rated as good

DRESS IX

Fabric: Blue embossed cotton
Trim: Narrow band collar;
corded ties on
sleeves; self belt;
rhinestones in bodice
Label: Everglaze
Price: \$7.95

PREFERENCES

Suitability for social occasions:

Selected by: mature freshmen types and all seniors

Rejected by: immature freshmen types

Trim: rated as excellent

Workmanship: rated as good

Launderability: rated as good

Price Value: rated as good

DRESS X

Fabric: Lavender acetate
faille

Trim: Scoop neckline piped
in purple; piped
sleeves; purple
corded belt

Price: \$7.95

PREFERENCES

Suitability for social occasions:

Selected by: seniors

Rejected by: freshmen

Trim: rated as a pleasing color combination

Workmanship: rated as poor because of the badly frayed
seams and the uneven stitching

Launderability: rated as poor; dry cleaning was suggested

Price Value: rated as good

TABLE IX

SUMMARY OF PREFERENCES

<u>DRESS</u>	<u>STYLE</u>	<u>TRIM</u>	<u>WORKMANSHIP</u>	<u>LAUNDERABILITY</u>	<u>COST-VALUE RELATIONSHIP</u>
I	Freshmen	Excellent	Superior	Good	Good
II	Neither group	Good	Fair	Good	Good
III	Freshmen-seniors	Excellent	Good	Good	Good
IV	Neither group	Poor	Good	Fair	Poor
V	Neither group	Poor	Poor	Very poor	Very poor
VI	Freshmen-seniors	Excellent	Good	Good	Good
VII	Freshmen	Excellent	Superior	Good	Good
VIII	Neither group	Poor	Good	Good	Good
IX	Freshmen-seniors	Excellent	Good	Good	Good
X	Seniors	Good	Poor	Poor (dry cleaned)	Good

BUYING PRACTICES

Questions 13 to 27 were designed to determine the buying practices of the one hundred girls interviewed. Independence in shopping, the extent to which clothing was purchased ready-made, the type of stores and method of payment, the sources that influenced their choices, and a comparison of their clothing in cost, style and number with that of their friends were studied. An analysis of this data follows.

To ascertain the degree of independence the girls had in shopping, each girl was asked to check the specific items of clothing which she most frequently purchased by herself as well as those for which she and her mother or father shopped together. This data is summarized in Table X. Winter coats, suits, and dresses were the clothing items which were most frequently shopped for by the girl and her mother. Blouses, sweaters, slips, shoes, and hose were items which the girl purchased alone. It is evident that the seventeen-year-old senior girls made many more purchases independently than the freshmen who were three years younger.

Eleven seniors and twenty of the freshmen girls indicated that when they shopped for clothing with their mothers, the final decisions were made by the mother. The specific factors in order of frequency on which the

girl and her mother disagreed were: style, color, fabric, fit of garment, and price. Table X indicates the buying practices for both major and minor items in their wardrobes.

TABLE X

<u>BUYING PRACTICES</u>								
	Girl Alone		Mother Alone		Girl and Mother		Girl and both parents	
	*F	**S	*F	**S	*F	**S	*F	**S
Winter Coat	1	6	0	0	38	40	6	3
Suit	3	14	0	0	26	18	4	1
Blouses	33	39	5	1	12	10	0	0
Sweaters	23	39	6	0	17	6	0	0
Skirts	18	34	0	0	28	16	0	0
Dresses	6	12	0	0	36	38	2	0
Slips	24	25	11	10	15	15	0	0
Hosiery	31	36	8	7	11	7	0	0
Shoes	27	28	0	0	19	20	4	2

*F--Freshmen **S--Seniors

The extent to which clothing was purchased ready-made is indicative of the trend away from sewing in the home. A partial reason for this trend may be the fact, pointed out earlier, that thirty-eight of the mothers were employed

part or full-time outside the home. It was found that from eighty to ninety-one percent of the coats, suits, street and party dresses, blouses, skirts and sweaters were frequently purchased ready-made. Home sewing was not indicated as a wide-spread practice in the homes from which these girls came. Table XI summarizes the types of garments and the frequency of purchasing them ready-made.

TABLE XI

<u>GARMENTS PURCHASED READY-MADE</u>			
	Frequently	Usually	Never
Coats	91	5	1
Suits	85	10	5
Street Clothes	83	11	6
Party Clothes	86	14	0
Blouses	80	12	8
Skirts	81	5	14
Sweaters	100	0	0

Because so many of the mothers have apparently never learned to sew, alterations on ready-to-wear garments have presented problems. Sixty of the girls admitted that they would not be allowed to buy a garment on which major alterations were needed. Forty-four of the one hundred girls stated that they never needed alterations on the garments

they purchased. For the fifty-six who required alterations, fifty-one had the alterations made at home, the remaining five having them made in the store where the purchase was made. Thirty-one of the mothers made the necessary alterations on their daughters' clothing, and five girls made their own alterations. In thirteen instances some other member of the family altered the garments.

It was indicated that two-thirds of the one hundred girls interviewed seldom or never shopped in downtown Detroit for their clothing. Because Detroit is a very large city, it has many excellent neighborhood shopping centers. Table XII indicates that sixty-six percent usually shopped either at the neighborhood specialty or department stores; about one-fourth at the large department stores downtown; and approximately one-tenth patronized specialty shops.

