

AN IDENTIFICATION OF SOME OF THE EXPRESSED
ATTITUDES RELATING TO CLOTHING, OF A
SELECTED GROUP OF HIGH SCHOOL
GIRLS IN HOME ECONOMICS

by

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CHAPTER I

INTRODUCTION

The ~~societal demands~~ upon individuals today place increasing emphasis upon the need for educators to reexamine the school curriculum. Curriculum development and improvement is a continuous process that involves foresight and long-range planning.

The Oklahoma Secondary School Curriculum Improvement Commission has recognized that a very serious, yet true, criticism of the American school system is that it educates youth for living that occurred yesterday, rather than for living which is occurring now or will occur tomorrow. Graduates of secondary schools are confronted with their inability to solve problems which confront present day American citizens.¹ Any study of curriculum development should be based on the assumption that no curriculum program is functional unless it is concerned with the present needs of youth and the society it serves. The educational program of the school is concerned with behavior changes that occur in the individual.

In order for a teacher of clothing to develop an effective program, it is necessary that she have a functioning philosophy of education and be aware of the contribution of clothing to the total educational program. Beliefs, may change as the teacher gains further information or faces different problems, but it is essential

¹Oklahoma Secondary School Curriculum Improvement Commission. A Guide for the Improvement of Curriculum in Oklahoma Secondary Schools, (Oklahoma City, 1953), p. 2-5.

that she evaluate her philosophy in order to make her teaching more challenging and functional.

One of the purposes of education is to teach people to solve problems effectively and constructively. To be successful, the teacher of clothing should adapt the work to the particular community and groups concerned.

A teacher is more likely to change her ways of working with pupils when she accumulates and interprets information about these pupils because she wants to work more effectively with them.²

The problems of adolescents have been the subject of many investigations, books, articles, and speeches within recent years. The psychological approach of teaching adolescents to solve their clothing problems satisfactorily, has remained relatively unexplored, but this cannot, however, be attributed to a lack of recognition of the importance of clothes.

Many varied aspects of adolescence have been investigated since G. Stanley Hall's work gave the initial impetus to the study of this life period. It is evident, in observing adolescents in the various schools, that there is a tendency for young girls to dress alike and to quickly adopt the latest fashion, regardless of how odd it may seem to adults.

The identification of special problems of Negro and white adolescent girls is of particular interest in this study. With the coming

²Stephen M. Corey, Action Research to Improve School Practices, (New York: 1953), p. 9.

of integration in the school systems, it appears that the teacher may have a mixed group, whose problems may differ considerably.

No definite statement can be made as to why clothing has received so little attention in research studies. However, several studies have pointed out very clearly the prominent place clothing and appearance occupy in the life experiences of adolescent girls.

Robert J. Havighurst,³ stated that the period from twelve to eighteen years is primarily one of physical and emotional maturing. From the age of thirteen to fourteen, most boys and girls are preoccupied with social activities and social experimentation. The most potent single influence during the adolescent years is the power of group approval. The youth becomes a slave to the convictions of his age group. He must wear only the clothes that are worn by others. After the establishment of the menstrual function, girls are more interested in clothing and personal adornment.

Block,⁴ has shown that clothing and appearance constitute a problem in family as well as in social relationships. Block made a survey of some conflicts which more than 500 adolescents of high school age had with their mothers. The area of greatest conflict reported by this group was that relating to personal appearance, habits, and manners. Fifty-one per cent of the girls complained that their mothers nagged them about what they wore and how they dressed. Fifty-six per

³Robert J. Havighurst, Developmental Tasks and Education, (New York: 1952), pp. 33-40.

⁴V. L. Block, Conflicts of Adolescents with Their Mothers, Journal of Abnormal and Social Psychology, 32:193-206, 1937.

cent of the girls reported that their mothers refused to allow them to buy the clothes they liked. Arguments over the use of lipstick were reported by sixty-five per cent of the girls.

According to Troelstrup,⁵ teen-agers believe that clothes are about the most important things in the world. They are at the age when classmates and rivals are playing a little game of trying to outdress each other.

Dunlap⁶ reported that the psychological approach is merely a matter of beginning with the pupil's problems and suggesting methods or devices which will help her solve them in ways that will bring satisfaction to her. Teachers should be alert to pupil interests.

The following studies help substantiate what has been observed in everyday experiences; that to adolescent girls, appearance and clothing are a major interest. It has been further demonstrated that when the desires are not compatible, difficulties develop. Many girls consider such difficulties as some of life's perplexing problems.

