

CLOTHING PRACTICES CORRELATED WITH NEWSPAPER AND
MAGAZINE READING HABITS OF HIGH SCHOOL
GIRLS IN STILLWATER, OKLAHOMA

By

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CHAPTER I

INTRODUCTION

Half the population in the United States is under twenty-five years of age and the other half is striving through diet, dress, and cosmetics to achieve the youthful look. It is no wonder the fashion industry attempts to appeal to the teen-ager.

Teen-agers today flash an \$18 billion bankroll. Projections into the future indicate that by 1970 they will be spending \$30 billion per year. Girls age sixteen to nineteen have \$17.90 per week to spend. They spend 70¢ on magazines and paperbacks and \$3.50 on clothing. They spend \$5.20 on jewelry, trinkets, cosmetics, beauty parlor and hair products (13). These figures show that girls spend about 20 percent of their money on clothing and half of their money on personal appearance.

The high school girl places a great value on the clothing she wears. One of the most important satisfactions she gains from clothing is group approval. She is striving for self-confidence and security, which she seeks through wearing the right clothes (10).

This investigation of clothing practices and the newspaper and magazine reading habits of high school girls in Stillwater, Oklahoma, had the following purposes:

1. To determine some of the clothing practices of a specific group of high school girls.

2. To discover the newspaper and magazine reading habits of the group.
3. To investigate the relationship between high school girls' reading habits and their clothing practices.

The results of this study can be of value to editors and publishers of teen-age fashion magazines; managers of department stores with teen-age clothing departments and specialty clothing shops; manufacturers and advertisers of clothing products; educators; and sociologists who are concerned with teen-agers' problems.

Teen-age is a term with a variety of definitions. The Bureau of the Census (17) defines "teen-age" as the period in life ages thirteen through nineteen. In popular jargon the term often refers to junior and senior high school students. Seventeen magazine, which attempts to reach teen-age girls, focuses on the fifteen to nineteen year olds. In this paper the term teen-ager refers to any person between the ages of thirteen and nineteen. High school student refers to any person enrolled in high school, regardless of age.

Although this study dealt specifically with the high school girl, some figures and data cited may refer to the teen-ager. Almost two-thirds of the teen-age population are high school students while the remaining one-third are junior high students and high school graduates. The high school student may be judged most typical of the teen-agers, since the other two groups' needs and interests may overlap into other areas of the life cycle.

CHAPTER II

REVIEW OF LITERATURE

The teen-ager is one of the most talked about segments of the American population. Teen-agers make up one of the largest groups and probably the least understood group of people in the United States today. More is being learned about teen-agers every day. Businesses and marketers are recognizing the importance of teen-agers, if for no other reason than the fact they will be tomorrow's adults in the consumer market.

Growing up and adjusting into the adult world is not easy for a teen-ager. Clothes may help make growing up easier. Clothes are an important status symbol to an adolescent. They have a profound influence on his concept of self. Morton (12) has emphasized how important clothes are in the teen-ager's adjustments to life, and his concept of self:

Clothes help to make us self-confident, self-respecting, jolly, free or they make us self-conscious, shy, sensitive, restrained. They determine how much we go into society, the places we go to, the exercise we take. They help us to get jobs and to hold them, to miss them and to lose them. . . . Clothes, then make us or mar us. They may enhance our personality or be so conspicuous as to subordinate us to them, or they may be just ordinary, nondescript, characterless.

Clothes have a great effect on one's attitudes and behavior. When girls feel well dressed, they usually are friendlier, more vivacious, more confident, happier, and more talkative. They can behave in a natural, friendly way because they feel they make a good appearance. Girls who feel poorly dressed feel uncomfortable, worried, fidgety, and

nervous. Poorly dressed girls try to withdraw from the group, to be inconspicuous, to avoid talking to people, and to get away from the group as soon as possible (10).

Ryan (15) reported that studies indicate the type of clothing a girl wears is important because it means acceptance by the group for high school students. Personal appearance bears a significant relationship to social acceptance for the high school girl (4). Being well liked and accepted by one's peers are goals sought by all teen-agers. Because appearance plays such an important role in social acceptance, the teenager whose self-concept could be seriously damaged by social rejection can be spared much of this damage if she has clothes that improve her chances for acceptance. As a girl grows older, apparently she is more confident of her appearance and is happy because of it. She learns to improve her looks by being more selective in her choice of clothes (10).

When 54 girls were asked if they thought others would like them better if they were well dressed, 46 girls answered "yes" and 8 answered "no." This upholds the idea that girls are influenced by the opinions of their friends and others in the way they dress. Of the girls in that study (19), 85 percent said they chose clothing which they thought their friends would like.

Evans (7) found that to win recognition from others was the most intense desire determining the clothing wearing behavior of high school girls. Even though adolescents wore garments which would either be approved by or gain recognition from others, they gained satisfaction from choosing "on their own." She made a distinct difference between the wearing of clothing and the purchasing of clothing. She found that teen-agers primary motives for wearing clothing involved dependence upon

others, while the primary motives for purchasing clothing involved independence.

Although girls desire peer approval and thus show conformity in their dress, in contrast they show a desire to be different in their selection of clothing. Many girls between the ages of 14 and 17 shop alone and make the final choice in the selection of their clothes without the assistance of the mother. There appears to be a great deal of interplay between mothers and daughters where major items of apparel are concerned. The daughter is more likely than the mother to make the final decision (9).

Age reflects variation in social activities and the resulting clothing needs. Undoubtedly fashion changes are more quickly accepted by younger than by older persons because of their interest in clothing and personal appearance and their desire to conform to the practices of groups of which they are members (2).

