

FACTORS INFLUENCING PERCEIVED CLOTHING
NEEDS OF ADOLESCENT GIRLS

By

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CHAPTER I

INTRODUCTION

The social implications of clothing for adolescents is a topic of growing concern. Clothing is an important part of the adolescent culture. It has been emphasized that clothing is more important during adolescence than at any other age level.¹

Many physical, mental and social changes occur during adolescence. These changes may be accompanied by a preoccupation with clothing and personal appearance. Among other things clothing may be used as a means of self-expression and to gain entry and acceptance into a desired peer group. Concern over personal appearance often reflects conflict because of the desire to be an individual and at the same time be like peers.

Increased knowledge of adolescent clothing needs and the role clothing plays in social acceptance and the future plans of adolescents will be of benefit to those who work with adolescents, especially teachers.

Additional research is needed to further clarify perceived clothing needs and the occupational aspirations and expectations of adolescents. Some understanding of factors which affect clothing of adolescents has been achieved through earlier research including that

¹Elizabeth Hurlock, Adolescent Development (New York, 1967), p. 167.

conducted by Kelley,² Gaffney³ and Roberts.⁴ This research into factors which affect the clothing needs of adolescents has provided the foundation for this investigation.

Purpose of the Study

The purpose of this study was to investigate perceived clothing needs and the occupational aspirations and expectations of adolescent girls. This research was a part of a larger investigation on the identification of factors affecting basic clothing needs of adolescents conducted at Oklahoma State University.

Objectives

Objectives of this study were:

- 1) To identify tenth and twelfth grade girls' perceived clothing needs.
- 2) To identify occupational aspirations and expectations of tenth and twelfth grade girls as currently stated.
- 3) To investigate the relationship between the expressed perception of selected clothing needs and occupational aspirations of tenth and twelfth grade girls.

²Eleanor Kelley, "Peer Group Friendships in One Class of High School Girls: Change and Stability" (unpub. Ph.D. dissertation, Michigan State University, 1966).

³Doreatha E. Gaffney, "To Identify Some of the Psychological Factors That Influence the Clothing Selection of Adolescents" (unpub. Master's thesis, Oklahoma State University, 1964).

⁴Willia Jeanette Roberts, "Social Participation and Social Adjustment; Implications for Adolescent Wardrobe Content" (unpub. Master's thesis, Oklahoma State University, 1970).

Hypotheses Underlying the Study

This study was based on the following hypotheses:

Hypothesis I

Null - The clothing needs of tenth grade girls will not be influenced significantly by their level of occupational aspiration.

Alternate - The clothing needs of tenth grade girls will be influenced significantly by their level of occupational aspiration.

Hypothesis II

Null - The clothing needs of twelfth grade girls will not be influenced significantly by their level of occupational aspiration.

Alternate - The clothing needs of twelfth grade girls will be influenced significantly by their level of occupational aspiration.

Definition of Terms

Adolescent - an individual from 13 to 19 years of age.

Basic Clothing Needs - the number and type of outerwear garments needed to meet physical and social needs.

Occupational Aspiration - the vocation or profession at which an individual chooses to make a living.

Perception of Clothing Need - an item of outerwear considered necessary for the maintenance of the physical and social well-being of an individual.

Social Need - a requirement for an individual's acceptance and mental well-being within the peer group.

Limitations and Scope of Study

The data reported in this study were limited to that obtained from tenth and twelfth grade girls attending three public high schools in North Central Oklahoma. The schools sampled were not randomly selected from high schools in Oklahoma; however, they did represent a range of socio-economic levels found in this state. The clothing data analyzed included information pertaining to outer garments only. Findings of this study should not be generalized to include all tenth and twelfth grade girls although the findings may be indicative of many adolescent girls, especially those living in Oklahoma and surrounding geographic areas.

This study was a part of a larger research project at Oklahoma State University designed to investigate factors influencing basic clothing needs of adolescents. The sample had been selected and the test instruments had been designed during an earlier phase of the project. The data were gathered Fall Semester, 1971 for use in the over-all project. The researcher was responsible for description, analysis and interpretation of the data for tenth and twelfth grade girls.

CHAPTER II

REVIEW OF LITERATURE

Adolescents are usually placed by sociologists in the social categories of their parents. However, they tend to construct their own status system from interactions within the peer group with which they are associated such as the high school structure. This status system is influenced by norms, values, and expectations based on many factors including organized activities, clique membership and dress.¹ From his interactions within the peer group the adolescent finds himself struggling for acceptance and a place in the status system of the group. How well the group accepts him depends on the degree of conformity the adolescent makes to the patterns and value system of the group with which he wishes to identify.²

In the process of satisfying this need for acceptance an individual is involved in developing and implementing his "self-conception" or the perception of the kind of person he is. Clothing is believed to play an important part in this process of social adjustment.

Interest in clothing varies with the degree of importance an adolescent places on the role he believes clothing to play in creating a

¹C. Wayne Gordon, The Social System of the High School (Glencoe, Illinois, 1957), p. 99.

²Elizabeth B. Hurlock, Adolescent Development (New York, 1967), pp. 257-258.

desired impression. His interest will also vary with his satisfaction with his current social status. An adolescent who is trying to improve his social status is more interested in the symbolic value of his clothing than the one who is satisfied in his current social position. The individual who is trying to improve his social status may be willing to make great personal sacrifices to have the type of clothing he feels is necessary to gain the status he desires.³

In a discussion of the social science usage of fashion and the social functions of clothes Barber and Lobel stated that:

In all societies, the clothes which all people wear have at least three (mixed, latent and manifest) functions: utilitarian, esthetic, and symbolic of their social role. In all societies, clothes are more or less useful, more or less handsome, and more or less indicative of the wearer's social position.⁴

Research conducted by Stone⁵ revealed that beginning at early adolescence an individual focuses more and more on the desirability and necessity of conforming to the standards established by peers or demanded by the dating situation. Women become more interested in conforming to the dress of their peers at an earlier age than do men. A possible explanation for this may be that sociologist and social psychologist agree that women mature more rapidly than men in our society. A part of growing up seems to be the wish to dress like others who are

³Hurlock, pp. 261-262.

⁴Bernard Barber and Lyle S. Lobel, "Fashions in Women's Clothes and the American Social System," in Reinhard Bendix and Seymour Martin Lipset, Class, Status, and Power (New York, 1953), p. 324.

⁵Gregory P. Stone, "Appearance and the Self," in Mary Ellen Roach and Joanne B. Eicher, Dress, Adornment, and the Social Order (New York, 1965), pp. 216-244.

in turn like one's self. Each critical turning point in life is characterized by a change in dress to assist in identification with the new social position.

Wax explained this interest in conforming to the dress of peers among adolescents as follows:

Continually experimenting with new styles of dress and grooming, she is in effect trying on this or that role or personality to see what response it will bring to her The teenager follows fad and fashion . . . because she is experimenting with herself and has not yet developed a self-image with which she can be comfortable. An older, more stable woman, who knows herself and her roles and how she wishes to appear, can ignore fad and follow fashion at a distance.⁶

In a study concerning adolescent clothing orientations Vener and Hoffer⁷ found that girls were more clothing conscious than were boys. There was a significant relationship between organized activity and clothing awareness among high school girls. The girls who were more active in organizations and held offices in these organizations were more aware of clothing than those who were nonparticipants.

The self-concept was also studied by Vener and Hoffer⁸ with regard to clothing awareness. Findings indicated that girls who were more socially confident were less aware of clothing than those who were shy, lacked social confidence and had difficulty making friends.

⁶Murray Wax, "Themes in Cosmetics and Grooming," American Journal of Sociology, Vol. 62 (May, 1957), pp. 588-593.

⁷Arthur Vener and Charles R. Hoffer, Adolescent Orientations to Clothing, Technical Bulletin 270, Michigan State University, Agricultural Experiment Station (1959).

⁸Ibid.

Hamilton and Warden⁹ found that unacceptable clothing can effect an adolescent's relations with the peer group. Students who conformed to the accepted clothing standards participated in more extracurricular activities and held more offices than did students who did not conform. The girl with the most extreme clothing behavior was reported as being ignored by her peers. Inconsistency in clothing habits was exhibited by some members of the sample. This inconsistency was explained as an example of personal conflict over whether to conform to group standards or be an individual.

Elliot¹⁰ contended that if a girl can find clothes which suit her personality and make her "different" enough to stand out as an individual, she is relieved of many of the pressures of competition with others. She can show her personality by having clothing which conforms to group standards but is not like that of her peers. The girl who shows little concern for her appearance is probably using this indifference to cover her sense of inferiority. Clothing is the external element for expressing personality and should therefore be given proper attention.

Humphrey, Klassen and Creekmore¹¹ investigated the relationship between clothing uses and the self-concept with regard to self-esteem and instability. Findings indicated that adolescents of both sexes

⁹Janice Hamilton and Jessie Warden, "The Student's Role in a High School Community and His Clothing Behavior," Journal of Home Economics, Vol. 58 (December, 1966), pp. 789-791.

¹⁰Grace Loucks Elliot, Understanding the Adolescent Girl (New York, 1956), pp. 108-109.

¹¹Carolyn Humphrey, Mary Klassen, and Anna M. Creekmore, "Clothing and Self-Concept of Adolescents," Journal of Home Economics, Vol. 63 (April, 1971), pp. 246-250.

with higher levels of self-esteem were concerned with a pleasing appearance and were not afraid to call attention to themselves through their manner of dress. Girls with higher self-esteem enjoyed experimenting with clothing while the most unstable girls were concerned only with the comfort of clothing. This study indicated that clothing reflects the feelings of self-worth and insecurity of adolescents.

Clothing plays an important role in the adolescent's struggle for social status and acceptance. The way a person dresses expresses much about the way he sees himself and in many cases reveals the group with which he wishes to identify. Although clothing is not by any means the only factor involved in establishing social status and acceptance by the peer group, dress should be recognized as an important means of self-expression and group recognition.

Many authorities believe that appearance is one of the main factors which contributes to social acceptance and that clothing plays perhaps the most important part in enhancing personal appearance. Hurlock¹² has indicated that the adolescent is fully aware that a person is judged by the impression he makes on others. He is also aware that personal appearance has a great influence on the kind of impression one makes. Clothing may be used to establish the individual in the peer group in which he wishes to belong as well as to express the image he wishes to convey to others. Clothing becomes the outward sign of group membership and conformity. Gordon¹³ agrees that the "high visibility" factor of dress is the reason for its being so important

¹²Hurlock, pp. 168-170.

¹³Gordon, pp. 114-115.

as a means of social grouping.

Although psychologists and sociologists agree that clothing and personal appearance are important factors in social acceptance, the extent to which they are related has been the subject of several recent studies.