TABLE XII

<u>STORES FROM WHICH CLOTHING IS PURCHASED</u>			
	<u>Usually</u>	<u>Seldom</u>	<u>Never</u>
Downtown department stores, as Hudson's, Kern's, Crowley's	24	34	12
Downtown specialty shops as Lerner, Hemilhoch	10	30	49
Neighborhood department stores as Federal, Sears, Wards	36	20	15
Neighborhood specialty shops	30	16	24
Mail Order Houses	0	0	0
Total	100	100	100

Eighty-seven of the girls indicated that they looked in several stores before making a major clothing purchase, while eleven indicated they seldom shopped in several stores before purchasing.

It has always been interesting to know what influences teen-age girls in the purchase of specific garments. The freshman group differed considerably from the seniors in respect to the impact of the respective factors. Three-fourths of the total number of interviewees indicated window displays and magazines of greatest and/or comparable significance. Slightly more than one-half indicated parental influence and style shows as next in importance. Clothing worn by their girl friends was mentioned by three times as many of the freshmen girls as by seniors. Twice as many freshmen as seniors indicated their parents as influencing their selections. Senior girls were obviously much more influenced by magazines, style shows, window displays and newspapers than by their parents or girl friends. Salespeople apparently were ineffective in influencing many of these teen-agers. Table XIII summarizes the various influences.

TABLE XIIISOURCES OF INFLUENCE ON CLOTHING CHOICES

	Freshmen	Seniors	Total
Store Window Displays	44	34	78
Magazines	33	42	75
Style Shows	22	30	52
Parents	35	15	50
Newspapers	19	26	45
Clothing worn by girl friend	30	10	40
Best Girl Friend	21	9	30
Store Patterns	8	16	24
Mail Order Catalogs	14	5	19
Sales Clerks	12	5	17

Practically all of the freshmen girls said that their parents paid for all or a part of their clothing, whereas about one-half of the seniors accepted full financial responsibility for their clothing expenditures. Gifts of clothing seemed negligible.

For minor items of clothing, such as lingerie, hose, or blouses, it was found that eighty-four of the girls paid cash, and fifteen used a charge account. Only one used the lay-away plan of payment. In major purchases such as coats, suits, or party dresses, thirty-eight paid cash, twenty-eight

used a charge account, and thirty-four used the lay-away plan. Twenty-two of those interviewed indicated that they frequently purchased garments at special or clearance sales. Forty-nine seldom, and twenty never purchased apparel at "special" sales.

When considering the price range from which they purchased party dresses, it was interesting to note the difference between the two groups. Twenty-eight seniors, but only seven freshmen girls indicated they paid over \$15 for party dresses. For other dresses less than \$7 was paid by thirty-seven freshmen and twenty-one seniors, and more than \$7 was paid by thirteen freshmen and twenty-nine senior girls. The evident difference in the price range for the two groups can be explained by the fact that the older girls are more active socially and feel the need of dressier clothes for party and date wear. The more informal social activities of the younger group does not require the more expensive type of dress. Five freshmen girls indicated that they did not own a "party dress."

TABLE XIVPRICE RANGE FOR TEEN-AGE DRESSESParty Dresses

	<u>Freshmen</u>	<u>Seniors</u>
\$ 7---\$10	26	6
11--- 14	12	16
15--- 20	6	22
Over 20	1	6

Other Dresses

\$ 2---\$ 5	18	7
6--- 7	19	14
8--- 9	9	15
Over 9	4	14

In response to the question as to whether or not they would like to spend considerably more than they are now spending on clothes, eight freshmen girls indicated they would like to spend considerably more, thirty-eight somewhat more, and four would have preferred to spend somewhat less. In the senior group, it was found that two wished to spend considerably more, thirty somewhat more, and eighteen somewhat less.

Table XV indicates fifty-five, fifty, and sixty-one of the total interviewees felt that in number, cost, and style their clothes were comparable to those of their best friend. More of the freshmen girls felt that they had fewer and less expensive clothes. Approximately forty of the senior girls regarded their wardrobe as somewhat or very much better than that of their best friend as compared to less than twenty of the freshmen girls.

TABLE XV

**COMPARISON OF CLOTHING WITH THAT
OF BEST GIRL FRIEND**

	Number of garments		Total	Cost of garments		Total	Style of garments		Total
	*F	**S		*F	**S		*F	**S	
Very much better	3	3	6	2	5	7	1	8	9
Somewhat better	3	16	19	8	21	29	5	12	17
Same as	29	26	55	29	21	50	37	24	61
Somewhat less good	13	4	17	10	3	13	3	4	7
Not nearly as good as	2	1	3	1	0	1	4	2	6

*F--Freshmen **S--Seniors

INVENTORY

INVENTORY

The validity of information from an inventory check list was questioned by the investigator because frequently that information is secured essentially through recall. Another criticism of inventories is that one is doubtful as to whether or not a completely truthful statement has been made--particularly if the interviewee feels her clothing to be less adequate in quality and/or quantity than that of her friends. In order to minimize these factors in this study, the student was given an inventory check sheet which was to be filled out at home. The check sheet was designed to supply the following information: number of garments in specific categories, approximate cost, color, time of purchase, and fabric.

At the time these sheets were distributed, explanation as to the procedure to be followed was given. The investigator made clear that the actual physical checking of their wardrobe was to include those garments hanging in storage--that is, winter garments as well as those currently in use. As motivation, it was suggested that checking the inventory sheet would serve a dual purpose in that it would serve as an actual physical check on their complete wardrobe, and likewise provide the opportunity and/or necessity for re-organisation of hanging space in their clothes closet.

The investigator tried to make clear that the use to be made of the information secured from the inventory check list was not to be analyzed on an individual basis, but rather as a survey of what constituted typical quantity, quality, and prices paid for various garments. It was the hope of the investigator that the girls be honest as to the quantity, quality, and cost recorded for the specific items.