Girls do not all dress in the same style or fashion. They differ because of geographic region, income, status and activity. Some girls are more aware of clothing than others. Rosencranz (14) found a high relationship between social class and clothing awareness. It was found that the women who had high scores in clothing awareness were of the upper social class, belonged to a greater number of organizations, had a higher educational level, had a higher income, subscribed to a greater number of magazines, had higher verbal intelligence, and had husbands in the white-collar occupational group.

Persons living in urban communities in 1960-61, ages 18 to 24 had the highest clothing bills of any age group, although only slightly higher than the bills of the 16 to 17 year old group (17). Persons in

both age groups tended to be fashion conscious and liked to have special clothes for dates and school activities. High clothing expenditures for the older group reflect more money to spend on clothing, new clothing needs associated with entering college, beginning full-time jobs, and getting married (6).

In a survey made in the North Central region of the United States in 1960-61, girls 16 to 17 years old spent more money than any other age group. Oklahoma borders on the North Central region. The reasons for regional differences reflect difference in income, climate, manner of living, and preferred uses of income. In the West there is a more casual mode of dress--especially for young people (3, 17).

Teen-agers spend billions of dollars and the amount of their discretionary income rises every year. It is not so much the spending power of the young people, but rather their influence upon society through spending that is important. Carruth (5) has written:

The real point about that swinging sixteen-to-twenty-four group is not their spending power, but the fact that they have become market leaders. They have created a climate that has enabled fashion to catch on as a new force in the market, driving apparel expenditures higher and higher. Their larger share of the apparel market--they probably account for 20 percent of all expenditures now compared to 17 percent in 1960--is greatly magnified by the fact that they are intensely interested in clothes; they are fashion prone, and they are able to communicate their love of fashion to others.

Most people will agree that other people are more influential than any other component of society in their decision of types, styles, or brands of items to purchase (11). Beal and Rogers (1) found word-of-mouth communication was more important than any other type of information source in convincing Iowa homemakers to purchase synthetic fibers.

The flow of communications as described by Katz and Lazarsfeld (11) involved opinion leaders. Opinion leaders are those who influence other people. Fashion influencing tends to take place most of all among life-cycle peers. If fashion exchanges do take place between women of different ages, the young women are more often the influential ones while the older women are the ones who are influenced. A second factor that proved significant in leadership was the gregariousness index. The person with most social contacts is most likely to emerge as a fashion leader.

Among girls, the traffic in fashion advice must be very heavy. Because of their extensive interest in fashion, there is a very great demand for fashion leadership. The chances that a girl will be consulted about fashion seem particularly great. Girls may be both leaders and followers of each other. About 8 out of 10 girls are highly interested in fashion and only one-half of the wives and one-third of the matrons. The girls have an overabundance of leaders from which they meet the demand for fashion advice in their own internal market and "export" advice as well (11).

The opinion leaders of fashion tend to have greater contact than nonleaders with the features and advertisements in America's magazines. The same phenomenon holds true for other media; that is, opinion leaders exceed nonleaders in exposure to the mass media (11).

Opinion leaders may depend upon magazines and other media for their information. It has been reported that high school girls get ideas about what kind of clothes to buy from formal media--magazines, catalogues, newspapers, television, radio, movies--and friends and relatives. A third of the girls said they consulted none of the media; 53 percent said they got ideas from fashion magazines, 24 percent from newspapers.

Almost half--46 percent--said that fashion magazines were their most helpful source (9).

Clothing manufacturers and retailers have been viewing the teen-ager with increased interest in recent years. Some indications of this interest have been the emergence of retail "teen departments" and "high school shops" throughout the country and the publication of fashion magazines partly or entirely devoted to the teen-age market (9).

A report based on the findings of Brand Rating Index 1966 reveals that girls--about 40 percent--ages 16 to 17 read Seventeen magazine more than any other magazine. Reading of magazines and newspapers is positively correlated with such personality measures as intelligence and "goals for self." The higher a teen-ager sets his goals, the more likely he is to be a print consumer. In addition, the print consumer also appears to be a more "active shopper" (8).

Reading magazines is a habit developed in very young children and frequency increases with age. Schramm (16) found that throughout high school, the magazine audience grows larger. Eighty-six percent of the tenth grade girls and 92 percent of the twelfth grade girls regularly read magazines. The popularity of magazine reading in adolescence may be due to a variety of reasons. Magazines are cheaper than books and are more readily available. A great amount of space given to pictures in magazines adds to their appeal. Stories and articles can be read quickly; this is important when leisure time is limited. Furthermore, magazines give a wide variety of information, give information in an up-to-date style, and the language is easy to read (10).

It has been found that brighter children tend to read magazines more than less bright children. No significant relationship has been

found between parents' education and children's magazine reading, but a significant relationship has been found between occupation and magazine reading. Furthermore, magazine reading apparently increases with income (16).

The newspaper gets no great amount of use by children until they reach about the seventh and eighth grades. By high school age about 81 percent of the girls read the paper regularly. Intellectual ability correlates positively with newspaper reading. Some children use the newspaper chiefly for entertainment and some strictly as a news source. The majority use the newspaper for both entertainment and news (16).

CHAPTER III

METHODS AND PROCEDURE

The researcher designed a questionnaire to determine the high school girl's own attitudes toward some of her clothing practices and her newspaper and magazine reading habits. The questions were formulated to determine attitudes toward clothing and fashion, attitudes toward one's self, magazines and newspapers read, parts of the media read, and information gained from reading the media. An attempt was made to design the questionnaire so that the respondent would give an honest response rather than one she might think to be proper. It is not known if the girl's family or friends were consulted in her attempt to answer the questions before she returned the questionnaire.