A study on the effects of appearance and clothing on the social acceptance of adolescent girls revealed that girls who made a poor appearance were more introverted and had more negative ideas concerning people and social activities than did the girls that were better accepted by their peers.¹⁴

Cannon, Staples and Carlson¹⁵ conducted a study in which adolescents were rated according to their personal appearance and then given sociometric tests. These tests showed that there was a significant relationship between appearance and popularity among high school girls. All of the most popular girls in the seventh through twelfth grade were either above average or conformed very closely to the group standards for personal appearance. This study did not conclude whether or not social acceptability was the result of self-assurance resulting from good personal appearance or whether good personal appearance was the result of strong social interest and a desire to conform to group standards. However, the extent of conformity may be an indicator of social maturity in some cases.

¹⁴Hurlock, p. 170.

¹⁵Kenneth L. Cannon, Ruth Staples and Irene Carlson, "Personal Appearance as a Factor in Social Acceptance," Journal of Home Economics, Vol. 44 (November, 1952), pp. 710-713.

Williams and Eicher¹⁶ studied a class of 154 ninth grade girls in a community in a midwestern state. A questionnaire and interview were used to acquire the necessary data for the study. An analysis of the data revealed that clothing was considered the most important characteristic used in describing the most popular girl. Clothing was listed as second, after personality, and looks as third in describing the characteristics used to judge a new girl and how to become accepted by the girls in the popular group. When the data from this study were reviewed according to the group membership of the girls, the findings indicated that members of the same group held similar opinions regarding appearance, clothing and social acceptance of others. These opinions were not necessarily the same as those of other groups or non-group members. All of the girls agreed, however, that clothing influenced a girl's popularity in their high school.

In a longitudinal study of the same class of high school girls several years later, Hendricks, Kelley and Eicher¹⁷ confirmed that clothing does play an important part in establishing self-identity. Again in this study the majority of girls questioned agreed that clothing did influence a girl's popularity in their school. "First impression counts" was frequently mentioned as an explanation for this influence of clothing on popularity. As one girl stated, "Dress is considered first before they get to know her, personality later, and then

¹⁶Madelyn C. Williams and Joanne B. Eicher, "Teen-Agers' Appearance and Social Acceptance," Journal of Home Economics, Vol. 58 (June, 1966), pp. 457-461.

¹⁷Suzanne H. Hendricks, Eleanor A. Kelley and Joanne B. Eicher, "Senior Girls' Appearance and Social Acceptance," Journal of Home Economics, Vol. 60 (March, 1968), pp. 167-171.

general attitudes and beliefs." However, despite the belief that clothing influenced a girl's popularity, most of the girls said that the popular girls' dress was not distinctively different from that of the other girls.

The girls showed signs that they related popularity and clothing when they were asked to name the girls they considered "most popular" and "best dressed". Many of the girls who were considered "most popular" were also considered best dressed.¹⁸

Although the studies indicate that clothing and personal appearance are important and do bear a significant relationship to social acceptance, clothing and personal appearance are insufficient alone to establish group acceptance or rejection. A girl may be an isolate by choice rather than group exclusion just as a girl may be in a group for reasons other than dress. Even though dress may influence acceptance into a group, there is little agreement as to the underlying values and opinions concerning the reasons for this.¹⁹

Clothing may be an effective prop to the adolescent. Although clothing is not the only factor in influencing social acceptance, it may be a crucial tool in gaining peer acceptance and approval. Clothing should not be looked upon as merely a sign of superficial values. Clothing should be seen as a variable which can make a great impact on an adolescent's ability to make and keep friends.

¹⁸Hendricks, pp. 167-171.

¹⁹Eleanor Kelley and Joanne B. Eicher, "Popularity, Group Membership, and Dress," Journal of Home Economics, Vol. 62 (April, 1970), pp. 246-250.

As an adolescent's "sense of identity" forms, the perception of congruency between one's self image and the image one sees others as holding of him emerges and may influence his perceived occupational role. He is provided by society with processes which help him in locating a fitting occupational role. He adopts society's patterns and modes and fits them into his own development. The degree to which an adolescent conforms to a certain role will be positively related to his achievement in fitting this occupational role. However, some consideration must be given to the degree of satisfaction an individual has with his self-image. Occupation may be used as a source of social approval and placement within the culture.²⁰

In a study exploring the relationship between working class teenage boys' perceptions concerning clothing and level of occupational aspiration, Good²¹ found that boys who aspired to have white collar occupations perceived clothing as a means of influencing other people. They perceived dress-up type clothing as essential for white collar jobs. Boys who aspired to blue collar occupations perceived that comfortable, durable and functional clothes were needed. This research also indicated that the students who aspired to blue collar occupations were fashion innovators while boys who aspired to white collar jobs were fashion followers. Older boys perceived clothing as a means of influencing other people to a greater extent than did the younger boys.

²⁰David B. Hershenson, "Sense of Identity, Occupational Fit, and Enculturation in Adolescence," Journal of Counseling Psychology, Vol. 14 (July, 1967), pp. 319-324.

²¹Evelyn Hatton Good, "The Relationship Between Working Class Teenage Boys' Perceptions of the Role Clothing Plays in the Occupational World and Their Occupational Aspirations" (unpub. Master's thesis, Louisiana State University, 1970).

The older boys had higher fashion following perceptions while the younger ones had higher fashion innovation perceptions.

Wallace and Leonard²² investigated the relationships of certain school related factors and levels of educational and occupational aspirations and expectations of high school girls. Findings showed that there were positive relationships between levels of educational aspiration and educational expectation and between occupational aspiration and occupational expectation. Many of the girls' occupational aspirations were higher than their expectations. As the grade level increased so did the girls' level of educational and occupational aspiration.

The relationships among clothing, social acceptance and occupational aspiration were some of the factors which influenced the adolescent. These factors played an important part in an adolescent's acceptance of himself and his acceptance by others.

²²Jacquelyn L. Wallace and Thelma H. Leonard, "Decision Making of High School Girls," Journal of Home Economics, Vol. 63 (April, 1971), pp. 241-245.

CHAPTER III

METHODS AND PROCEDURES

This research was part of a larger study conducted at Oklahoma State University on identification of factors affecting basic clothing needs of adolescents.

The purposes of the overall study were to: (1) identify tenth and twelfth grade girls' expressed perception of basic clothing needs; (2) identify the type and extent of social participation of tenth and twelfth grade girls; (3) identify the currently stated occupational aspirations of tenth and twelfth grade girls; and (4) determine the relationship between perceived clothing needs, social participation and occupational aspirations of tenth and twelfth grade girls. The study reported here concerns only clothing needs and occupational aspirations of girls.

Description of the Test Instruments

The data for this phase of the study were obtained through the use of the following instruments: (1) Clothing Need Form; (2) Occupational Aspiration Questionnaire; and (3) Hometown Map.

The Clothing Need Form was a modification of the Wardrobe Content

Inventory used by Roberts.¹ The Clothing Need Form measured the number and type of selected clothing items the respondent felt were needed in the wardrobe of an adolescent girl enrolled in the respective high schools. Only data concerning outer garments were collected for this study. The information obtained from this instrument provided a basis for perceived basic clothing needs. (See Appendix A, page 41.)

The Occupational Aspirations Questionnaire was developed for use in this phase of the overall study. It used multiple choice and open-end questions to identify the future plans of the participants. Multiple choice questions were asked to obtain the respondents' educational plans. These questions included information about continuing education and reasons for not continuing education beyond high school. The students were asked to state the nature of the job they aspired to have and the job they expected to have at age thirty. They were also asked to state the job they would like for their spouse to have at age thirty. The responses were classified according to Warner's Revised Scale of Occupations as high, middle or low socio-economic class. (See Appendix B, page 49.)

Respondents were asked to answer questions concerning the length of time they had resided in the community. Responses concerning length of residence were classified as either more or less than two years. Hometown maps also helped in classification of respondents by geographic area. (See Appendix C, page 61.)

In an attempt to obtain truthful responses, the respondents were

¹Willia Jeanette Roberts, "Social Participation and Social Adjustment; Implications for Adolescent Wardrobe Content" (unpub. Master's thesis, Oklahoma State University, 1970).

asked not to sign their names to any of the pages of the test instruments. The responses were coded only by number, grade level and hometown of the student.

Selection of the Sample

The universe for this study consisted of the tenth and twelfth grade girls enrolled in Yale, Cushing and Ponca City, Oklahoma high schools. Students in the sample represented a proportionate number of girls enrolled in the tenth and twelfth grade of the respective high schools. They were assumed to represent a range of the socio-economic levels found in the various communities. This was a selected, not a random sample chosen from towns previously used for the earlier phase of the study.

A total of 192 girls participated in the study. There were 93 tenth grade students (nine girls from Yale, 29 from Cushing and 55 from Ponca City). The 99 twelfth grade girls consisted of 13 girls from Yale, 42 from Cushing and 44 from Ponca City.

The data for this phase of the overall study were collected in November, 1971 by the Department of Clothing, Textiles and Merchandising.

Analysis of Data

Descriptive and statistical analyses were used in this study. Frequency and percentage distributions were used to analyze data pertaining to wardrobe content and job aspirations and expectations. Clothing data were tabulated and totaled according to the number and types of garments considered to be needed in the wardrobe.

Occupational aspirations and expectations were classified by socio-economic classes using a scale of high, middle and low. Chi-square analysis was used to determine if wardrobe content and occupational aspiration were related.

CHAPTER IV

FINDINGS, ANALYSIS, AND DISCUSSION

All data collected were grouped according to the grade level of the respondent. The division was found to include 93 tenth grade girls and 99 twelfth grade girls. Of the 93 tenth grade girls nine were from Yale, 29 from Cushing and 55 from Ponca City, Oklahoma. The twelfth grade sample consisted of 13 girls from Yale, 42 from Cushing, and 44 from Ponca City, Oklahoma (Table I). All of the data were analyzed according to grade level. The various towns were used to achieve a variety of socio-economic levels and diversity among students.

TABLE I

FREQUENCY AND PERCENTAGE DISTRIBUTION OF 192 GIRLS
ACCORDING TO GRADE LEVEL AND HOMETOWN

Hometown	Grade Level					
	10th		12th		Total	
	Number	Percent	Number	Percent	Number	Percent
Yale	9	9.68	13	13.13	22	11.46
Cushing	29	31.18	42	42.42	71	36.98
Ponca City	55	59.14	44	44.45	99	51.56
Total	93	100.00	99	100.00	192	100.00

Perception of Clothing Needs

The total number of respondents in the Clothing Needs section of this study was 190 instead of 192 because two twelfth grade girls failed to complete the Clothing Needs Form.

Garment Categories Needed

Data from the Clothing Need Form indicated that a majority of the tenth grade girls perceived that girls attending their high school needed all of the items listed on the Clothing Needs Form. (See Table II, page 21.) Items which all of the girls indicated were needed included blouses, dresses, coats and jackets, and school and dress shoes. Over 90 percent responded that skirts, formals, pant suits, sweaters, slacks and shorts, and special shoes were needed. About 75 percent of the girls stated that hats and caps were needed while only slightly more than 50 percent of the tenth grade girls stated that suits other than pant suits were necessary.