Certain inadequacies in any evaluation of inventories are recognized. However, it was the intent that this inventory be essentially objective in character and that subjective evaluation be minimized. An analysis of the data from the one hundred inventories in this survey indicates preferences as well as buying practices. Discussion of that analysis follows.

Table XVI, the inventory data on winter coats, shows that both age groups purchased approximately the same number of winter coats. More than twice as many senior girls owned two coats. The seniors also paid more for their coats but wore them approximately the same length of time. Blue and red predominated as the preferred colors. Plain fabric was significantly preferred to fabric with design.

TABLE XVI

<u>INVENTORY OF WINTER COATS</u>			
		Freshmen	Seniors
<u>Number of coats</u>	None	5	1
	One	37	29
	Two	8	22
<u>Price Range</u>	Under \$15	17	7
	\$15 to 20	29	48
	Over \$20	2	17
<u>Date of Purchase</u>	Less than one year	23	36
	More than one year	37	37
<u>Colors</u>	Blue	20	21
	Red	14	11
	Green	8	1
	Gray	3	12
	Others	28	8
<u>Design</u>	Plain	42	60
	Plaid	9	8
	Print	2	5

Blue was predominately the color choice for the mid-season coats. Summarized data in Table XVII shows that three-fourths of the girls have only one mid-season coat. However, three times as many seniors as freshmen have more than one. The price range in which the two groups purchased was significantly different. Forty-five of the forty-eight coats owned by the seniors cost over twenty dollars; whereas, forty of the forty-five coats owned by freshmen girls cost less than twenty dollars.

TABLE XVII

INVENTORY OF MID-SEASON COATS

		Freshmen	Seniors
<u>Number of coats</u>	None	5	2
	One	40	33
	Two	5	14
	Three	0	1
<u>Price Range</u>	Under \$15	24	5
	\$15 to \$20	16	15
	Over \$20	10	44
<u>Date of Purchase</u>	Less than one year	21	38
	More than one year	29	26
<u>Colors</u>	Blue	19	24
	White	6	11
	Beige	1	9
	Red	4	5
	Others	19	15
<u>Design</u>	Plain	58	54
	Plaid	4	7
	Print	2	3

Table XVIII, a summary on sports jackets, indicates that nineteen students did not own a sport jacket; but sixty girls owned one; and twenty-one girls owned two jackets. None of the freshmen girls paid more than ten dollars for a sports jacket, whereas more than one-half of the jackets owned by the seniors cost over ten dollars. Both age groups were then for approximately the same length of time. Blue and black were the preferred colors.

TABLE XVIII

<u>INVENTORY OF SPORTS JACKETS</u>			
		Freshmen	Seniors
<u>Number of Jackets</u>	None	10	9
	One	28	30
	Two	10	11
	Three	2	0
<u>Price Range</u>	Under \$ 5	30	18
	\$5 to \$10	24	17
	Over \$10	0	20
<u>Date of Purchase</u>	Less than one year	33	30
	More than one year	21	25
<u>Colors</u>	Blue	20	10
	Black	12	9
	Red	10	6
	White	3	6

Table XIX gives details on another favorite outer-wear garment, the cardigan sweater. It was significant that a comparable number of freshmen and seniors owned one or two cardigan sweaters. However, more seniors had two or more sweaters per individual. Fifty seniors, compared to twelve freshmen girls, owned one sweater in the five to nine dollar ninety-nine price range. The majority of freshmen girls purchased sweaters costing five dollars and less. Although blue was the predominant color choice, many other colors were popular. Orlon was the fiber choice of both groups for cardigan sweaters.

TABLE XIX

INVENTORY OF CARDIGAN SWEATERS

		Freshmen	Seniors
<u>Number of Sweaters</u>	None	7	4
	One	21	14
	Two	20	25
	Three or Four	2	7
<u>Price Range</u>	\$0 to \$ 4.99	52	19
	\$5 " \$ 9.99	12	50
	Over \$10.	1	14
	Gift	2	5
<u>Date of Purchase</u>	Less than one year	44	72
	More than one year	23	16
<u>Colors</u>	Blue	22	20
	Red	13	12
	White	12	11
	Beige	8	16
	Green	6	11
	Black	1	12
	Brown	5	6
<u>Fiber</u>	Orlon	37	55
	Nylon	20	28
	Wool	10	5

Table XX indicates that twice as many seniors as freshmen girls owned a raincoat. None of the freshmen girls paid over ten dollars for this garment while more than one-half of the seniors paid more than that amount.

TABLE XX

INVENTORY OF RAINCOATS

		Freshmen	Seniors
<u>Number of raincoats</u>	None	35	20
	One	15	29
	Two	0	1
<u>Price Range</u>	Under \$10	15	8
	Over \$10	0	17
	Gift	0	5
<u>Date of Purchase</u>	Less than one year	8	19
	More than one year	7	11
<u>Colors</u>	White	3	6
	Blue	3	8
	Green	2	6
	Beige	4	5
	Gray	3	5

The significance of age was apparent in the number of suits owned. See Table XXI. The total of thirty-two suits, the limited wearing time, and the comparatively low price paid showed that suits were not preferred by the younger girls. In contrast, only eight seniors did not own a suit, and one-third of them owned two or more suits. Of the suits owned by the seniors an equivalent number paid twenty dollars or more as compared to those who paid less than twenty dollars. While blue was again the predominating color choice in both groups, gray and beige were also favored colors. About four-fifths of their suits were of plain fabric, and approximately one-fifth were of plaid design.