The four page questionnaire with an accompanying letter was mailed to each girl in the sample. The questionnaires were returned by mail. All the questions were worded so the respondent could check either "yes" or "no." This made it easy for the respondent to answer questions and simplified the recording of answers. A copy of the questionnaire is included in Appendix A.

Names of girls enrolled in the only high school in Stillwater, Oklahoma, for the school year 1967-68 were obtained from the office of the principal at C. E. Donart High School. There were 439 girls in grades ten, eleven, and twelve. To get a random sample of 20 percent of the girls, every fifth name was drawn from the list of names. This

procedure for selecting the sample provided 88 names. Those 88 girls were sent a letter, the four page questionnaire, and a stamped self-addressed envelope, in which to return the questionnaire.

All of the questionnaires which were returned were used in compiling the data. The responses obtained from the questionnaires were the high school girl's rating of herself. The information was compiled under two categories: newspaper readers and magazines readers. Ten key questions were selected from the questionnaire so that an individual's response to one question could be compared with her response to another question. The responses for each girl were recorded on a schedule sheet. The responses that agreed in the affirmative were counted. The number of agreements was placed on two separate matrix tables. From the matrix tables, the researcher could determine the correlation between any two of the selected questions. Two questions were considered to have a high, or positive, correlation when the number of affirmative agreements was in the upper quartile of agreements. Two questions were considered to have a low, or negative, correlation when the number of affirmative agreements was in the lower quartile of affirmative agreements.

The information regarding the remaining questions was reported on the basis of the total number of girls participating in the survey.

CHAPTER IV

RESULTS AND DISCUSSION

Seventy-eight of the 88 questionnaires sent out were returned, which was an 88 percent response. The response of the random sample represented 18 percent of the 439 high school girls. It is not known why all the questionnaires were not returned. Those girls who did not return the questionnaires might have had low incomes, little interest in fashion, low reading ability, or personal feelings which prevented them from returning the questionnaire. If all 88 questionnaires had been returned, results of this study might have been altered.

One must also keep in mind that the results of this survey may not be representative of high school girls in other locations. Stillwater, Oklahoma, is not considered a typical city. It can well be called a college town. Oklahoma State University, which had an enrollment of about 17,000 students during the academic year 1967-68, has the largest employment list of any single operation in the city. According to the U. S. Bureau of the Census, in 1960, Stillwater and its environs had a population of 26,000. The average educational level of persons over 25 years old in Stillwater was 13.4 years and the average annual family income was \$4,530 (17). The national average was 10.6 and \$5,660 respectively (18). It is assumed that because of the large number of students and students' wives seeking employment, wages were frequently lower than for similar work in other cities where competition was not so

great. It is not known what effect, if any, income and educational level of residents of the city had upon the responses of the girls. However, people with a higher education tend to read more of everything that is available than those with less education (21).

In geographic location, Stillwater is in the "South" as defined by the U. S. Bureau of the Census. Other organizations might include Oklahoma in the Midwest, the Southwest, or the Plains States. The people living in this city might consider themselves in any one of those groups, in social and cultural aspects. The people affiliated with the University come from nearly all the 50 states and many foreign countries. They help add to the mixed culture groups represented in the city. The University also sponsors fine arts programs which would be unusual for another city of comparable size without a university.

The extent of one's gregariousness is an important factor in determining who are the fashion leaders (11). There are two sororities other than regular high school and community organizations in the city to which the girls may belong. These social organizations may involve much group and social interaction which would create interest in clothes and fashion for some of the girls. It may raise the total group's interest in fashion. The sorority girls may be fashion leaders. The results of this study cannot identify those who are influential as fashion leaders.

Nearly all of the 78 girls who responded to the questionnaire read a magazine or a newspaper regularly. All of them read one or the other, and most of them read both magazines and newspapers. More girls read magazines than read newspapers. There were 77 who read magazines while 74 read newspapers. All but one of those who read the newspaper also read magazines, but 4 girls read magazines who did not read newspapers.

Analysis of Newspaper Readers

The local newspaper had a greater appeal to the girls than other newspapers in the state. Nearly all--97 percent--of the 74 girls read the local Stillwater News Press regularly. Some of the girls read an additional paper; but more of them read the local paper than read the three major papers in the state combined. Most of those who read the local paper, read it daily; while those reading the larger state-wide papers tended to read only the Sunday edition.

Newspaper articles about fashion were named as one of the leading parts of the newspaper read by the girls. Other popular items read included: comics, Stillwater High School News page, front page, Dear Ann or Dear Abby, and engagement announcements. The girls showed very low interest in recipes, household hints, the editorial page, and sports page. The items they selected or rejected indicate they read the newspaper for both news and entertainment. Their choice of items to read indicated that the girls had an interest in fashion and that they sought some fashion information from the newspaper.

A positive correlation may exist between a girl's clothing practices and her newspaper reading habits. Ten key questions were selected from the questionnaire to determine the correlation. The total number of girls, whose responses agreed in the affirmative on two questions, are shown in Table I. The largest number of girls in affirmative agreement on any two questions was about 60 of the 74 respondents. About 4 out of 5 girls who read newspapers agreed on each of the following:

1. Those who felt it was important to dress in fashion also thought others would like them better if they were well dressed.

TABLE I

MATRIX TABLE SHOWING THE TOTAL NUMBER OF THE NEWSPAPER READERS
WHOSE RESPONSES WERE IN AFFIRMATIVE AGREEMENT
ON TEN SELECTED QUESTIONS

	A	B	C	D	E	F	G	H	I	J
A		61	16	51	59	40	20	47	42	28
B	61		13	53	61	40	15	53	42	28
C	16	13		00	15	8	5	10	8	7
D	51	53	00		49	38	15	43	37	22
E	59	61	15	49		43	17	49	43	29
F	40	40	8	38	43		12	34	30	19
G	20	15	5	15	17	12		00	15	7
H	47	53	10	43	49	43	00		32	24
I	42	42	8	37	42	30	15	32		21
J	28	28	7	22	29	19	7	24	21	

A = Important to dress in fashion.