A majority of the twelfth grade girls also indicated that all of the items listed on the Clothing Needs Form were needed. (See Table II.) Items which all of the girls said were needed included blouses, skirts, dresses, pant suits, coats and jackets, and sweaters. Over 90 percent indicated formals, shorts and slacks, dress and school shoes, and special shoes were needed. Sixty percent said that other suits were needed while only 56 percent mentioned hats and caps as necessary clothing items.

Blouses, dresses, and coats and jackets were the garment categories which all of the respondents in both grade levels said were

TABLE II

FREQUENCY AND PERCENTAGE DISTRIBUTION OF 190 TENTH AND TWELFTH
GRADE GIRLS ACCORDING TO GARMENTS NEEDED

Garment Category	Garment Needed											
	Yes				No				Totals			
	10		12		10		12		Yes		No	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Blouses	93	100.00	97	100.00	0	0.00	0	0.00	190	100.00	0	0.00
Skirts	92	98.92	97	100.00	1	1.08	0	0.00	189	99.47	1	.53
Dresses	93	100.00	97	100.00	0	0.00	0	0.00	190	100.00	0	0.00
Formals	91	97.85	95	97.94	2	2.15	2	2.06	186	97.89	4	2.11
Pant Suits	90	96.77	97	100.00	3	3.23	0	0.00	187	98.42	3	1.58
Other Suits	55	59.14	59	69.82	38	40.86	38	39.18	114	60.00	76	40.00
Coats/Jackets	93	100.00	97	100.00	0	0.00	0	0.00	190	100.00	0	0.00
Sweaters	90	96.77	97	100.00	3	3.23	0	0.00	187	98.42	3	1.58
Slacks/Shorts	87	93.55	95	97.94	6	6.45	2	2.06	182	95.79	8	4.21
Hats/Capts	72	77.42	55	56.70	21	22.58	42	43.30	127	66.84	63	33.16
Dress/School Shoes	93	100.00	96	98.97	0	0.00	1	1.03	189	99.47	1	.53
Special Shoes	90	96.77	89	91.75	3	3.23	8	8.25	179	94.21	11	5.79

needed. (See Table II.) It should be remembered that clothing items in several of the categories may be interchanged so that some of the garments listed may not be needed by all respondents.

Number of Garments Needed by Category

The number of outerwear items by garment category that the adolescent perceived as being needed by a girl attending her high school were analyzed by range. The Clothing Needs Form was used to collect this data.

Almost 75 percent of the responses in the blouse category for both grade levels fell between 5 and 14. Twelve percent of the tenth grade girls thought 20 or more blouses were needed while only about 5 percent of the twelfth grade thought more than 19 blouses were needed (Table III).

Approximately 75 percent of the responses in the skirt category were in the 5 to 14 range. The remaining 25 percent were almost equally divided among the 0-4, 15-19 and 20 or more ranges for both the tenth and twelfth grade girls (Table III).

The number of dresses thought to be needed was the most widely diversified category. The 10-14 range had the largest percentage in both the tenth and twelfth grade. Over one-third of the responses were in this range. More than 25 percent of the tenth grade girls thought 20 or more dresses were needed. The remaining two-thirds of the twelfth grade girls were almost equally divided among the 5-9, 15-19 and 20 or more ranges with nearly 20 percent of the responses in each respective category. Less than 5 percent of the respondents stated that 0-4 dresses were needed (Table III).

TABLE III
 FREQUENCY AND PERCENTAGE DISTRIBUTION OF 190
 TENTH AND TWELFTH GRADE GIRLS ACCORDING TO
 GRADE LEVEL AND NUMBER OF GARMENTS
 NEEDED BY CATEGORY

Category and Number of Garments	Grade Level					
	10th N=93		12th N=97		Total N=190	
	No.	%*	No.	%	No.	%
Blouses						
0-4	6	6.45	5	5.15	11	5.79
5-9	46	49.46	52	53.61	98	51.58
10-14	22	23.66	22	22.68	44	23.16
15-19	8	8.60	13	13.40	21	11.05
20 or more	11	11.83	5	5.15	16	8.42
Skirts						
0-4	8	8.60	9	9.28	17	8.95
5-9	50	53.76	53	54.64	103	54.21
10-14	23	24.73	20	20.62	43	22.63
15-19	3	3.23	8	8.25	11	5.79
20 or more	9	9.68	7	7.21	16	8.42
Dresses						
0-4	2	2.15	4	4.12	6	3.16
5-9	17	18.28	20	20.62	37	19.47
10-14	34	36.56	37	38.14	71	37.37
15-19	14	15.05	18	18.56	32	16.82
20 or more	26	27.96	18	18.56	44	23.16
Formals						
0-4	80	86.02	88	90.72	168	88.42
5-9	11	11.83	8	8.25	19	10.00
10-14	2	2.15	0	0.00	2	1.05
15-19	0	0.00	0	0.00	0	0.00
20 or more	0	0.00	1	1.03	1	0.52
Pant Suits						
0-4	44	47.31	37	38.15	81	42.63
5-9	33	35.48	45	46.39	78	41.05
10-14	10	10.75	12	12.37	22	11.58
15-19	2	2.15	1	1.03	3	1.58
20 or more	4	4.30	2	2.06	6	3.16
Other Suits						
0-4	73	78.49	76	78.35	149	78.42
5-9	12	12.90	14	14.43	26	13.69

TABLE III (Continued)

Category and Number of Garments	Grade Level					
	10th N=93		12th N=97		Total N=190	
	No.	%	No.	%	No.	%
Other Suits (Cont.)						
10-14	7	7.53	6	6.19	13	6.86
15-19	0	0.00	0	0.00	0	0.00
20 or more	1	1.08	1	1.03	2	1.05
Coats/Jackets						
0-4	36	38.71	32	32.99	68	35.79
5-9	44	47.31	52	53.61	96	50.53
10-14	8	8.60	10	10.31	18	9.47
15-19	1	1.08	1	1.03	2	1.05
20 or more	4	4.30	2	2.06	6	3.16
Sweaters						
0-4	67	72.04	72	74.23	139	73.16
5-9	16	17.20	18	18.56	34	17.89
10-14	5	5.38	4	4.12	9	4.74
15-19	1	1.08	2	2.06	3	1.58
20 or more	4	4.30	1	1.03	5	2.63
Slacks/Shorts						
0-4	21	22.58	23	23.71	44	23.16
5-9	31	33.33	43	44.33	74	38.95
10-14	27	29.03	20	20.62	47	24.74
15-19	6	6.45	4	4.12	10	5.26
20 or more	8	8.60	7	7.22	15	7.89
Hats/Caps						
0-4	81	87.10	94	96.91	175	92.10
5-9	6	6.45	3	3.09	9	4.74
10-14	5	5.38	0	0.00	5	2.63
15-19	0	0.00	0	0.00	0	0.00
20 or more	1	1.08	0	0.00	1	0.53
School/Dress Shoes						
0-4	36	38.71	28	28.87	64	33.69
5-9	34	36.56	52	53.61	86	45.26
10-14	15	16.13	9	9.28	24	12.63
15-19	3	3.23	3	3.09	6	3.16
20 or more	5	5.38	5	5.15	10	5.26
Special Shoes						
0-4	86	92.47	94	96.91	180	94.74
5-9	5	5.38	2	2.06	7	3.68

TABLE III (Continued)

Category and Number of Garments	Grade Level					
	10th N=93		12th N=97		Total N=190	
	No.	%	No.	%	No.	%
Special Shoes (Cont.)						
10-14	2	2.15	0	0.00	2	1.05
15-19	0	0.00	0	0.00	0	0.00
20 or more	0	0.00	1	1.03	1	0.53

*Some of the percentages may not total 100.00 percent due to rounding of figures.

Over 75 percent of the tenth and twelfth grade girls thought 0-9 was an adequate number of pant suits, coats and jackets, and school and dress shoes. In these categories only a small percentage of the respondents thought 15 or more of the designated clothing item was needed (Table III).

A majority of the tenth and twelfth grade girls indicated that 0-4 was an adequate number of formals, suits other than pant suits, sweaters, hats and caps, and special shoes. Almost 90 percent of the respondents indicated that 0-4 formals were needed. The remainder thought 5-9 were needed with the exception of three girls who stated that 10 or more formals were needed. Almost 80 percent of the girls stated that 0-4 suits other than pant suits were needed. Over half of the remaining 20 percent indicated 5-9 other suits were needed. Nearly 75 percent of the students stated that 0-4 sweaters were adequate.

Slightly less than 20 percent of the responses were in the 5-9 range. The remainder stated that 10 or more sweaters were needed. Almost 97 percent of the twelfth grade girls thought 0-4 hats and caps were needed. The remaining 3 percent indicated 5-9 hats and caps were necessary. Eighty-seven percent of the tenth grade girls thought 0-4 hats and caps were needed and 12 percent thought 5-14 were needed. Analysis revealed that more than 90 percent of the respondents thought 0-4 pairs of special shoes were adequate. One girl stated that more than nine pairs of special shoes were needed (Table III).

Total Number of Garments Needed

Analysis of data collected from the Clothing Needs Form indicated that almost 50 percent of the tenth grade girls thought a girl attending her high school needed from 35-69 garments. More than 25 percent stated 70-104 garments were needed. The remainder indicated that either less than 35 or more than 104 garments were needed.

Over 60 percent of the twelfth grade thought 35-69 garments were sufficient. About 20 percent thought 70-104 garments were needed while the remainder indicated that less than 35 or more than 104 garments were needed (Table IV).

Attitude toward School and Future Plans

Attitude toward School

Analysis of data collected from the Occupational Aspirations Questionnaire disclosed that over 75 percent of the tenth grade girls and 70 percent of the twelfth grade girls stated that sometimes they

liked school and sometimes they did not. More twelfth grade girls than tenth grade girls indicated that they liked school very much. Less than 10 percent of the sample expressed an extreme dislike for school (Table V, page 28).

TABLE IV
 FREQUENCY AND PERCENTAGE DISTRIBUTION OF 190
 TENTH AND TWELFTH GRADE GIRLS ACCORDING
 TO GRADE LEVEL AND TOTAL NUMBER OF
 GARMENTS NEEDED BY RANGE

Number of Garments by Range	Grade Level					
	10th		12th		Total	
	No.	%*	No.	%	No.	%
0-34	6	6.45	2	2.06	8	4.21
35-69	43	46.24	61	62.89	104	54.74
70-104	26	27.96	19	19.59	45	23.68
105-139	9	9.68	9	9.28	18	9.47
140 or more	9	9.68	6	6.18	15	7.90
Total	93	100.01	97	100.00	190	100.00

*Some of the percentages may not total 100.00 percent due to rounding of figures.