TABLE XXI

INVENTORY OF SUITS

		Freshmen	Seniors
<u>Number of Suits</u>	None	18	8
	One	32	16
	Two	0	19
	Three or More	0	7
<u>Price Range</u>	Under \$20	29	35
	\$20 to \$30	1	17
	Over \$30	0	19
	Gift	2	7
<u>Date of Purchase</u>	Less than one year	29	45
	More than one year	1	33
<u>Colors</u>	Blue	16	30
	Gray	4	17
	Beige	2	17
	Pink	7	7
	Others	3	18
<u>Design</u>	Plain	21	65
	Plaid	9	11
	Print	0	2

Only eleven of the fifty freshmen interviewed had wool dresses in their wardrobe. According to Table XXII nearly three times as many seniors as freshmen girls owned wool dresses, and fifteen of the thirty owned more than one. None of the younger girls paid over \$20, but one-third of the wool dresses owned by the seniors cost over that amount. Blue remained the favorite color, with brown ranking as their second choice. Plain design in fabric was almost a unanimous choice.

TABLE XXII

INVENTORY OF WOOL DRESSES

		Freshmen	Seniors
<u>Number of wool dresses</u>	None	37	19
	One	11	16
	Over two	0	15
<u>Price Range</u>	Under \$10	4	6
	\$10 to \$20	7	34
	\$21 to \$30	0	12
	Over \$30	0	8
<u>Date of Purchase</u>	Less than one year	11	38
	More than one year	0	22
<u>Colors</u>	Blue	6	20
	Brown	2	11
	Pink	2	7
	Others	1	22
<u>Design</u>	Plain	42	60
	Plaid	9	8
	Print	2	5

Table XXIII bears evidence to the successful promotion and the popularity of cotton fabrics. If this study is indicative of teen-age preferences, it is safe to say that the average seventeen-year-old girl owns at least three cotton dresses, and her fourteen-year-old sister owns at least two. More than one-half of the dresses owned by the older girls cost over ten dollars while about five-sixths of those owned by the freshmen girls cost less than ten dollars. The preference for many light and bright colors of plaid or print fabrics was greater for cotton dresses than for any other type of garment found in their wardrobe.

TABLE XXIII

INVENTORY OF COTTON DRESSES

		Freshmen	Seniors
<u>Number of dresses</u>	One	18	5
	Two	8	14
	Three	10	14
	Four	5	5
	Over four	3	20
<u>Price Range</u>	\$0 to \$ 4.99	36	30
	\$5 to \$ 9.99	48	43
	Over \$10.00	16	83
	Gift	4	8
<u>Date of Purchase</u>	Less than one year	75	110
	More than one year	29	54
<u>Colors</u>	Blue	30	59
	Pink	26	20
	Red	11	23
	White	6	15
	Others	37	42
<u>Design</u>	Plain	51	84
	Plaid	22	28
	Print	31	52

Special occasion dresses of synthetic fabric were worn more by the older than younger girls, according to the summarized data in Table XXIV. One-third of the dresses worn by the freshmen and two-thirds of the dresses worn by senior girls cost over ten dollars. Pink and blue were favored by all the girls, and white was a preferred color of the freshmen girls.

TABLE XXIV

INVENTORY OF SYNTHETIC DRESSES

		<u>Freshmen</u>	<u>Seniors</u>
<u>Number of dresses</u>	None	19	13
	One	18	14
	Two	7	9
	Three	0	5
	Over three	6	9
<u>Price Range</u>	\$0 to \$ 4.99	5	3
	\$5 to \$10.00	29	21
	Over \$10.00	17	55
	Gift	7	9
<u>Date of Purchase</u>	Less than one year	46	63
	More than one year	12	25
<u>Colors</u>	Blue	17	34
	Pink	11	15
	White	11	4
	Black	4	8
	Red	5	6
	Others	10	21
<u>Design</u>	Plain	23	14
	Plaid	9	12
	Print	26	22

Table XXV indicates that the number of cotton blouses in the wardrobes of both senior and freshmen groups was comparable. Because white blouses were worn with the school uniform, the number of white blouses did not seem exceedingly high. Each girl had approximately three white uniform blouses for school wear but an equal number of white or colored blouses for wear outside of school. The majority of blouses owned were purchased from the three to five dollar price range.

TABLE XXV

INVENTORY OF COTTON BLOUSES

		Freshmen	Seniors
<u>Number of blouses</u>	Two	5	3
	Three	1	3
	Four	5	5
	Five	19	25
	Six	5	5
	Over six	19	16
<u>Price Range</u>	\$0 to \$2.99	103	30
	\$3 to \$5.00	143	178
	Over \$5.00	33	87
	Gift	17	14
<u>Date of Purchase</u>	Less than one year	234	274
	More than one year	62	36
<u>Colors</u>	White	160	205
	Blue	44	32
	Pink	39	28
	Red	19	15
	Others	34	39
<u>Design</u>	Plain	200	231
	Plaid	34	30
	Print	62	48

The number of synthetic blouses in the wardrobes of both groups indicates that almost one-fourth of the one hundred girls did not own a synthetic blouse. At least one-half of the group owned at least two. The majority of blouses cost more than four dollars. Although white was their predominant color choice, other light and bright colors were favored. Nylon, orlon, and dacron were the fiber choices; and plain fabric was preferred to plaids or prints.