B = Will be liked better if well dressed.

C = Enjoy wearing clothes selected by someone else or clothes similar to that worn by other girls.

D = Enjoy wearing clothes in fashion but different from others.

E = Read fashion articles.

F = Read advertisements.

G = Look at pictures.

H = Read features.

I = Get ideas for clothes.

J = Purchased a clothing item.

2. Those who felt it was important to dress in fashion also read fashion articles.
3. Those who felt others would like them better if they were well dressed also read fashion articles.

Girls who want others to like them will strive to make friends by being well dressed and in fashion. To be well dressed and in fashion, first they must know what the fashions are. They put into practice the information they have learned from the newspapers. From trial and error they discover ways of improving their appearance. They become well dressed. They develop self-confidence. Furthermore, when they look like other members of the group, they feel that they belong. They believe others like them better because they feel well dressed. For clothes to serve as an aid to improvement of the concept of self, the clothes must be both a status symbol that will add to the girl's prestige in the group and a means of enhancing her figure (10).

The matrix table also shows there was a high agreement in responses of the girl who dressed in fashion, wanted to be liked, selected her own clothes, and read fashion articles and other features. She was concerned about making friends and being accepted by the group. She liked selecting her own clothes so she could express her individuality, and at the same time conform to the fashion trends which are so important to her. Girls like to dress in the prevailing style to show their identity with the group, they want to symbolize the fact that they are "special," not just like everyone else (10). Table I illustrates that about 50, or 2 out of 3, girls who read newspapers were in agreement on the following responses:

1. Those who thought others would like them better if they were well dressed also enjoyed wearing clothes in fashion but different from others.
2. Those who thought others would like them better if they were well dressed also read features in newspapers more than they looked at the pictures.
3. Those who felt it was important to dress in fashion also enjoyed wearing clothes in fashion but different from others.
4. Those who enjoyed wearing clothes in fashion but different from others also read fashion articles.
5. Those who read fashion articles also read features more than they looked at pictures.

An important correlation to note is that about 3 out of 5 girls read fashion articles in newspapers and also got ideas from the articles on what kind of clothes to wear. This may be an indication that the newspaper had some influence on fashions worn by high school girls in Stillwater, Oklahoma. Also, about three times as many girls who read the fashion articles as those girls who looked at pictures got ideas on clothes to wear. An item of clothing was purchased by four times as many girls who read fashion articles as those who looked only at pictures. Therefore, pictures may not be as important in the newspaper media as editors and publishers may believe them to be.

Some of the clothing practices and reading habits analyzed revealed a zero agreement or a very low agreement. Because of the way the question was worded, no correlation was possible between those who looked at pictures more or those who read the features more. It should also be recognized that item "C" in Table I identifies those girls who relied

almost entirely upon others for their selection of fashions and possibly had very little, if any, interest in wearing fashionable clothing. Item "D" in Table I identifies those girls who desired individuality in clothing that was different from the clothing of others. No correlation was found between items "C" and "D."

The least number of agreements for newspaper readers occurred for the girls who were dependent upon others in their selection of fashions. There was a negative correlation between that factor and each of the other nine key questions included in Table I. If a girl depended upon others for selection of fashions, she did not look in newspapers for fashion articles, pictures, advertisements, and ideas on clothing and she did not purchase clothing on the basis of advertisements in newspapers. It appears that a small portion of the girls looked to other high school girls for ideas on fashion trends. Therefore, the fashion influencers would outnumber ones who are influenced. The girls who are fashion leaders meet the demand for fashion advice within the high school age group and also transmit fashion advice to other age groups.

The girls were asked if they "read" the specific types of educational information listed in Table II. They were also asked if they "would like to have" the specific types of educational information available to read in newspapers. The total number of newspaper readers who indicated they "read" was compared with those who "would like to have" the educational information available in newspapers. From the comparison, it appeared that newspaper readers would like more educational information than they received as indicated in Table II. A mean of 30, or about 2 out of 5, of the newspaper readers indicated they "read" some kinds of educational information. On the other hand, a mean

of 43, or about 3 out of 5, of the newspaper readers indicated they "would like to have" educational information available in the newspaper.

TABLE II

NUMBER OF NEWSPAPER READERS WHO INDICATED THEY READ SPECIFIC EDUCATIONAL INFORMATION AND THE NUMBER WHO WOULD LIKE TO HAVE INFORMATION AVAILABLE

Type of Education Information	Number of Newspaper Readers Who:	
	Read	Would Like to Have
Remove Stains from Clothing	36	41
Launder or Dry Clean Any Fabrics	21	31
Sew Special Fabrics	19	37
Store Clothing Items	27	39
Plan a Wardrobe	25	48
Select Becoming Clothes	32	53
Know new Fashions	48	54
MEAN:	30	43

The girls who read newspapers were interested in learning the new fashions as shown in Table II. More girls--65 percent--indicated they "read" information on how to know new fashions than "read" information on any of the other types of educational information. Furthermore, more girls--73 percent--said they "would like to have" information on how to know new fashions than "would like to have" information on any of the other types of educational information. The number of high school girls who selected and read educational information from the newspaper indicates that the girls had more interest in articles related to fashions than they had in articles about the care of clothes. In addition, a large number of the girls said they "would like to have" information on how to select becoming clothes and how to plan a wardrobe. Therefore, the girls indicated a desire to have more information available on

articles related to fashion than on how to care for clothing. Apparently the girls are not as interested in how to care for their clothing as they are in fashions; or they may think the care instructions do not change as often and as rapidly as fashions; or they prefer to learn how to care for their clothing by some other means than by the newspaper; or they are not particularly concerned about the care of their clothing.