TABLE V

FREQUENCY AND PERCENTAGE DISTRIBUTION OF 192 GIRLS ACCORDING TO GRADE LEVEL, ATTITUDE TOWARD SCHOOL, AND PLANS FOR THE FUTURE

Attitude toward School and Plans for the Future	Grade Level					
	10		12		Total	
	Number	Percent	Number	Percent	Number	Percent
Attitude toward School	N=93		N=99		N=192	
Sometimes like school, sometimes do not	71	76.34	69	69.70	140	72.91
Like school very much	15	16.13	26	26.26	41	21.36
Dislike school very much	7	7.53	4	4.04	11	5.73
Educational Preference for Future	N=93		N=99		N=192	
Continue education after high school	64	68.82	79	79.80	143	74.48
Graduate from high school only	9	9.68	9	9.09	18	9.38
Would not graduate from high school	1	1.07	0	0.0	1	.52
Undecided	19	20.43	11	11.11	30	15.62
Educational Plans for the Future	N=93		N=99		N=192	
Trade school, business college, nursing school	24	25.81	19	19.19	43	22.40
Junior college	7	7.53	9	9.09	16	8.33
College or university	43	46.24	55	55.56	98	51.04
Does not apply to me	10	10.75	8	8.08	18	9.38
Other response or no answer	9	9.68	8	8.08	17	8.85

TABLE V (Continued)

Attitude toward School and Plans for the Future	Grade Level					
	10		12		Total	
	Number	Percent	Number	Percent	Number	Percent
Opportunity for Continuing Education	N=93		N=99		N=192	
Will be able to go without serious worry about money	50	53.76	43	43.43	93	48.44
Must earn money or get scholarship or loan Impossible or difficult to continue	26	27.96	35	35.35	61	31.77
Do not want to continue education after high school	4	4.30	4	4.04	8	4.17
Other	7	7.53	10	10.10	17	8.85
	6	6.45	7	7.07	13	6.77
Reasons for not Continuing Education	N=14		N=16		N=30	
Family approves but cannot help financially	6	42.86	2	12.50	8	26.67
Family does not think I need to go and will not help me	1	7.14	0	0.00	1	3.33
Have to go to work	0	0.00	5	31.25	5	16.67
Lack ability to continue	3	21.43	1	6.25	4	13.33
Do not want to continue	4	28.57	8	50.00	12	40.00
Future Job Consideration	N=93		N=99		N=192	
Pretty well decided on future occupation	41	44.09	59	59.60	100	52.08
Have not given future occupation much thought	12	12.09	5	5.05	17	8.86
Undecided or no answer	40	43.01	35	35.35	75	39.06

Educational Preference

Sixty-nine percent of the tenth grade girls and eighty percent of the twelfth grade respondents indicated that they wished to continue their education beyond high school. About 10 percent of the girls in each grade planned to graduate from high school only. Only one tenth grade girl stated that she would not graduate from high school. Twenty percent of the tenth grade girls were undecided about their future educational plans. Only 11 percent of the twelfth grade girls were undecided. This may disclose a trend for the undecided girl in the tenth grade to later make a decision to continue her education beyond high school (Table V).

Educational Plans

About 46 percent of the tenth grade girls and 55 percent of the twelfth grade girls stated that they planned to attend a college or university. Trade school, business college or nursing school was the choice of 25 percent of the tenth grade and 19 percent of the twelfth grade. About 10 percent in each grade indicated they wished to go to a junior college. The remainder answered that the question did not apply to them or gave no response (Table V).

Educational Opportunity

Over 50 percent of the tenth grade respondents indicated they could continue their education without serious worries about money. Almost 28 percent stated that they would have to earn money or get a scholarship or loan. Forty-three percent of the twelfth grade girls

indicated that they could continue their education without serious worries about money. Thirty-five percent of the older girls would find it necessary to earn money or get a scholarship or loan if they wished to continue their education beyond high school. Less than 5 percent of both classes stated it would be impossible or difficult for them to continue their education. Slightly more twelfth grade girls than tenth grade girls expressed they did not want to continue their education beyond high school (Table V).

Reasons for Not Continuing Education

Students who did not plan to continue their education were asked the reason for this decision. Forty-three percent of the tenth grade girls who did not plan to continue their education beyond high school indicated that the lack of finances, even though their family approved, was the reason. The remaining tenth grade respondents stated they either lacked the ability or did not want to continue their education. Fifty percent of the twelfth grade girls who did not plan to continue their education stated the reason was because they did not want to. About one-third of the respondents indicated that the reason was because they had to go to work. Only about 12 percent said that their family approved but could not help them financially (Table V).

Future Job Consideration

Almost 45 percent of the tenth grade girls stated that they were pretty well decided on their future occupation. Forty-three percent were undecided and only 12 percent said they had not given their future occupation much thought. Sixty percent of the twelfth grade girls

stated that they had pretty well decided on their future occupation. About one-third of the older girls were undecided (Table V).

Occupational Aspirations and Expectations

A modification of the Warner Revised Scale of Occupations (Table XIII, page 52) was used to classify the responses into high, middle and low socio-economic classes. If the adolescent responded as aspiring or expecting to be a housewife she was placed in the socio-economic level indicated by her occupational aspiration for spouse. If the answer given for the spouse's occupation was unclassifiable or undecided she was also scored as having an unclassifiable response.

Occupational Aspiration Level

A majority of the tenth and twelfth grade girls aspired to have jobs in the middle socio-economic class. In both grades the number of responses which were classified in the low socio-economic level almost equaled the number of responses in the high socio-economic class level. Two times as many tenth grade girls as twelfth grade girls were undecided or gave no answer (Table VI).

Occupational Expectation Level at Age Thirty

About 75 percent of the girls expected to be working in occupations classified as being in the middle socio-economic class. More tenth than twelfth grade girls expected to be working in occupations classified as in the high socio-economic category. Percentage distribution was very similar at both grade levels between occupational aspirations and occupational expectations (Table VI).

TABLE VI

FREQUENCY AND PERCENTAGE DISTRIBUTION OF 192 GIRLS ACCORDING TO
GRADE LEVEL AND OCCUPATIONAL ASPIRATION AND EXPECTATION

Occupational Aspiration and Expectation	Grade Level					
	10		12		Total	
	Number	Percent	Number	Percent	Number	Percent
Occupational Aspiration Level	N=93		N=99		N=192	
High	8	8.60	5	5.05	13	6.77
Middle	59	63.44	79	79.80	138	71.87
Low	5	5.38	5	5.05	10	5.21
Unclassifiable response or no answer	21	22.58	10	10.10	31	16.15
Occupational Expectation Level at Age 30						
High	11	11.83	6	6.06	17	8.85
Middle	51	54.84	68	68.69	119	61.98
Low	5	5.37	4	4.04	9	4.69
Unclassifiable response or no answer	26	27.96	21	21.21	47	24.48
Occupational Expectation Level for Spouse at Age 30						
High	35	37.63	30	30.30	65	33.86
Middle	18	19.36	32	32.32	50	26.04
Low	0	0.00	1	1.01	1	.52
Unclassifiable response or no answer	40	43.01	36	36.37	76	39.58

Occupational Expectation Level for Spouse

Forty-three percent of the tenth grade girls' responses were unclassifiable or no answer was given. Two-thirds of the tenth grade girls' classifiable responses indicated that they expected their spouse to be in the high socio-economic level. The remaining classifiable responses were in the middle class level. None of the tenth grade girls' responses indicated that they expected their husband to be in the low socio-economic level (Table VI).

The twelfth grade girls' classifiable responses were almost evenly divided between the high and middle socio-economic levels. Slightly more girls stated middle class. The highest percentage of the responses were unclassifiable or no answer, however more twelfth grade girls than tenth grade girls gave classifiable answers.

Chi-Square Analysis

Chi-square were used to determine if wardrobe content, social participation and occupational aspiration operate independently. The null hypotheses were used for statistical analysis.

The null hypotheses pertaining to occupational aspiration and clothing needs were not rejected for either the tenth or twelfth grade girls on the basis of a chi-square analysis.

As analyzed, the chi-square analysis indicated that the null hypotheses pertaining to the relationship of occupational aspiration and clothing needs were tenable for both the tenth and twelfth grade girls. Therefore, the null hypotheses were not rejected. (See Tables VII and VIII, page 35.)

TABLE VII

CHI-SQUARE VALUES REFLECTING RELATIONSHIP BETWEEN
OCCUPATIONAL ASPIRATION AND CLOTHING NEEDS
OF TENTH GRADE GIRLS

Level of Occupational Aspiration	Total Number of Garments Needed						X^2	Level of Sig.
	0-34	35-69	70-104	105-139	140 or More	Total		
High	0	4	2	1	1	8		
Middle	5	27	15	5	7	59		
Low	0	2	2	1	0	5	2.84	n.s.
Total	5	33	19	7	8	72		

TABLE VIII

CHI-SQUARE VALUES REFLECTING RELATIONSHIP BETWEEN
OCCUPATIONAL ASPIRATION AND CLOTHING NEEDS
OF TWELFTH GRADE GIRLS

Level of Occupational Aspiration	Total Number of Garments Needed						X^2	Level of Sig.
	0-34	35-69	70-104	105-139	140 or More	Total		
High	0	4	1	0	0	5		
Middle	1	49	16	8	5	79	9.36	n.s.
Low	1	3	1	0	0	5		
Total	2	56	18	8	5	89		

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary and Conclusions

The purpose of this study was to investigate perceived clothing needs and the occupational aspirations and expectations of adolescent girls. Objectives of the study were: (1) to identify tenth and twelfth grade girls' perceived clothing needs; (2) to identify occupational aspirations and expectations of tenth and twelfth grade girls as currently stated; and (3) to investigate the relationship between the expressed perception of selected clothing needs and occupational aspirations of tenth and twelfth grade girls. This research was part of a larger study conducted at Oklahoma State University on the identification of factors affecting basic clothing needs of adolescents.

The data reported in this study were obtained from 192 tenth and twelfth grade girls attending three public high schools in North Central Oklahoma. They represented a range of socio-economic levels found in this state.

Instruments used to collect data included: (1) Clothing Needs Form to measure number and type of selected outerwear garments needed; (2) Occupational Aspiration Questionnaire to identify the future plans of the respondent; and (3) Hometown Maps to determine the length of time the student had lived in the community and the geographic area.

All data collected were grouped according to the grade level of the respondent. Descriptive and statistical analysis were used in this study.

Over 90 percent of the girls in both the tenth and twelfth grade perceived that all of the items on the Clothing Needs Form were needed except suits other than pant suits and hats and caps. There was no significant difference between the tenth and twelfth grade girls concerning the number of garments by category needed. Tenth grade girls seemed to indicate slightly larger wardrobes were needed but this difference was not significant.

The Attitude toward School and Future Plans section of the questionnaire revealed that most students in both grades sometimes liked school and sometimes did not. A majority of the girls indicated that they planned to continue their education beyond high school. More twelfth grade girls expressed this desire than tenth grade girls. More twelfth grade girls stated they would have to earn money to get a scholarship or loan. Most of those who indicated that they did not plan to continue their education beyond high school cited the reason as being because they did not want to continue.

The twelfth grade students were more decided on their future plans than the tenth grade girls. Few girls in either grade level stated that they had not given much thought to their future occupation.