TABLE XXVI

INVENTORY OF SYNTHETIC BLOUSES

		Freshmen	Seniors
<u>Number of blouses</u>	None	14	8
	One	17	15
	Two	7	12
	Three or more	12	15
<u>Price Range</u>	\$0 to \$3.99	28	36
	\$4 to \$6.99	31	29
	Over \$7.00	0	25
	Gift	18	9
<u>Date of Purchase</u>	Less than one year	58	69
	More than one year	19	29
<u>Colors</u>	White	40	44
	Pink	12	18
	Blue	15	12
	Green	4	6
	Others	7	18
<u>Fiber</u>	Nylon	46	64
	Dacron	11	18
	Orlon	18	10
	Rayon	2	6
<u>Design</u>	Plain	51	88
	Plaid	18	10
	Print	8	0

The popularity of skirts in the teen-age wardrobe is indicated by the data in Tables XXVI and XXVII. The one hundred girls interviewed had in their wardrobes a total of three hundred eighty-five cotton skirts and four hundred twenty-two woolen skirts. The "average" freshman girl probably owned at least four cotton skirts and three woolen skirts. For the senior girls the ratio of cotton to woolen was in reverse. As for other garments the seniors, in general, paid more for their skirts than the freshmen. A wider variety in color and printed fabrics was significantly popular for cotton skirts. The older girl definitely preferred the straight line style for her woolen skirts and either gathered or pleated styles for her cotton skirts. The younger girl showed no special style preference for her woolen skirts but did prefer the gathered or pleated style in her cotton skirts.

TABLE XXVIIINVENTORY OF COTTON SKIRTS

		Freshmen	Seniors
<u>Number of skirts</u>	0--2	13	7
	3--5	31	29
	Over 5	6	15
<u>Price Range</u>	Under \$3	25	13
	\$3 to \$5	89	98
	Over \$5	41	98
	Gift	12	9
<u>Date of Purchase</u>	Less than one year	178	159
	More than one year	40	8
<u>Colors</u>	Blue	49	57
	Red	21	21
	Green	27	13
	White	18	21
	Black	10	13
	Others	42	88
<u>Design</u>	Plain	56	83
	Print	79	97
	Plaid	32	38
<u>Style</u>	Gathered	81	70
	Circular	52	28
	Pleated	85	69

TABLE XXVIIIINVENTORY OF WOOL SKIRTS

		Freshmen	Seniors
<u>Number of skirts</u>	0--2	10	4
	3--5	37	40
	Over 5	0	9
<u>Price Range</u>	\$0 to \$3.99	14	9
	\$4 to \$7.00	132	108
	Over \$7.00	77	113
	Gift	15	8
<u>Date of Purchase</u>	Less than one year	164	174
	More than one year	20	63
<u>Colors</u>	Blue	54	39
	Gray	39	69
	Black	35	49
	Brown	22	43
	Green	12	15
	Others	22	23
<u>Design</u>	Plain	97	138
	Plaid	51	88
	Print	36	12
<u>Style</u>	Straight	79	140
	Full	83	49
	Pleated	22	29

Judging by the one hundred girls interviewed in this survey, the "average" teen-age girl owns from three to five sweaters. Orlon, nylon, and wool were in that frequency indicated as their choice of fiber. The cashmere sweaters averaged from fifteen to twenty dollars in price while orlon, nylon, and wool sweaters averaged from four to ten dollars in cost. Although blue was their preferred color choice, many other light colors were likewise popular. This data is summarized in Table XXIX.

TABLE XXIX

INVENTORY OF SWEATERS

		Freshmen	Seniors
<u>Number of sweaters</u>	0--2	18	10
	3--5	27	31
	Over 5	5	9
<u>Price Range</u>	\$0 to \$3.99	39	20
	\$4 to \$5.99	64	88
	Over \$6.00	48	78
	Gift	19	15
<u>Date of Purchase</u>	Less than one year	152	166
	More than one year	18	35
<u>Colors</u>	Blue	55	53
	White	32	35
	Green	28	11
	Pink	21	17
	Yellow	17	18
	Brown	20	10
	Others	23	26
<u>Fiber</u>	Orlon	92	88
	Nylon	36	46
	Wool	29	53
	Dacron	9	4
	Cashmere	4	10

The inventory of their everyday shoes lacked special significance because saddle shoes were required with the school uniform. Table XXX shows that most of the girls owned two or more pairs of dress shoes for which they usually paid between five and eight dollars. Senior girls preferred black, white, or brown. The freshmen added blue to the list of favored colors.

TABLE XXX

<u>INVENTORY OF DRESS SHOES</u>			
		Freshmen	Seniors
<u>Number of pairs</u>	One	10	10
	Two	18	10
	Three	22	19
	Over three	0	11
<u>Price Range</u>	\$0 to \$4.99	42	11
	\$5 to \$7.99	57	92
	Over \$8.00	13	35
<u>Date of Purchase</u>	Less than one year	104	111
	More than one year	8	27
<u>Colors</u>	Black	45	58
	White	29	39
	Brown	13	18
	Blue	14	8
	Others	15	11

CHAPTER V

SUMMARY

This survey was designed to secure specific information on the purchasing practices and factors influencing choices in the clothing of one hundred high school girls. An equivalent number of freshmen and senior girls was selected for this survey to ascertain if clothing choices at the two age-levels were significantly different.

Personal data indicated that the two groups have comparable socio-economic backgrounds. The majority of the fathers were employed as skilled or semi-skilled laborers. Only six out of a total of ninety-three belonged in a professional classification. Thirty-eight of the one hundred mothers were engaged in full-time or part-time work outside the home. More than one-half of these girls came from families with three or less children, thirty-three from families with three to six children and eleven from families with six or more children. The age of the other children in these families was predominately younger than the interviewees.