Analysis of Magazine Readers

Seventy-seven of the 78 respondents said they read magazines. More of them, 3 out of 5, read Seventeen magazine than any other single magazine. Other fashion magazines which they read included Glamour, Ingenué, Co-Ed, and Mademoiselle.

Articles about fashion were the items most often read by those girls who read magazines. More than 9 out of 10 girls said they read the fashion features. Other popular items read, in order of number of girls who read them included: short stories, dating problems, and advertisements. The least number of girls read food, sports, and art features. These findings indicate the girls had a high interest in fashion, which rates above other interests. Furthermore, they seek fashion information from magazines.

A positive correlation may exist between a girl's clothing practices and her magazine reading habits. Table III shows the total number of girls who agreed on any two of the selected questions used for determining correlations. The numbers in the table represent only the number of girls who agreed in the affirmative. The highest correlation was shown between girls who read fashion articles and those who got ideas from magazines on what kind of clothes to wear. Seventy of the 77 magazine

TABLE III

MATRIX TABLE SHOWING THE TOTAL NUMBER OF THE MAGAZINE READERS
WHOSE RESPONSES WERE IN AFFIRMATIVE AGREEMENT
ON TEN SELECTED QUESTIONS

	A	B	C	D	E	F	G	H	I	J
A		63	14	53	66	49	42	24	65	42
B	63		14	54	64	48	46	23	64	41
C	14	14		00	16	11	10	6	15	8
D	53	54	00		55	42	40	20	57	37
E	66	64	16	55		51	49	24	70	44
F	49	48	11	42	51		36	18	53	33
G	42	46	10	40	49	36		00	47	30
H	24	23	6	20	24	18	00		26	15
I	65	64	15	57	70	53	47	26		44
J	42	41	8	37	44	33	30	15	44	

A = Important to dress in fashion.

B = Will be liked better if well dressed.

C = Enjoy wearing clothes selected by someone else or clothes similar to that worn by other girls.

D = Enjoy wearing clothes in fashion but different from others.

E = Read fashion articles.

F = Read advertisements.

G = Look at pictures.

H = Read features.

I = Get ideas for clothes.

J = Purchased a clothing item.

readers, or more than 9 out of 10 were in agreement. Such a high number of agreements suggests that the girls had a high interest in fashion; and that magazine articles may be an influential source in the girl's selection of fashion. The researcher believes that if the girl does get ideas, the ideas do not remain as thoughts or impressions. The ideas are put into practice by the girl, who uses them in her selection of clothing. If it is true, that magazine fashion articles influence girls in their selection of fashions; then this influence is much higher in the magazine media than the newspaper media.

A large number of the girls, about 4 out of 5, were in agreement on any combination of the following clothing practices and reading habits:

1. They read fashion articles.
2. They got ideas on what kinds of clothes to wear from magazines.
3. They felt it was important to dress in fashion.
4. They thought others would like them better if they were well dressed.

The correlation between girls who read fashion articles and those who got ideas on what kinds of clothes to wear has already been established in this study. Those same girls, but to a less degree, agreed that it was important to dress in fashion and that others would like them better if they were well dressed. To be well dressed then, may mean more than to be clean and neat; it may mean to wear the "right" clothes. There seems to be a definite social and psychological link between the clothing worn and the impression girls felt they made on other people. The girls who were striving to make friends by being well dressed referred to magazines as one way of learning about the fashions of the day.

Fifty-five, or about 3 out of 4, of the girls who enjoy wearing clothes in fashion but different from others agree on the previously mentioned conditions, namely:

1. They read fashion articles.
2. They got ideas on what kinds of clothes to wear from magazines.
3. They felt it was important to dress in fashion.
4. They thought others would like them better if they were well dressed.

This indicates that the girls who felt it was important to dress in fashion like to display some degree of individuality. They sought information in how to dress from magazines. To wear something different had attention getting value which aroused feelings of admiration and envy on the part of other girls. While the girls conformed to the prevailing style to show their identity with the group, they wanted to symbolize the fact that they were "special," not just like everyone else (10).

The girls surveyed said they got ideas for kinds of clothing to wear from magazines, yet they may not have purchased clothing they saw pictured in the magazine. This indicated that they were concerned about dressing in fashion but desired to express some individuality in their dress. Or they may have attempted to purchase an item and found it unavailable in the nearby shopping areas.

More girls who read fashion articles in magazines got ideas for clothes than girls who looked at pictures or advertisements. This may be due to the fashion article's explaining the ideas being conveyed by the picture. The girl may look at the picture, but she doesn't know or cannot determine what she has seen until she is told through the printed word. Pictures and advertisements may not be as influential as reading

about the fashions. The researcher does not intend to imply that pictures are unnecessary; they do attract attention, enhance the appearance, and help break up the space.

Some of the clothing practices and reading habits revealed a negative correlation. A negative correlation was found between the behavior patterns of girls who indicated they relied upon others for the selection of clothing and fashions and each of the remaining nine clothing practices and magazine reading habits, namely;

1. They did not enjoy wearing clothes which express individuality.
2. They did not read fashions in magazines.
3. They had not purchased an item of clothing featured in magazine.
4. They looked at pictures more than they read features.
5. Few read advertisements.
6. Few felt it was important to dress in fashion.
7. Few felt others would like them better, if they were well dressed.
8. Few got ideas for clothes from magazines.
9. Few read fashion articles.

The reasons for this low correlation are not known. It is possible that those girls had less money to spend on clothes than other girls, had low reading ability, were interested in other areas, or they did not feel independent and secure enough to select their own clothing.