The occupational aspiration and expectation responses indicated that most girls aspired to have jobs in the middle socio-economic class. Percentage distributions were very similar at both levels between occupational aspirations and occupational expectations.

More tenth than twelfth grade girls expected their spouse to be in the high socio-economic class. Only one girl expected her husband to be in the low socio-economic class.

Chi-square analysis indicated that the null hypotheses pertaining to occupational aspiration and clothing needs were not rejected for either grade level. The null hypotheses were therefore tenable for both grade levels.

Recommendations

The following recommendations were suggested by the writer in reference to further study of factors influencing adolescent clothing needs.

- (1) Replication of the study in different geographic areas to compare findings.
- (2) Follow-up study of the same sample to investigate possible change in clothing needs and occupational aspiration as the adolescent matured.
- (3) Investigate the relationships among clothing needs, occupational aspiration and social participation.

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APPENDIX A

CLOTHING NEEDS FORM

CLOTHING NEEDED BY A HIGH SCHOOL GIRL

Directions: In the space provided, indicate the number of garments you think girls in your high school need in order to be adequately dressed. If you think that a garment is not needed by girls attending your high school, put an 0 in the blank space.

<u>Type of Garment</u>	<u>Number Needed</u>
<u>Blouses:</u>	
School	_____
Dress	_____
<u>Skirts:</u>	
School	_____
Dress	_____
<u>Dresses:</u>	
School	_____
Dress	_____
Formal	_____
<u>Suits:</u>	
Pant Suits	_____
Other	_____
<u>Jackets:</u>	
School	_____
Dress	_____
<u>Coats:</u>	
School	_____
Dress	_____
<u>Sweaters</u>	_____
<u>Slacks and Shorts</u>	_____
<u>Hats and Caps</u>	_____
<u>Shoes:</u>	
School	_____
Dress	_____
Special (gym, boots, rain shoes)	_____

TABLE IX

FREQUENCY DISTRIBUTION OF GARMENT NEEDS REPORTED BY
GARMENT CATEGORY FOR 93 TENTH GRADE GIRLS

Number Needed	Blouses	Skirts	Dresses	Formals	Pant Suits	Other Suits	Coats/Jackets	Sweaters	Slacks/Shorts	Hats/Caps	Dress/School Shoes	Special Shoes
0	-	1	-	2	3	38	-	3	6	21	-	3
1	-	-	-	22	2	10	1	10	2	19	-	14
2	-	-	-	39	13	12	3	25	3	29	4	34
3	5	6	-	11	11	8	11	18	1	7	15	23
4	1	1	1	6	16	6	20	12	9	5	18	12
5	7	13	3	8	15	6	14	10	18	6	14	3
6	13	13	2	2	9	1	17	3	6	-	8	1
7	9	6	6	1	5	2	6	3	3	-	9	1
8	10	12	6	-	2	1	3	-	4	-	3	-
9	7	6	2	-	1	1	5	-	1	-	1	-
10	9	13	9	2	8	6	2	4	21	4	5	-
11	2	2	2	-	-	-	3	-	-	-	3	2
12	5	2	7	-	2	-	1	-	3	-	1	-
13	3	4	7	-	-	-	-	-	-	1	2	-
14	3	2	8	-	-	-	2	-	2	-	2	-
15	7	2	8	-	2	1	1	1	6	-	-	-
16	-	-	1	-	-	-	-	-	-	-	1	-
17	-	-	1	-	-	-	-	-	-	-	-	-
18	-	1	3	-	-	-	-	-	-	-	2	-
19	1	-	2	-	-	-	-	-	-	-	-	-
20	5	3	4	-	2	-	-	1	2	1	1	-
21	-	-	1	-	-	-	-	-	-	-	-	-
22	-	1	1	-	-	-	-	-	-	-	-	-
23	-	-	2	-	-	-	-	-	-	-	-	-
25	-	-	3	-	-	-	-	2	2	-	1	-
27	1	-	-	-	-	-	-	-	-	-	-	-
28	-	1	3	-	-	-	-	-	-	-	-	-
30	1	-	3	-	-	-	-	-	1	-	-	-
31	-	1	-	-	-	-	-	-	-	-	-	-
34	-	-	-	-	-	-	1	-	-	-	-	-
35	-	2	1	-	-	-	-	-	-	-	1	-
36	1	-	-	-	-	-	-	-	-	-	-	-
39	-	-	-	-	-	-	-	-	-	-	1	-
40	-	-	4	-	1	-	1	-	1	-	1	-
44	-	-	-	-	-	-	1	-	-	-	-	-
47	1	-	-	-	-	-	-	-	-	-	-	-
50	-	1	1	-	-	-	-	-	2	-	-	-
54	-	-	-	-	-	-	1	-	-	-	-	-
59	-	-	1	-	-	-	-	-	-	-	-	-
65	-	-	-	-	-	1	-	-	-	-	-	-
75	1	-	-	-	-	-	-	-	-	-	-	-
77	1	-	-	-	-	-	-	-	-	-	-	-
85	-	-	-	-	1	-	-	-	-	-	-	-
90	-	-	1	-	-	-	-	-	-	-	-	-
110	-	-	-	-	-	-	-	1	-	-	-	-

TABLE X

FREQUENCY DISTRIBUTION OF GARMENT NEEDS REPORTED
BY GARMENT CATEGORY FOR 99 TWELFTH GRADE GIRLS

Number Needed	Blouses	Skirts	Dresses	Formals	Pant Suits	Other Suits	Coats/Jackets	Sweaters	Slacks/Shorts	Hats/Caps	Dress/School Shoes	Special Shoes
0	-	-	-	2	-	39	-	-	2	44	1	9
1	-	-	-	19	2	8	-	8	-	20	-	17
2	-	-	-	40	7	17	3	24	2	21	2	38
3	1	2	1	23	11	8	11	24	0	6	7	22
4	4	7	2	4	16	5	18	16	10	3	18	8
5	10	16	2	7	24	8	14	8	20	3	17	1
6	12	11	1	1	12	3	14	3	9	-	17	1
7	10	9	4	-	8	1	12	4	4	-	11	-
8	12	8	8	-	2	2	8	3	7	-	4	-
9	8	9	5	-	-	-	4	-	1	-	3	-
10	13	11	13	-	12	4	6	4	17	-	4	-
11	1	2	4	-	-	-	2	-	-	-	1	-
12	4	1	10	-	-	-	2	-	4	-	-	-
13	3	3	6	-	-	-	-	-	-	-	2	-
14	1	4	4	-	-	-	-	-	-	-	2	-
15	11	6	8	-	1	1	1	2	3	-	3	-
16	-	1	3	-	-	-	-	-	1	-	-	-
17	1	1	2	-	-	-	-	-	-	-	-	-
18	1	-	5	-	-	-	-	-	1	-	-	-
20	2	2	4	1	-	-	1	-	3	-	-	-
21	-	1	1	-	-	-	-	-	-	-	-	-
22	-	-	1	-	-	-	-	-	-	-	1	-
23	-	1	-	-	-	-	-	-	-	-	-	-
25	2	2	3	-	-	-	-	-	-	-	2	-
26	-	-	1	-	-	-	-	-	-	-	-	-
27	-	-	1	-	-	-	-	-	-	-	-	-
28	-	-	1	-	-	-	-	-	-	-	-	-
30	-	-	1	-	2	1	-	-	-	-	-	-
33	-	-	1	-	-	-	-	-	-	-	-	-
35	1	-	2	-	-	-	-	-	1	-	-	-
36	-	-	-	-	-	-	-	-	-	-	1	-
40	-	-	1	-	-	-	-	-	-	-	-	-
50	-	-	-	-	-	-	-	-	1	-	-	-
70	-	-	-	-	-	-	1	-	-	-	-	-
75	-	-	-	-	-	-	-	-	-	-	1	-
100	-	-	-	-	-	-	-	-	1	-	-	-
110	-	-	1	-	-	-	-	-	-	-	-	-
160	-	-	1	-	-	-	-	-	-	-	-	-
1010	-	-	-	-	-	-	-	-	-	-	-	1

TABLE XI

GARMENT NEEDS REPORTED BY GARMENT CATEGORY FOR 93
TENTH GRADE GIRLS BY IDENTIFICATION NUMBER

Identifi- cation Number	Blouses	Skirts	Dresses	Formals	Pant Suits	Other Suits	Coats/ Jackets	Sweaters	Slacks/ Shorts	Hats/ Caps	Dress/ School Shoes	Special Shoes	Total Number of Clothing Items Needed
1	75	35	90	5	5	10	44	110	25	10	7	4	420
2	15	9	8	1	6	6	11	2	8	0	3	4	73
3	6	6	8	1	2	1	6	2	5	1	4	3	45
4	9	6	12	2	4	0	6	1	8	2	7	2	59
5	3	3	7	1	2	0	5	2	5	3	3	3	37
6	3	3	14	1	1	0	1	2	4	0	4	2	35
7	10	7	14	2	2	0	6	4	6	2	4	1	58
8	10	10	50	10	10	5	7	3	10	5	7	3	130
9	7	8	14	2	10	0	4	2	10	1	8	3	69
10	5	5	7	2	3	2	5	1	3	1	3	1	38
11	3	3	4	1	2	1	4	1	4	2	4	3	32
12	8	5	15	1	5	0	3	3	5	1	4	0	50
13	13	5	13	1	2	2	3	2	5	2	3	2	53
14	7	6	7	2	2	0	4	4	5	0	3	2	42
15	14	10	18	5	7	7	6	2	10	0	4	0	83
16	7	8	13	2	4	0	4	2	7	2	6	1	56
17	15	13	15	2	6	4	8	2	12	1	5	4	87
18	8	7	15	4	7	3	9	5	10	5	10	3	86
19	15	8	15	2	5	2	6	4	10	2	4	2	78
20	6	6	8	2	4	2	4	2	6	1	4	2	47
21	12	10	13	0	20	0	15	0	9	0	10	0	79
22	7	10	12	3	5	3	6	3	0	2	4	4	59
23	3	3	7	2	3	0	3	1	4	1	3	1	31
24	11	0	10	3	10	3	10	4	10	5	5	3	83
25	6	5	12	1	2	1	2	1	6	2	4	1	43
26	12	10	19	3	4	0	5	2	12	0	6	2	75
27	3	5	5	1	1	1	3	3	2	1	3	2	30
28	5	5	5	1	2	1	3	3	4	0	3	2	34
29	6	5	10	2	0	1	3	2	4	0	3	1	37
30	8	6	18	2	0	0	4	2	5	0	5	2	52
31	36	20	28	6	9	9	14	7	20	4	12	4	169
32	8	8	20	4	4	4	4	6	6	2	5	2	69
33	77	35	59	4	85	65	54	25	50	13	39	11	517
34	6	5	12	2	2	2	6	3	10	4	5	2	59
35	7	3	14	2	4	0	3	3	10	0	4	2	52
36	14	9	28	5	0	0	4	3	0	0	7	1	71
37	8	9	12	3	5	4	6	7	12	2	4	3	75
38	6	8	11	4	3	2	7	3	5	3	5	3	60
39	6	8	10	2	6	2	6	1	2	1	4	2	50
40	10	12	15	2	12	0	5	4	8	2	5	2	77
41	19	22	21	2	7	0	34	5	14	1	7	5	138
42	6	7	10	2	3	0	2	0	0	0	2	1	33
43	13	10	15	2	10	5	6	4	10	2	7	3	87
44	9	6	10	1	3	0	3	1	5	1	5	2	46
45	9	15	19	3	8	0	9	2	5	2	7	3	82