Sixty-eight of the one hundred girls were engaged in part-time employment. It was indicated that eighty-five percent of the money they earned was spent for clothing.

Responses on the type of garment preferred for school wear indicated that the majority preferred the required school uniform. Although the wearing of the uniform

was a requirement, they did not consider it a violation of their independence of choice. Both groups felt that the style was attractive and becoming to the majority of the girls. Minor changes in style or design were suggested.

There were no significant differences between the two age groups in their stated preferences in style, color, or design. Color, cost, and style were of primary concern to the majority of girls. Cost of upkeep and/or ease of care and fiber content were of relative unimportance. The preferred color for coats, dresses, and sweaters was blue. White was preferred for blouses.

Separates were favored by the freshmen girls for practically all activities. The wardrobe inventory of the seniors showed a wider variety of garments for their respective activities. They preferred sweaters and skirts for work, but suits and dresses were preferred for church and social activities.

Approximately one-half of the total interviewees felt their personal wardrobes were comparable in number, cost, and style to those of their best girl friends. More freshmen girls felt that they had fewer and less expensive clothes than their peers. Approximately forty senior girls regarded their wardrobes as somewhat or very much better than their best girl friends. Only twenty freshmen girls thought similarly.

Analysis of their buying practices revealed that approximately eighty-five of the one hundred girls purchased all of their clothing ready-made.

Although the majority indicated that they were permitted freedom in the selection of their clothing, eighty girls consulted with someone regarding their clothing needs. Parent's advice was solicited in determining needs and was also sought in making specific selections and purchases. More than three-fourths indicated one or both parents shopped with them. In their selection of clothes, freshmen girls were influenced by window displays, parents, and the clothing of their girl friends. The most significant factors of influence on the choices of the senior girls were magazines and window displays.

Data concerning the type of store patronized revealed that purchases were most frequently made in neighborhood stores rather than in the downtown department stores. Approximately one-third always or frequently paid cash for the more expensive apparel items as coats or suits. Twenty-eight used a charge account, and thirty-four the lay-away plan of payment. Minor apparel items as hose and lingerie were cash purchases.

It was significant that one-half of the senior girls accepted full financial responsibility for their clothing expenditures. The parents of the freshmen girls paid for all or a part of their clothing.

Analysis of the one hundred wardrobe inventories showed that, on the average, every girl owned at least one winter coat, mid-season coat, cardigan sweater and synthetic blouse. Approximately one-fifth of the entire group did not own a sport jacket, and one-half did not own a raincoat or wool dress. Each girl had approximately three sweaters and two pairs of dress shoes. Each senior owned approximately three cotton dresses and each freshman two cotton dresses. On the average, each girl owned three white and three colored blouses. The average freshman girl owned four cotton skirts and three woolen skirts. The average senior owned three cotton skirts and four woolen skirts.

Findings in this survey indicate that the clothing purchases and buying practices of the high school students in Servite High School were comparable to those studied by Leask in her Milwaukee study and Rosner in her study made in Chicago. Style and color preferences, evaluation of their wardrobes in terms of those of their peers and independence in shopping were similar in all of these studies. The most significant difference was the higher percentage of ready-to-wear purchases in the Detroit study. Both the Detroit and Milwaukee studies indicated greater independence in shopping among seniors than was shown in the Chicago study.

CHAPTER VI

CONCLUSIONS

Based on the evaluation of the findings of this survey of clothing preferences and buying practices of one hundred high school students the following conclusions were drawn:

1. The group which was studied was homogeneous with similar socio-economic backgrounds.
2. There was significant conformity in the wardrobes of these girls in the number, type, and kind of garments.
3. For eighty-five percent of the girls, the wearing of the school uniform was not considered a violation of their independence in choice of clothing.
4. The senior girls in this study showed significantly greater independence in clothing choices and purchases than the freshmen girls.
5. Freshmen girls preferred to dress similarly to their classmates and seniors desired to conform to the dress of their peers but likewise wanted individuality.

6. The physical and emotional maturity of the individual girl was reflected in her preferences in the styling of the dresses studied.
7. This survey has indicated to the investigator a need for curriculum revision in the clothing courses in Servite High School; namely, greater emphasis on consumer buying of ready-to-wear, more emphasis on principles of clothing selection, and alteration of ready-to-wear as a part of clothing construction courses.
8. Student responses in this survey show significant conformity to the findings of comparable studies in the clothing practices of teen-age girls.

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APPENDIX A

PERSONAL DATA

Name _____ Age _____

1. Father's occupation _____ full time _____ part time _____

2. Mother's occupation _____ full time _____ part time _____

3. With whom do you live? Parents (____), Mother (____)
Father (____), Step-mother (____), Step-father (____)

Number of sisters older than you _____

Number of sisters younger than you _____

Number of brothers older than you _____

Number of brothers younger than you _____

Others (show relationship, if any) _____

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

Number of sisters older than you _____

Number of sisters younger than you _____

Number of brothers older than you _____

Number of brothers younger than you _____

5. Birthplace of father _____

Birthplace of mother _____

Languages spoken at home _____

6. Have you been employed within the last year? Yes (____),
No (____)

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

last summer (____)

7. Average earnings per hour _____ per week _____
8. What kind of work did you do? _____
9. How did you spend this money which you earned?
1. _____ 2. _____ 3. _____
4. _____ 5. _____

Could you indicate the proportionate amount for each of the above?

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

Below are some questions concerning your interest in your own appearance and in your clothing.