The girls were asked what types of specific educational information they "read" in magazines as listed in Table IV. In addition, they were asked if they "desired" to have the specific types of information available in magazines. The total number of girls who "read" the information was compared with the total number who "desired" the information. A

mean of 52, or about 7 out of 10, magazine readers indicated they "read" the types of educational information listed. The mean was 54 of those readers who indicated they "desired" educational information. The difference in the means was only 2 for those who "read" and those who "desired" to have the specific types of educational information listed in magazines. The small difference in the means indicates the readers appeared to be satisfied with the amount of educational information in magazines.

TABLE IV

NUMBER OF MAGAZINE READERS WHO INDICATED THEY READ SPECIFIC EDUCATIONAL INFORMATION AND THE NUMBER WHO WOULD LIKE TO HAVE INFORMATION AVAILABLE

Type of Educational Information	Number of Magazine Readers Who:	
	Read	Would Like to Have
Remove Stains from Clothing	42	49
Launder or Dry Clean any Fabrics	42	40
Sew Special Fabrics	41	45
Store Clothing Items	46	51
Plan a Wardrobe	61	59
Select Becoming Clothes	65	66
Know New Fashions	67	65
MEAN:	52	54

Table IV shows that magazine articles related to fashion were "read" more and "desired" more than magazine articles related to the care of clothing. More girls--87 percent--read information on how to know new fashions than they read on any other kind of information. A large number also "read" and "desired" information on planning a wardrobe and selecting becoming clothes. This would appear to indicate one of two things: (1) more information about fashion was available in magazines

than newspapers; or (2) girls had higher interest in fashion than in how to care for their clothes.

General Analysis of Magazine and Newspaper Readers

In comparing the number of agreement responses of newspaper and magazine readers there was a much higher number of affirmative agreements among magazine readers than among newspaper readers. The reason may be that the newspapers had a greater variety of types of articles than the magazines which were basically fashion magazines. The reason for a higher agreement on questions related to fashion oriented news media may be that most of the girls expressed high interest in fashion.

The number of affirmative responses (Appendix C) on the ten selected questions for magazine readers, in order of largest number to smallest number were:

1. Got ideas for clothes.
2. Read fashion articles.
3. Felt it was important to dress in fashion.
4. Would be liked better if well dressed.
5. Preferred wearing clothes in fashion but different from others.
6. Read advertisements.
7. Looked at pictures.
8. Purchased a clothing item.
9. Read features.
10. Preferred wearing clothes selected by someone else or similar to those worn by other girls.

In contrast, the affirmative responses (Appendix C) for newspaper readers disclosed different clothing practices and reading habits than

those of magazine readers. The number of affirmative responses on the ten selected questions for newspaper readers, in order of largest number to smallest number were:

1. Felt it was important to dress in fashion.
2. Would be liked better if well dressed.
3. Read fashion articles.
4. Preferred wearing clothes in fashion but different from others.
5. Read features.
6. Got ideas for clothes.
7. Read advertisements.
8. Purchased a clothing item.
9. Looked at pictures.
10. Preferred wearing clothes selected by someone else or similar to that worn by other girls.

About 2 out of 3 newspaper readers read the features more than they looked at the pictures in the newspaper. In contrast, about 2 out of 3 magazine readers looked at the pictures more than they read the features. However, when they looked at the pictures, both newspaper and magazine readers said they noticed the clothes being worn and the hair style more than they noticed anything else about the picture. That they noticed clothes and hair style indicated a high interest in personal appearance and a high interest in fashion.

The reason for the difference in reading features and looking at pictures for magazine and newspaper readers can only be conjectured. Magazine readers may look at pictures more than newspaper readers because there are more pictures in magazines than in newspapers. Also, 4 out of 5 magazine readers indicated they prefer colored pictures to black and

white pictures; while only about half of the newspaper readers preferred colored pictures. Of course, the newspaper does not have many colored pictures. The quality of paper used for magazines produces a better colored picture than the paper used for newspapers. The reasons then, that pictures have a greater appeal to the magazine reading audience may be: magazines have more pictures, magazines have more colored pictures, and magazines have better reproductions of pictures than newspapers.

The girls were asked who they dress to please most; boys, their parents, other girls, or themselves. More of them indicated they dress to please themselves more than they dress to please others. Some of them also dress to please boys. Least of all they wanted to please their parents. The researcher explains these results on the basis of Hurlock's (10) writing that an attractive appearance is especially important to girls. Popular girls spend more time on their clothes than do less accepted girls. By doing so, they improve their appearance and their chance of being accepted by the group. To be accepted by the group, a girl must be interested in dating and attractive enough to be popular with the boys. If there is a conflict between what the peer group considers stylish and parental standards, the girl will resist adult pressures and conform to peer standards.

Most of the girls thought they dressed in fashion and were more on the attractive side than on the unattractive side in appearance. Their self-concept is some indication of their interest in fashion. Furthermore, if they dressed in fashion, they recognized its importance and sought the knowledge of fashion from some source; either peers or mass media. It appears from the results of this survey that the girls sought the most fashion advice from magazines.

The high school girls said that magazines and newspapers do influence their selection of clothing. Eighty-two percent of the magazine readers and 54 percent of the newspaper readers acknowledged a direct influence of the mass media on their selection of clothing.

CHAPTER V

SUMMARY AND CONCLUSIONS

The data collected in this study were obtained from questionnaires which were mailed to a random sample of 88 girls in the Stillwater, Oklahoma, high school. Seventy-eight questionnaires were returned, which represented 18 percent of the high school girls. All of the responses were used in compiling the data for the study.

Of the 78 girls, 77 read magazines and 74 read newspapers. Seven-
teen magazine was read by more girls than any other magazine. The local newspaper was read more than any other newspaper.