TABLE XI (Continued)

Identifi- cation Number	Blouses	Skirts	Dresses	Formals	Pant Suits	Other Suits	Coats/ Jackets	Sweaters	Slacks/ Shorts	Hats/ Caps	Dress/ School Shoes	Special Shoes	Total Number of Clothing Items Needed
46	10	10	23	2	7	0	4	4	15	2	18	5	100
47	15	10	30	5	10	0	9	5	0	2	18	1	105
48	10	9	25	5	6	0	8	4	5	2	11	3	88
49	12	13	30	3	7	4	6	6	10	4	16	4	115
50	20	14	25	4	15	0	3	15	1	2	14	2	115
51	20	20	20	6	5	10	11	10	5	3	10	3	123
52	47	50	40	3	20	10	9	5	40	10	6	3	243
53	8	11	13	1	5	3	4	5	10	2	13	4	79
54	10	10	8	2	4	0	5	0	5	2	3	2	51
55	7	7	8	2	4	2	5	3	10	3	4	3	58
56	9	9	14	2	5	0	7	6	0	0	6	4	62
57	12	18	10	3	5	0	6	2	4	0	3	2	65
58	14	10	20	2	6	2	5	3	15	3	8	2	90
59	5	5	6	0	2	3	3	3	5	1	2	2	37
60	6	5	8	2	4	0	5	3	0	0	3	2	38
61	7	8	13	2	4	1	5	1	5	0	5	1	52
62	7	8	13	2	5	0	5	2	5	3	6	3	59
63	6	6	9	2	3	4	4	1	4	1	2	1	43
64	8	5	6	1	3	0	6	3	6	0	4	1	43
65	8	7	7	1	4	0	6	2	10	0	4	3	52
66	8	7	9	2	4	3	6	3	5	2	8	3	60
67	15	12	35	2	10	5	4	7	15	5	13	7	130
68	9	8	25	2	6	5	4	10	10	4	11	4	98
69	9	8	14	1	4	1	5	5	10	2	9	2	72
70	20	20	20	5	10	10	40	10	10	10	20	11	186
71	4	6	7	1	2	0	4	4	5	2	2	2	39
72	13	4	23	1	4	5	4	2	10	1	10	1	78
73	20	11	22	3	12	15	12	5	20	4	5	4	143
74	5	5	14	2	3	4	6	2	5	2	6	2	56
75	9	6	28	2	4	3	7	2	6	2	4	2	75
76	30	30	40	2	6	2	8	5	25	1	35	4	188
77	7	0	12	1	6	3	4	2	14	1	6	2	58
78	5	3	5	1	2	0	3	1	2	1	3	2	28
79	10	10	10	2	3	2	7	2	10	5	5	2	63
80	10	8	15	3	3	2	7	2	10	5	14	5	84
81	27	28	40	5	40	0	10	25	50	20	40	6	291
82	15	10	10	1	8	8	4	2	10	3	5	2	78
83	11	12	17	2	5	2	4	5	15	3	6	3	85
84	12	13	30	7	10	7	11	2	4	2	11	4	113
85	6	6	12	1	5	10	4	10	15	1	4	2	76
86	5	5	16	1	2	4	2	3	1	0	10	3	52
87	15	15	40	5	15	0	9	20	30	10	25	2	186
88	8	8	15	2	6	0	4	4	7	0	5	2	61
89	20	14	14	10	5	10	14	4	10	2	5	3	111
90	5	5	10	2	3	1	5	3	4	2	7	2	49
91	6	6	11	4	4	0	6	4	8	1	3	3	56
92	6	6	13	2	5	1	5	3	7	2	3	1	54
93	10	10	18	3	5	0	5	5	15	0	7	3	81

TABLE XII

GARMENT NEEDS REPORTED BY GARMENT CATEGORY FOR 99
TWELFTH GRADE GIRLS BY IDENTIFICATION NUMBER

Identifi- cation Number	Blouses	Skirts	Dresses	Formals	Pant Suits	Other Suits	Coats/ Jackets	Sweaters	Slacks/ Shorts	Hats/ Caps	Dress/ School Shoes	Special Shoes	Total Number of Clothing Items Needed
94	13	6	8	2	3	0	3	2	4	0	3	2	46
95	8	8	15	3	5	3	6	3	9	3	9	3	71
96	10	15	11	1	5	0	5	3	6	2	6	2	66
97	8	6	18	1	6	10	3	2	2	0	4	1	59
98	6	6	8	2	4	2	4	3	8	2	4	2	51
99	7	6	11	2	3	0	3	3	5	0	5	2	47
100	7	6	16	2	5	2	6	3	5	1	5	2	50
101	8	5	10	1	4	0	4	3	6	1	6	0	48
102	12	8	20	2	10	0	4	2	5	0	4	1	68
103	4	5	7	0	2	1	7	3	3	1	5	2	40
104	6	5	15	1	4	4	4	1	12	0	8	3	64
105	10	9	16	3	5	2	8	4	6	0	10	2	75
106	15	25	25	4	7	0	12	3	6	0	7	3	107
107	5	5	12	3	4	0	3	2	5	0	4	2	45
108	9	11	17	2	5	5	7	3	8	2	5	2	78
109	8	5	7	2	4	0	5	3	5	0	6	1	46
110	15	10	10	2	7	7	8	5	5	4	6	2	81
111	5	7	6	1	5	2	8	3	10	2	5	2	56
112*	0	0	0	0	0	0	0	0	0	0	0	0	0
113	7	7	10	2	4	0	6	2	6	0	6	2	52
114	4	5	4	1	1	0	2	2	5	1	4	2	31
115	10	9	10	2	4	0	4	4	5	1	7	2	58
116	7	9	9	2	4	2	4	3	8	1	7	3	55
117	9	7	8	2	4	2	5	2	6	2	7	2	58
118	11	11	12	5	4	0	5	4	10	2	3	2	69
119	10	10	15	3	5	0	4	3	5	0	10	3	68
120	6	9	13	3	10	3	5	2	4	1	8	2	66
121	6	4	7	3	5	0	5	1	3	0	6	0	40
122	10	10	9	2	2	1	6	3	10	0	4	2	59
123	17	10	30	5	7	3	10	7	20	0	11	1	121
124	15	16	13	3	5	3	7	3	10	0	7	2	84
125	7	4	11	2	10	5	7	5	10	2	5	3	71
126	6	5	7	2	3	0	2	2	7	0	3	1	38
127	18	13	21	6	8	6	9	6	12	4	22	6	131
128	9	8	16	5	5	4	10	3	10	3	10	4	87
129	10	14	20	4	6	3	7	3	8	2	14	2	93
130	10	3	12	3	4	2	4	1	4	0	7	3	53
131	12	10	15	3	6	6	7	1	2	0	5	2	57
132	8	6	12	2	5	2	6	6	12	4	6	3	72
133	8	4	10	3	3	0	4	1	5	0	5	0	43
134	8	6	14	3	3	3	6	4	5	1	5	2	60
135	8	14	20	3	6	4	8	2	10	2	7	2	88
136	10	10	10	2	7	5	6	2	7	0	5	3	67
137	9	9	12	2	5	0	8	4	5	2	6	2	64
138	7	7	8	3	3	0	4	3	10	0	6	3	54
139	6	7	12	3	5	2	9	3	4	3	6	0	60
140	15	8	22	5	6	15	6	3	15	0	9	0	104
141	6	6	8	1	4	1	5	5	4	0	5	1	46
142	15	15	15	3	10	10	7	7	20	5	8	4	119
143	15	17	25	4	10	4	10	4	35	0	25	5	154
144	15	21	35	3	6	2	20	25	10	0	36	0	172
145	9	5	8	2	4	1	3	2	4	1	3	1	43
146	6	4	12	2	2	1	3	1	7	1	3	0	42
147	20	9	28	2	10	0	15	5	15	2	9	4	119

TABLE XII (Continued)

Identifi- cation Number	Blouses	Skirts	Dresses	Formals	Pant Suits	Other Suits	Coats/ Jackets	Sweaters	Slacks/ Shorts	Hats/ Caps	Dress/ School Shoes	Special Shoes	Total Number of Clothing Items Needed
148	9	9	13	1	6	0	4	2	10	0	4	1	59
149	8	6	10	2	3	2	4	4	0	0	5	2	46
150	7	5	9	2	5	4	6	2	4	0	4	2	50
151	8	7	10	2	8	8	6	4	8	2	7	4	74
152	20	20	12	2	5	5	9	4	10	5	5	4	101
153	13	13	15	3	10	0	3	2	3	0	4	3	69
154	8	8	26	3	7	2	7	5	10	0	7	3	86
155	6	13	13	2	5	0	3	4	6	0	6	2	60
156	35	23	110	5	30	10	10	10	50	1	25	2	311
157	25	12	160	5	7	10	11	10	50	1	15	2	308
158	4	5	5	1	3	2	6	2	3	0	4	0	35
159	15	10	12	2	10	5	6	6	15	0	6	3	90
160	5	7	17	1	2	0	3	3	3	0	6	1	48
161	10	5	8	2	3	0	4	1	5	0	4	2	44
162	15	15	27	2	7	5	12	10	7	3	6	2	111
163*	0	0	0	0	0	0	0	0	0	0	0	0	0
164	4	6	10	1	10	0	11	2	3	1	0	1	49
165	3	3	3	0	1	0	3	2	3	0	2	1	21
166	12	20	18	3	6	3	10	8	18	1	6	4	109
167	12	15	18	1	5	8	5	8	10	0	14	1	98
168	5	5	10	2	5	0	4	4	3	2	4	1	45
169	5	5	4	1	2	1	5	2	3	1	4	3	36
170	9	9	14	2	5	2	7	2	10	2	5	2	69
171	5	5	9	1	3	1	5	3	5	2	3	2	44
172	8	8	10	2	2	2	8	2	4	1	4	2	53
173	15	15	25	3	10	5	6	4	10	0	15	2	110
174	25	25	40	20	30	30	70	15	100	0	75	1010	1440
175	5	5	5	2	4	0	5	2	4	1	2	3	38
176	14	14	18	4	6	6	9	7	10	3	13	3	107
177	15	15	35	5	15	10	8	15	20	0	15	0	153
178	5	5	9	2	5	0	4	3	4	1	4	3	45
179	13	14	18	2	10	0	7	10	12	0	10	3	99
180	7	8	14	1	10	0	5	4	8	1	5	3	66
181	6	6	13	1	3	1	4	1	5	2	5	2	49
182	7	7	13	2	5	2	6	5	5	3	7	2	64
183	10	10	20	3	4	3	4	2	5	0	7	1	69
184	10	10	10	2	5	5	10	4	0	2	8	3	69
185	10	10	15	2	2	0	2	3	5	0	3	1	53
186	6	4	8	3	7	0	8	4	16	2	7	4	69
187	5	10	33	2	6	0	7	8	6	5	13	3	98
188	6	7	12	1	6	0	7	5	5	2	6	4	61
189	9	4	14	1	6	2	3	4	8	1	4	1	57
190	7	8	15	2	5	0	7	3	10	2	4	3	66
191	5	4	11	3	4	0	4	2	5	0	4	2	44
192	10	9	10	1	5	0	5	5	6	2	6	1	60

*No information.