10. Generally speaking, do you approve of your own personal appearance? Yes (), No ()

Do you feel that your clothes are comparable to your friends' and schoolmates'

in the number that you have? Yes (), No ()

in the variety that you have? Yes (), No ()

Do you have as many sweaters, blouses, and skirts as you would like? Yes (), No ()

Do you have as many play clothes as you would like? Yes (), No ()

Do you have as many party dresses as you would like? Yes (), No ()

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

12. In what group activities in school do you participate?

13. Do you feel you have appropriate clothes for these occasions? Yes (☐) , No (☐)

14. In what group activities outside of school have you participated?

15. Do you feel you have appropriate clothes for these occasions? Yes (☐) , No (☐)

16. Do you seek the opinion of others as to what to wear on special occasions? Frequently (☐) , Seldom (☐)

APPENDIX B

CLOTHING PREFERENCES AND BUYING PRACTICES

1. Would you prefer to wear street clothes rather than the uniform for school? Yes () No ()
2. Do you think the uniform which has been chosen by the principal for school wear is attractive in appearance? Yes () No ()
3. Do you think that this uniform is a becoming style for the majority of the girls? Yes () No ()
4. Do you think that the initial cost of your uniform and replacement costs needed during the four years of High School is

more expensive ()

less expensive ()

about the same as ()

the cost of school clothing worn by your friends in Public School?

5. Would you like to see the present style of the school uniform changed? If so, indicate specific changes you would like to see made.

Jacket _____

Skirt _____

Blouse _____

Hat _____

Style of shoe _____

6. Do you like the shade of navy blue in your school jacket and skirt? Yes ☐ No ☐
7. Would you prefer the jacket and skirt to be of another color than navy blue? Yes ☐ No ☐
If yes, what color would you prefer _____
8. Do you like the "Ship and Shore" blouses worn with the uniform? Yes ☐ No ☐
If yes, would you prefer ☐ plain white
☐ plain colored
If colored, what color would you prefer _____
Do you like the fabric of which the blouses are made?
Yes ☐ No ☐
9. Have you found that the rayon-dacron gabardine fabric used in the skirt and jacket gives:
Satisfactory service Yes ☐ No ☐
Why? _____
Is easy to care for Yes ☐ No ☐
Why? _____
Do you find it necessary to press your skirt frequently so as to present a neat appearance? Yes ☐ No ☐
10. Do you feel that the saddle oxford is the most satisfactory type of shoe to be worn with your school uniform?
Yes ☐ No ☐
Is there any other type of shoe which you would prefer to wear with the uniform? _____

11. Do you feel unhappy in wearing garments to school that are not of your own choice and style? Yes (☐) No (☐)
12. If you were given a choice, would you prefer to continue to wear the school uniform? Yes (☐) No (☐)

State reasons: _____

13. Do you consult with anyone about your clothing needs or purchases? Yes (☐) No (☐)

If yes, whom do you consult? _____

14. Are you permitted to buy your clothes without consulting with your mother, or another member of the family?
(☐) Frequently (☐) Seldom (☐) Never

When shopping, if you and your mother disagree upon the style and color of a specific garment, who usually makes the final decision? _____

If you and your mother have had differences of opinion as to the selection of a specific garment, will you indicate in what specific factors you disagree _____

15. Check the following clothing items most frequently purchased by:

	Yourself	Mother Only	You and mother	You and both parents
Winter Coat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blouses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sweaters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skirts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dresses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hosiery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shoes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Which of your garments were purchased ready-made?

	Frequently	Usually	Never
Coats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Street Clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Party Clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blouses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skirts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sweaters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Do you frequently have to have alterations made on ready-to-wear garments which you buy? Yes ☐ No ☐

If yes, are alterations made at: store Yes ☐ No ☐

home Yes ☐ No ☐

If not altered at the store, who usually does the alterations? Myself ☐

Mother ☐

Other member of the family ☐

Dressmaker ☐

18. When you think of your entire wardrobe, at what type of store would you say most of the items have been purchased?

Usually Seldom Never

Downtown Department
stores as Hudson's,
Kern's, Crowley's

☐ ☐ ☐

Downtown Specialty
Shops as Lerner,
Hemilhoch

☐ ☐ ☐

Neighborhood Department
Stores as Federal's,
Montgomery Ward's, Sears'

☐ ☐ ☐

Neighborhood Specialty
Shops

☐ ☐ ☐

Order by mail--
Montgomery Ward, Sears

☐ ☐ ☐

19. Do you look in several stores before making a major clothing purchase? ☐ Frequently ☐ Seldom
☐ Never

20. Check the five influences listed below which you consider as having greatest importance in your selection of clothing.

<input type="checkbox"/> Newspapers	<input type="checkbox"/> Parents
<input type="checkbox"/> Magazines	<input type="checkbox"/> Sales Clerk
<input type="checkbox"/> Store Pattern books	<input type="checkbox"/> Style shows
<input type="checkbox"/> Mail Order Catalogs	<input type="checkbox"/> Best girl friend
<input type="checkbox"/> Store Window displays	<input type="checkbox"/> Clothing worn by best girl friend

21. Are major items of clothing, as coat or suit, purchased at special or clearance sales?

☐ Frequently ☐ Seldom ☐ Never

22. In purchasing a skirt or blouse which factors most frequently influence your choice?

	Skirt	Blouse
Brand name	<input type="checkbox"/>	<input type="checkbox"/>
Color	<input type="checkbox"/>	<input type="checkbox"/>
Cost of upkeep	<input type="checkbox"/>	<input type="checkbox"/>
Ease of care	<input type="checkbox"/>	<input type="checkbox"/>
Fiber content	<input type="checkbox"/>	<input type="checkbox"/>
Price	<input type="checkbox"/>	<input type="checkbox"/>
Style	<input type="checkbox"/>	<input type="checkbox"/>
Workmanship	<input type="checkbox"/>	<input type="checkbox"/>
Similar to friend's	<input type="checkbox"/>	<input type="checkbox"/>

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

	Frequently	Seldom	Never
Coat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dress, cotton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dress, date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sweater	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wool skirt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. Who pays for your clothes?