The girls were asked questions regarding some of their clothing practices and their reading habits of newspapers and magazines. Ten key questions were selected from the questionnaire to determine the correlation between the girl's clothing practices and her reading habits. Two matrix tables were used in determining the correlations. The matrix tables revealed the number of responses which were in affirmative agreement for any two of the selected ten variables.

Newspaper and magazine readers indicated a positive correlation between a combination of any two of the following four variables:
(1) thought it was important to dress in fashion, (2) thought others would like her better if she were well dressed, (3) read fashion articles, and (4) enjoyed wearing clothes in fashion but different from other girl's clothes.

Newspaper readers also indicated a positive correlation between any of the four variables and the additional variable, reading of general features in the newspaper. Whereas, magazine readers indicated a positive correlation between any of the four variables and the additional variable, getting ideas for kinds of clothes to wear from magazines.

Analysis of other clothing practices and reading habits did not show a high correlation with each other or with any of the other variables. These variables were: preferred wearing clothes selected by someone else or clothes similar to those worn by other girls, read advertisements, looked at pictures, purchased a clothing item which she had seen pictured in either a newspaper or a magazine.

The results of the study indicated that the girls preferred reading both newspapers and magazines to gain information about fashion rather than to learn how to care for their clothing.

The author would recommend several changes for consideration in future research in the area of clothing and the mass media:

1. Revise the questionnaire to confine the study to a limited number of variables.
2. Analyze the data to determine the statistical significance of the responses.
3. Make a more detailed study of the educational information in newspapers and magazines.
4. Use television or radio as the media investigated instead of newspapers and magazines.

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APPENDIXES

APPENDIX A

April 25, 1968

Dear Teen-Ager:

You have been selected to assist in my effort to collect information on the clothing buying habits of high school girls in Stillwater.

As a graduate student at Oklahoma State University in Clothing, Textiles and Merchandising, I am required to write a thesis. Your cooperation in this project is necessary. Without you, I cannot get adequate information.

The enclosed questionnaire will take a few minutes of your time, but I believe it is worthwhile because it gives you an opportunity to express your opinion. I ask you to answer each question giving your personal opinion. Give the first answer which comes to your mind. There are no right and wrong answers.

A stamped self-addressed envelope to return the questionnaire is enclosed for your convenience.

I am deeply indebted to you and would appreciate receiving the questionnaire as soon as possible and not later than Friday, May 3rd.

Sincerely yours,


Lydia Roper

Encl.

Name _____ Age _____ Grade in School _____

Answer the following questions YES or NO. In case you cannot answer the questions entirely YES or entirely NO, then check the answer which applies MOST of the time.

ANSWER EACH QUESTION.

- | | YES | NO |
|---|-------|-------|
| 1. Do you feel it is important to dress in fashion? | _____ | _____ |
| 2. Do you think you dress in fashion? | _____ | _____ |
| 3. Do you think others will like you better, if you are well dressed? | _____ | _____ |
| 4. What kind of clothing do you enjoy wearing most? | | |
| a. that which someone else has selected for you | _____ | _____ |
| b. clothing similar to that worn by other girls | _____ | _____ |
| c. clothes in fashion but different from others | _____ | _____ |
| 5. Who do you think girls, in general, dress to please most? | | |
| a. boys | _____ | _____ |
| b. their parents | _____ | _____ |
| c. other girls | _____ | _____ |
| d. themselves | _____ | _____ |
| 6. Do you think of yourself as more on the attractive side in appearance? | _____ | _____ |
| 7. Do you think of yourself as more on the un-attractive side in appearance? | _____ | _____ |
| 8. Do you read a newspaper?
If you answered NO to the above question, skip to number 14. | _____ | _____ |
| 9. Do you read the Stillwater News Press?
Daily ___ Twice weekly ___ Sunday only ___ | _____ | _____ |
| 10. Do you read the Daily Oklahoman?
Daily ___ Twice weekly ___ Sunday only ___ | _____ | _____ |
| 11. Do you read the Tulsa World?
Daily ___ Twice weekly ___ Sunday only ___ | _____ | _____ |
| 12. Do you read the Oklahoma City Times?
Daily ___ Twice weekly ___ Sunday only ___ | _____ | _____ |

	YES	NO
17. When you read magazines, what do you read?		
a. short stories	_____	_____
b. foods and recipe features	_____	_____
c. fashion features	_____	_____
d. dating problems	_____	_____
e. letters from readers	_____	_____
f. art	_____	_____
g. advertisements	_____	_____
h. sports	_____	_____
i. travel items	_____	_____
18. Do you purchase the back to school issue of magazines in the fall to see what the new fashions are?	_____	_____

	<u>NEWSPAPERS</u>		<u>MAGAZINES</u>	
	YES	NO	YES	NO
19. Do you look at the pictures more than you read the features?	_____	_____	_____	_____
20. When you look at the pictures, do you notice?				
a. nothing special	_____	_____	_____	_____
b. clothes worn	_____	_____	_____	_____
c. age of people	_____	_____	_____	_____
d. hair style	_____	_____	_____	_____
e. posture of individuals	_____	_____	_____	_____
f. if you know the person	_____	_____	_____	_____
21. Do you get any ideas on what kind of clothes to wear?	_____	_____	_____	_____
22. Have you seen an item of clothing pictured which you would like to purchase	_____	_____	_____	_____
23. Since June, 1967, have you purchased by telephone or mail order any clothing you saw pictured?	_____	_____	_____	_____
24. Since June, 1967, have you purchased at a store any clothing you saw pictured?	_____	_____	_____	_____
25. Have you attempted to purchase a clothing item and found it not available?	_____	_____	_____	_____
26. Would you like to purchase an item of clothing similar to one pictured?	_____	_____	_____	_____
27. Have you read any information on how to:				
a. remove stains from clothing	_____	_____	_____	_____
b. launder or dry clean any fabrics	_____	_____	_____	_____
c. sew special fabrics	_____	_____	_____	_____
d. store clothing items	_____	_____	_____	_____
e. plan a wardrobe	_____	_____	_____	_____
f. select becoming clothes	_____	_____	_____	_____
g. know new fashions	_____	_____	_____	_____