APPENDIX B

EDUCATIONAL AND OCCUPATIONAL PLANS

YOUR PLANS FOR THE FUTURE

Directions: The following questions refer to your plans for the future. Read each question then circle the number which best expresses the way you feel.

Circle one answer only for each question.

- A. In general, how do you feel about school?
1. I like school very much.
 2. Sometimes I like school and sometimes I do not.
 3. I dislike school very much.
- B. If you were given your choice about your education, what would you do?
1. I would continue my education after high school.
 2. I would graduate from high school only.
 3. I would not graduate from high school.
 4. I have not made up my mind.
- C. What kind of school would you like to attend after you graduate from high school?
1. Does not apply to me.
 2. Trade school, business college, nursing school.
 3. Junior college only.
 4. College or university.
 5. Other (name kind of school) _____.
- D. What do you think your chances are for continuing your education beyond high school?
1. I do not want to continue my education beyond high school.
 2. It will be impossible or very difficult for me to go on to school.
 3. I will be able to go if I can earn some money, get a scholarship or a loan.
 4. I will be able to go without serious worries about money.
 5. Other (write in) _____.
- E. If you do not plan to continue your education beyond high school, why?
(Answer only if you do not plan to continue your education beyond high school)
1. I do not want to go to school.
 2. I will have to go to work to support my family (parents, younger brothers and sisters, husband).
 3. I do not think that I have the ability to continue my education.

(Continued on next page)

4. My family does not think that I need to go on to school and will not help me.
 5. My family approves of my going on to school, but they cannot help me financially.
- F. Have you considered what kind of job you would like to have when you are about 30 years old?
1. I have thought about this, but I am undecided about my future job.
 2. I have not thought much about a future job.
 3. I have pretty well decided on my future occupation.
- G. Describe the occupation you would like to have when you are about 30 years old.

For girls only: You will probably be married when you are 30 years old. If you plan to work before or after getting married, write in, in the space above, the description of the job you would like to have. If you would like to marry and not work, write in Housewife.

- H. Sometimes we have difficulty in getting the kind of job we want. What kind of job do you think you will actually have when you are about 30 years old?

(write in name of job)

- I. You will probably be married when you are 30 years old. What occupation would you like for your husband or wife to have then?

Husband _____

Wife _____

TABLE XIII

OCCUPATIONS: LEVELS AND KINDS*

Rate	Professionals	Proprietors	Businessmen	White Collar	Blue Collar	Service	Farm People
1.	Lawyer, judge, physician, engineer, professor, school supt., <u>et al.</u>	Large businesses valued at \$100,000 or more depending on community.	Top executives, President, <u>et al</u> of corporations, banks, pub. utilities.	CPA: editor newspaper, magazine; executive secretary of status org'n.			Gentleman farmer or landowners who do not supervise directly their propert's.
2.	High school teachers, librarians, and others with 4-year degrees Grade school teacher, registered nurse, minister without 4-yr.degree	Business valued at \$50,000 to \$100,000. Business or equity valued from \$10,000 to \$50,000. Business or equity valued from \$5,000 to \$10,000.	Asst., office, and dept. managers or supervisors; some mmfr's agents. Managers of small branches or buyers and salesmen of known mchdse.	Accountant; insurance, real estate, stock salesmen; editorial writers. Bank clerks, auto salesmen, postal clerks, RR or tel. agent or supvsr.			Land operators who supervise properties and have an active urban life. Farm owners with "hired help"; operators of leased property who supervise. Small landowner; operators of rented property hiring "hands".
3.		Business or equity valued from \$2,000 to \$5,000. Business or equity valued at less than \$2,000.	(Dime store clerks, (grocery clerks; telephone and beauty operators, <u>et al.</u>	(Semi-skilled factory and (production workers; assistants to skilled trade; (warehousemen, watchmen. (Heavy labor; odd-job men; (mine or mill hands; (unskilled workers.	Apprentice to skilled trades; repairmen; med. skilled workers.	Foreman, master carpenter, electrician, <u>et al</u> ; RR. engineer Police captain, tailor, railroad conductor, watchmaker, etc.	Tenants on good farms; foreman; owners of farms who "hire out". Sharecroppers; established farm laborers; subs'ce farmers. Migrant workers; "squatters" and "nesters". Taxi and truck drivers; waiters or waitress; gas stn. attendant. Domestic help; bus boy; scrub-women; janitor's helper.
		"Reputed Lawbreakers"					

*For an original table, see W. Lloyd Warner, Social Class in America (Chicago, 1949), pp. 140-141.

TABLE XIV

FREQUENCY DISTRIBUTION OF 192 TENTH AND TWELFTH GRADE
GIRLS ACCORDING TO OCCUPATIONAL ASPIRATION OF SELF,
OCCUPATIONAL EXPECTATION OF SELF AND
OCCUPATIONAL ASPIRATION OF SPOUSE

Occupation	Aspiration for Self		Expectation for Self		Aspiration for Spouse	
	10th	12th	10th	12th	10th	12th
Accountant	-	2	-	2	-	1
Agriculture	1	-	-	-	2	2
Airline Hostess	4	1	2	-	-	-
Archeology	1	-	1	-	-	-
Architect	-	-	-	-	2	1
Artist	-	1	1	-	-	-
Banker	-	-	-	-	-	2
Beautician	3	3	2	4	-	-
Biologist	1	-	-	-	-	-
Business Executive	-	-	-	-	4	3
Businessman	-	-	-	-	8	9
Business Owner	-	1	-	-	-	2
Carpenter	-	-	-	-	-	1
Cashier	-	-	-	1	-	-
Child Care	1	-	1	-	-	-
CIA Agent	-	1	-	1	-	-
Computer Programmer	1	-	-	-	-	-
Computer Technician	1	-	-	-	1	-
Construction Worker	-	-	-	-	1	-
Data Processing	-	1	-	-	-	3
Dental Hygienist	1	3	1	3	-	-
Doctor	-	-	1	-	12	9
Economist	1	-	1	-	-	-
Electrician	-	-	-	-	-	2
Engineer	-	1	-	1	1	7
Fashion Merchandising	-	1	-	-	-	-
Foreign Relations	2	1	1	-	-	-
Game Ranger	-	-	-	-	1	-
Horse Trainer	1	-	-	-	-	-
Housewife	17	11	17	19	-	-
Interior Decorator	-	2	-	1	-	-
Investigator	-	-	-	-	-	1
Journalist	1	-	-	-	-	-
Key Punch Operator	-	1	-	1	-	-

TABLE XIV (Continued)

Occupation	Aspiration for Self		Expectation for Self		Aspiration for Spouse	
	10th	12th	10th	12th	10th	12th
Lawyer	-	1	-	1	10	12
Librarian	-	1	-	-	-	-
Maid	1	-	1	-	-	-
Mechanic	-	-	-	-	-	1
Medical Technician	-	1	-	1	1	-
Millionaire	-	-	-	-	2	-
Military	-	-	-	-	3	-
Missionary	1	1	1	1	1	1
Model	4	1	1	-	-	-
Nurse	6	8	9	8	-	-
Optometrist	1	-	-	-	1	-
Orthodontist	-	-	-	-	1	-
Peace Corps	1	-	-	-	-	-
Pharmacist	-	-	-	-	1	-
Physical Therapist	1	-	-	-	-	-
Professional Athlete	-	-	-	-	2	1
Psychologist	1	1	1	1	-	1
Sales Clerk	-	3	-	5	-	1
Scientist	-	-	1	-	1	-
Secretary	13	23	16	21	-	-
Senator	-	-	-	-	-	1
Singer	1	-	-	-	-	-
Social Worker	2	-	1	-	-	-
Speech Therapist	-	1	-	-	-	-
Teacher	14	19	13	13	-	2
Veterinarian	1	1	1	-	-	-
Waitress	-	1	-	-	-	-
Welder	-	-	-	-	1	1
Undecided - No Answer	10	7	20	15	38	35
Total	93	99	93	99	93	99

TABLE XV
 OCCUPATIONAL ASPIRATION OF SELF, OCCUPATIONAL
 EXPECTATION OF SELF AND OCCUPATIONAL
 ASPIRATION OF SPOUSE AS REPORTED
 BY 93 TENTH GRADE GIRLS

Identifi- cation Number	Occupational Aspiration of Self	Occupational Expectation of Self	Occupational Aspiration of Spouse
1	guidance counselor	counselor	doctor
2	work with children	babysitting	businessman
3	ocean biologist	scientist	undecided
4	optometrist	doctor	orthodontist
5	psychologist	psychologist	undecided
6	teacher	teacher	undecided
7	singer	teacher	businessman
8	LPN	LPN	undecided
9	P.E. teacher	P.E. teacher	undecided
10	secretary	secretary	undecided
11	airline stewardess	secretary	doctor
12	secretary	undecided	business executive
13	undecided	undecided	outdoor job
14	veterinarian	veterinarian	undecided
15	archeology	archeology	office
16	receptionist	housewife	optometrist
17	nurse	nurse	welder
18	cosmetologist	cosmetologist	pharmacist
19	beautician	beautician	undecided
20	housewife	housewife	military (officer)
21	housewife	housewife	undecided
22	teacher	teacher	pro-basketball player
23	music therapist	music therapist	doctor (specialist)
24	Peace Corps	housewife	military
25	agriculture	housewife	rancher
26	secretary	housewife	undecided
27	economist-data processor	economist-data processor	undecided
28	housewife	legal secretary	medical technician
29	teacher	teacher	undecided
30	teacher	undecided	undecided
31	teacher	teacher	in business for self
32	dental assistant	dental assistant	businessman
33	undecided	undecided	undecided
34	registered nurse	registered nurse	rancher
35	secretary	secretary	business executive
36	teacher	nurse	office worker
37	undecided	undecided	lawyer

TABLE XV (Continued)