	All	Part	None
Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gift	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. How do you pay for your clothing?

a. Minor items such as lingerie, hose, blouses

- ☐ Cash
- ☐ Charge account
- ☐ Lay-away with installment payments

b. Major items such as coats, suits, party dresses

- ☐ Cash
- ☐ Charge account
- ☐ Lay-away with installment payments

26. Would you like to spend considerably more ☐
 somewhat more ☐
 somewhat less ☐
 considerably less ☐

than you are now spending on clothes?

27. How do you feel your clothes compare with those of
 your very best girl friend?

	Number	Cost	Style
Very much better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Somewhat better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Same as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Somewhat less than	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not nearly as well as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. What is the color and the design in the fabric in your

	Plain	Plaid	Small figure	Bold print
Winter Coat _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spring Coat _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Favorite suit _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Favorite blouse _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Favorite sweater _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Favorite skirt _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Favorite dress _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Why is this skirt your favorite: _____

Why is this blouse your favorite? _____

Why is this dress your favorite? _____

29. Do you have any items in your wardrobe which previously belonged to someone else? Do you like or dislike them?

Garment	Like	Dislike	Reason
_____	()	()	_____
_____	()	()	_____
_____	()	()	_____

30. Do you have garments in your wardrobe that you seldom wear?

Garment	Reason
_____	_____
_____	_____
_____	_____

31. What type of garments do you usually wear:

	To Church on Sunday	To Work	For Social Activities
Blouses or sweaters with skirts	()	()	()
Dresses (wool, silk, synthetic)	()	()	()
Dresses (cotton)	()	()	()
Suits	()	()	()

Why do you make the above choice for Church wear in preference to the others listed? _____

Why do you make the above choice for work in preference to the others listed? _____

Why do you make the above choice for social activities in preference to the others listed? _____

32. Have you ever seen any type of garment worn at a school dance or party which you considered unsuitable for the occasion? _____

Have you ever seen any type of garment worn at a basketball or football game which you considered unsuitable for the occasion? _____

Have you ever seen any type of garment worn while shopping in downtown Detroit which you considered unsuitable for the occasion? _____

33. For what occasions do you regard the following garments as unsuitable and improper?

Bermuda shorts _____

Slacks _____

Sun dresses _____

34. What is the price range of the cotton dresses that you purchase?

\$2 to \$5____ \$6 to \$7____ \$8 to \$9____ Over \$9____

35. What is the price range of the party dresses that you purchase?

\$7 to \$10____ \$11 to \$14____ \$15 to \$20____ Over \$20____

Preferences for Ready-to-wear

36. For style or design which of the six dresses would you choose for shopping downtown?

D I___ D II___ D III___ D IV___ D V___ D VI___

37. Which of these six dresses do you like the least?

D I___ D II___ D III___ D IV___ D V___ D VI___

38. In selecting a dress for a more formal social occasion which do you like the best? D VII___ D VIII___ D IX___

D X___

Which of these dresses do you think would be suitable to wear to a social school affair?

D VII___ D VIII___ D IX___ D X___

39. Do you think any of the other dresses you have seen would be suitable for this type of wear?

Social school affair: D I___ D II___ D III___ D IV___

D V___ D VI___

Evening date: D I___ D II___ D III___ D IV___ D V___

D VI___

40. Do you object to the decoration or trim on any of these six dresses? Yes (___) No (___). If yes, which one or ones do you object to and why_____

41. Do you like the color of any one of these dresses better than the others? Yes (___) No (___)

If yes, which_____

Do you dislike the color of any one of these dresses?

Yes (___) No (___) If yes, which one_____

42. Do you think the workmanship on any one of these dresses is superior to the others? Yes ☐ No ☐

If yes, why _____

43. Which of the six dresses do you feel has the poorest workmanship? _____ Why do you feel this has poor workmanship? _____

44. Do you think that the workmanship on any one of these dresses is better than that of the others? Yes ☐ No ☐ If yes, which do you consider has the best workmanship and why _____

45. Do you think the fabric in any one of these dresses is superior to the others? Yes ☐ No ☐ If yes, which do you think has superior quality _____

46. Do you think that D I, D II, and D III will launder equally well and keep their original appearance? Yes ☐ No ☐ If no, state reason _____

Do you think that D IV, D V, D VI will launder equally well and keep their original appearance? Yes ☐ No ☐ If no, state reason _____

47. Which of these dresses do you feel could not be laundered and would need dry cleaning? D VII__ D VIII__ D IX D X__

48. What does the label on dress D VII mean to you? _____

What does the label on dress D X mean to you? _____

49. In terms of price of these dresses, which do you think is the best value for the money?

D I__ D II__ D III__ D IV__ D V__ D VI__

50. Which of the four dresses do you think is the best value for its price? D VII__ D VIII__ D IX__ D X__

APPENDIX C

MISSISSIPPI STATE UNIVERSITY

SCHOOL OF FORESTRY

MICHIGAN STATE UNIVERSITY LIBRARIES



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