		<u>NEWSPAPERS</u>		<u>MAGAZINES</u>	
		YES	NO	YES	NO
28.	Would you like to have information available on how to:				
	a. remove stains from clothing	---	---	---	---
	b. launder or dry clean any fabrics	---	---	---	---
	c. sew special fabrics	---	---	---	---
	d. store clothing items	---	---	---	---
	e. plan a wardrobe	---	---	---	---
	f. select becoming clothes	---	---	---	---
	g. know new fashions	---	---	---	---
29.	Are you influenced in your selection of clothing?	---	---	---	---
30.	Do colored ads appeal to you more than black and white?	---	---	---	---

APPENDIX B

LIST OF MUTUAL AGREEMENTS FROM HIGHEST NUMBER TO LOWEST
NUMBER OF AGREEMENTS FOR 78 MASS MEDIA READERS

77 MAGAZINE READERS

E and I = 70
A and E = 66
A and I = 65
B and E = 64
B and I = 64
A and B = 63
D and I = 57
D and E = 55
B and D = 54
A and D = 53

UPPER QUARTILE

F and I = 53
E and F = 51
A and F = 49
E and G = 49
B and F = 48
G and I = 47
B and G = 46
E and J = 44
I and J = 44
A and G = 42
A and J = 42
D and F = 42
B and J = 41
D and G = 40
D and J = 37
F and G = 36
F and J = 33
G and J = 30
H and I = 26
A and H = 24
E and H = 24
B and H = 23
D and H = 20
F and H = 18
C and E = 16

MIDDLE QUARTILE

C and I = 15
H and J = 15
A and C = 14
B and C = 14
C and F = 11
C and G = 10
C and J = 8
C and H = 6
C and D = 0
G and H = 0

LOWER QUARTILE

74 NEWSPAPER READERS

A and B = 61
B and E = 61
A and E = 59
B and D = 53
B and H = 53
A and D = 51
D and E = 49
E and H = 49
A and H = 47
E and F = 43

D and H = 43
E and I = 43
A and I = 42
B and I = 42
A and F = 40
B and F = 40
D and F = 38
D and I = 37
F and H = 34
H and I = 32
F and I = 30
E and J = 29
A and J = 28
B and J = 28
H and J = 24
D and J = 22
I and J = 21
A and G = 20
F and J = 19
E and J = 17
A and C = 16
B and G = 15
G and I = 15
C and E = 15
D and G = 15

B and C = 13
F and G = 12
C and H = 10
C and F = 8
C and I = 8
G and J = 7
C and J = 7
C and G = 5
C and D = 0
G and H = 0

APPENDIX C

OF NEWSPAPER READERS, THE NUMBER OF AFFIRMATIVE RESPONSES AND
 NEGATIVE RESPONSES FOR THE TEN SELECTED QUESTIONS
 AND THE DIFFERENCE BETWEEN THE AFFIRMATIVE
 AND NEGATIVE RESPONSES

CLOTHING PRACTICE OR READING HABIT	NUMBER OF AFFIRMATIVE RESPONSES	NUMBER OF NEGATIVE RESPONSES	DIFFERENCE IN AFFIRMATIVE AND NEGATIVE RESPONSES
Important to Dress in Fashion	67	7	+60
Will be Liked Better if Well Dressed	67	7	+60
Enjoy Wearing Clothes Selected by Someone Else or Similar to That Worn by Other Girls	16	58	-42
Enjoy Most Wearing Clothes in Fashion But Different from Others	58	16	+42
Read Fashion Articles	66	8	+58
Read Advertisements	46	28	+18
Look at Pictures	20	54	-34
Read Features	54	20	+34
Get Ideas for Clothes	47	27	+20
Purchased a Clothing Item	31	43	-12
TOTAL:	472	268	+204

OF MAGAZINE READERS, THE NUMBER OF AFFIRMATIVE RESPONSES AND
 NEGATIVE RESPONSES FOR THE TEN SELECTED QUESTIONS
 AND THE DIFFERENCE BETWEEN THE AFFIRMATIVE
 AND NEGATIVE RESPONSES

CLOTHING PRACTICE OR READING HABIT	NUMBER OF AFFIRMATIVE RESPONSES	NUMBER OF NEGATIVE RESPONSES	DIFFERENCE IN AFFIRMATIVE AND NEGATIVE RESPONSES
Important to Dress in Fashion	70	7	+63
Will be Liked Better if Well Dressed	69	8	+61
Enjoy Most Wearing Clothes Selected by Someone Else or Similar to that Worn by Other Girls	16	61	-45
Enjoy Most Wearing Clothes in Fashion But Different from Others	60	17	+43
Read Fashion Articles	72	5	+67
Read Advertisements	54	25	+29
Look at Pictures	50	27	+23
Read Features	27	50	-23
Get Ideas for Clothes	73	4	+69
Purchased a Clothing Item	45	32	+13
TOTAL:	536	236	+300

VITA

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Lydia Lou Roper

Candidate for the Degree of

Master of Science

Thesis: CLOTHING PRACTICES CORRELATED WITH NEWSPAPER AND MAGAZINE
READING HABITS OF HIGH SCHOOL GIRLS IN STILLWATER, OKLAHOMA

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