Identification Number	Occupational Aspiration of Self	Occupational Expectation of Self	Occupational Aspiration of Spouse
38	professional model	housewife	undecided
39	housewife	no answer	no answer
40	housewife	none	undecided
41	housewife	undecided	military
42	undecided	undecided	no answer
43	housewife	no answer	no answer
44	model-airline stewardess	secretary	lawyer
45	secretary	undecided	doctor
46	airline stewardess	airline stewardess	no answer
47	undecided	secretary	doctor
48	teacher	teacher	doctor
49	physical therapist	nursing	lawyer
50	housewife	housewife	doctor
51	secretary	housewife	doctor
52	secretary	housewife	game ranger
53	secretary	secretary	lawyer
54	undecided	housewife	no answer
55	teacher	teacher	undecided
56	teacher	teacher	businessman
57	housewife	nurse	engineer
58	teacher	teacher	lawyer
59	pet shop or maid	maid	pet shop
60	computer programmer	secretary	scientist
61	airline stewardess	secretary	businessman
62	beautician	none	doctor
63	undecided	office work	undecided
64	secretary	no answer	no answer
65	housewife	no answer	no answer
66	no answer	no answer	no answer
67	teacher	teacher	millionaire
68	journalism or commercial art	commercial art	architect
69	computer technician	secretary	doctor
70	model	model	doctor
71	housewife	undecided	undecided
72	airline stewardess	airline stewardess	undecided
73	secretary	secretary	manual labor
74	housewife	no answer	architect
75	fashion model	housewife	construction worker
76	nurse	nurse	no answer
77	nurse	nurse	undecided
78	housewife or teacher	no answer	no answer
79	housewife	housewife	lawyer or banker

TABLE XV (Continued)

Identifi- cation Number	Occupational Aspiration or Self	Occupational Expectation of Self	Occupational Aspiration of Spouse
80	housewife	housewife	doctor
81	teaching or air- line stewardess	teaching or air- line stewardess	lawyer
82	horse trainer	undecided	no answer
83	interpreter	housewife	lawyer
84	registered nurse	registered nurse	doctor
85	secretary	housewife	undecided
86	foreign relations	foreign relations	undecided
87	housewife	unclassified	millionaire
88	secretary	secretary	undecided
89	housewife	no answer	motorcar racer
90	undecided	secretary	lawyer
91	social worker- interpreter	secretary-sales clerk	executive
92	undecided	secretary	lawyer
93	missionary	missionary	missionary

TABLE XVI

OCCUPATIONAL ASPIRATION OF SELF, OCCUPATIONAL
EXPECTATION OF SELF AND OCCUPATIONAL
ASPIRATION OF SPOUSE AS REPORTED
BY 99 TWELFTH GRADE GIRLS

Identifi- cation Number	Occupational Aspiration of Self	Occupational Expectation of Self	Occupational Aspiration of Spouse
94	nurse	nurse	self-employed
95	secretary	secretary	carpenter or teacher
96	beautician	beautician	undecided
97	nurse	nurse	doctor
98	secretary	store clerk	undecided
99	housewife	housewife	farmer
100	secretary	housewife	business manager
101	secretary	housewife	diesel mechanic
102	housewife	clerk	football coach
103	missionary	missionary	missionary
104	secretary	secretary	banker
105	owner of dress shop	housewife	head of motorcycle shop
106	secretary	housewife	carpenter
107	librarian	housewife	undecided
108	housewife	no answer	lawyer
109	teacher	housewife	oil company
110	data processing	undecided	data processing
111	teacher	teacher	accountant
112	undecided	beautician	undecided
113	teacher	teacher	undecided
114	no answer	no answer	no answer
115	secretary	secretary	engineer
116	airline hostess	undecided	no answer
117	secretary	secretary	no answer
118	secretary	cashier	banker
119	teacher	teacher	office job
120	psychiatrist	psychiatrist	doctor or lawyer
121	undecided	store clerk	store owner
122	sales clerk	sales clerk	pipe line X-rayer
123	secretary	secretary	construction engi- neer
124	secretary	secretary	office job
125	secretary	secretary	electrician
126	teacher	housewife	undecided
127	teacher	teacher	engineer
128	secretary	secretary	chief investigator for crime bureau
129	secretary	bookkeeper	undecided

TABLE XVI (Continued)

Identifi- cation Number	Occupational Aspiration of Self	Occupational Expectation of Self	Occupational Aspiration of Spouse
130	model	undecided	undecided
131	sales clerk	sales clerk	business adminis- trator
132	speech pathologist	housewife	businessman
133	commercial art- home ec	undecided	professional or semi-professional
134	teacher	teacher	engineer
135	teacher	teacher	undecided
136	housewife	housewife	data processing
137	bookkeeper	housewife	businessman
138	teacher	teacher	undecided
139	teacher	no answer	businessman
140	registered nurse	registered nurse	skilled workman
141	registered nurse	registered nurse	doctor
142	secretary	secretary	florist (own)
143	teacher	housewife	business executive
144	teacher	undecided	no answer
145	teacher	teacher	undecided
146	teacher	teacher	undecided
147	teacher	teacher	engineer
148	secretary	secretary	undecided
149	housewife	housewife	undecided
150	beautician	beautician	office job
151	dental hygienist	dental hygienist	businessman
152	secret agent for CIA	secret agent for CIA	no answer
153	beautician	beautician	undecided
154	waitress	undecided	no answer
155	housewife	housewife	undecided
156	secretary	secretary	business executive
157	secretary	secretary	pro golfer
158	housewife	housewife	soft-drink salesman
159	nurse	registered nurse	undecided
160	interior decorator	undecided	doctor or lawyer
161	engineer	engineer	lawyer
162	translator	teacher	senator
163	garbage collector	housewife	undecided
164	teacher	secretary	lawyer
165	veterinary medicine	housewife	farmer-ecology
166	housewife	housewife	undecided
167	housewife-secretary	secretary	electrical engineer
168	registered nurse	registered nurse	undecided
169	lawyer	lawyer	lawyer
170	secretary	secretary	executive
171	teacher	secretary	lawyer

TABLE XVI (Continued)

Identifi- cation Number	Occupational Aspiration of Self	Occupationl Expectation of Self	Occupational Aspiration of Spouse
172	teacher	teacher	doctor-lawyer
173	clerk in clothing store	housewife	doctor
174	undecided	undecided	undecided
175	lab technician	lab technician	doctor
176	key punch	key punch super- visor	executive-lawyer
177	secretary	secretary	doctor-lawyer
178	fashion merchan- dising	secretary	lawyer
179	teacher	teacher	doctor
180	nurse	nurse	lawyer
181	interior decorator	interior decorator	doctor-lawyer
182	housewife	no answer	lawyer-farmer
183	nurse	registered nurse	welder
184	secretary	secretary	electrician
185	undecided	undecided	psychologist
186	secretary	housewife	architect
187	dental hygienist	dental hygienist	lawyer
188	secretary	secretary	lawyer
189	housewife	secretary	office job
190	accountant	accountant	data processing
191	dental hygienist	dental hygienist	chemist-engineer
192	undecided	no answer	no answer

APPENDIX C

HOMETOWN MAPS

Directions:

This is a map of _____.

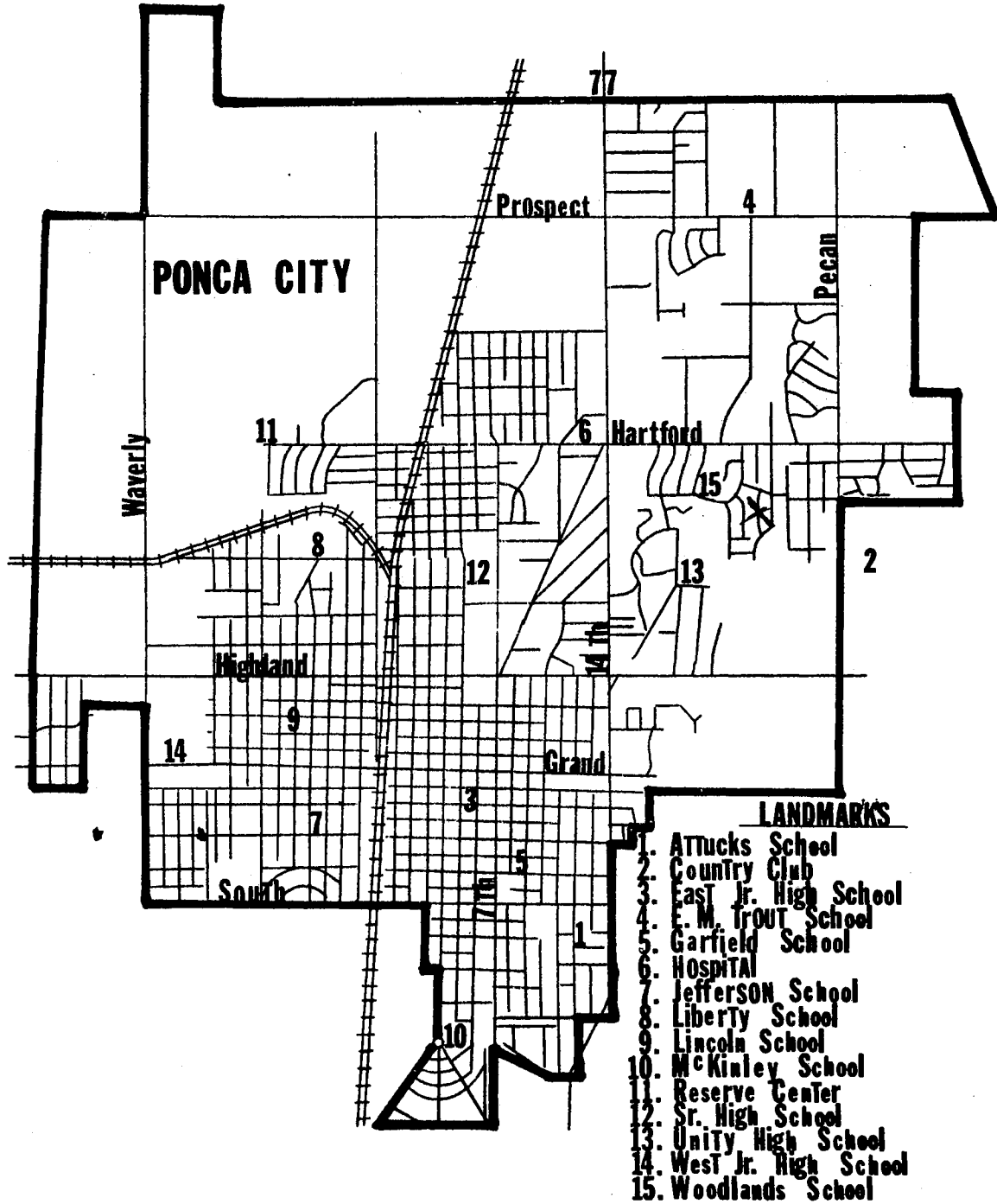
1. Indicate the area where you live by marking an X on the map.

If you live outside the city limits, make the X near the edge of the map at the point closest to your home.

2. Please check the length of time you have lived in _____.

_____ more than 2 years

_____ less than 2 years



VITA⁸

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