Statement of the Problem

The purposes of this study were:

1. To identify some of the expressed attitudes of Negro and white adolescent girls relating to clothing.
2. To design an instrument which might be used in identifying

⁵Arch W. Troelstrup, Consumer Problems, (New York: 1952), pp. 191-192.

⁶Mabel Dunlap, What High School Girls Want To Know About Their Clothes, Practical Home Economics, 8:139-140, No. 5, 1930.

some of the expressed attitudes of Negro and white adolescent girls relating to clothing.

Hypothesis

There will be no significant difference in the expressed attitudes of adolescent girls studying home economics.

Assumptions

It was assumed that:

1. Adolescent girls share common problems in the area of clothing.
2. Psychological and socio-economic factors have some bearing upon the problems adolescents must solve in the area of clothing.
3. An evaluative instrument can be developed which will identify attitudes relating to clothing and grooming.
4. Data obtained might serve as a basis for planning a more functional program in clothing.

Scope of the Study

This study was limited to two selected groups of adolescent girls who were enrolled in home economics classes at L'Ouverture High School, McAlester Senior High School and McAlester Junior High School during the period, 1960-1961 in McAlester, Oklahoma.

Organization of the Study

The report of the study is organized into five chapters. Chapter I has presented the problem, hypothesis, assumptions, scope of the study

and the organization of the study.

Chapter II presents a review of literature pertaining to the study.

Chapter III presents the construction and administration of instruments used in obtaining the data.

Chapter IV presents the findings from the questionnaire and an analysis of data.

Chapter V presents a summary of the study and conclusions reached as a result of the investigation.

CHAPTER II

REVIEW OF LITERATURE

In recent years an increasing emphasis has been placed upon the psychological factors affecting the clothing selection and personal attitudes of adolescents toward clothing. A review of studies made by educators, sociologists, psychologists and home economists indicates that only in recent years have attempts been made to study some of the psychological factors relating to clothing which appear important to adolescents.

It is believed that the first questionnaire on clothing was developed by G. Stanley Hall in 1898 to investigate the relationship between clothes and the development of the sense of self. Results were reported from over 500 questionnaires answered by adults concerning the reactions of children to clothing in their charge. Hall believed that for children the ornamental aspect of clothing was most important, and that articles of clothing played an important part in developing the concept of self. The replies indicated that even in small girls, there is a willingness to sacrifice comfort for attractiveness and that the appearance and becomingness of an article of dress was the chief criterion of choice. Approval was a necessary factor in the children's enjoyment of their clothes, and approval by beloved adults increased the value of an article of dress.

In 1905, Hall designed a questionnaire to investigate the emotional bases of problems relating to clothing. Questions were asked on how being well-dressed or the opposite affected the subject, how dress materials affected the feelings, how the subject was impressed by the dress of others, and the effect on the individual of some defect in her own clothing. He submitted the questionnaire to students in a normal school and turned over the 181 replies he received to Flaccus, who analyzed the material and presented the findings.

According to Flaccus,⁷ the girls reported that being well-dressed made them feel more sociable, gave them a sense of worth and a sense of power, and made them feel that they had successfully met the challenge of being appraised. Being badly dressed, on the other hand, brought on unpleasant feelings leading to unsociableness, acute sensitiveness to being seen, self-consciousness, and the lowering of self-esteem and confidence in themselves. Flaccus' findings report the emotional content associated with clothing which produces changes in self-feelings of fluctuations in personality, the emotional effect of the tactual stimulation of articles of dress, and the fact that dress is a factor in the judgment of individuals by each other.

Specialists in the clothing field have emphasized the effects of

⁷Louis W. Flaccus, Remarks on the Psychology of Clothes, Pedagogical Seminary, 13:61-83, 1906.

clothing on the individual. Morton,⁸ for example states:

"Clothes help to make us self-confident, self-respecting, jolly, free, or they can make us self-conscious, shy, sensitive and restrained. They determine how much we go into society, the places we go, the exercises we take. Clothes, make or mar us. They may enhance our personality or be so conspicuous as to subordinate us to them, or they may be just ordinary, non-descript and characterless."

Read⁹ says that "for the child, clothes may make growing up easier or harder. They may become a symbol of security, an extension of self, a way of identifying with someone, and a means of real satisfaction."

Thompson and Rea¹⁰ note the effect of color on the moods and behavior of the child. They believe that some colors of clothing may make the child over-excitabile or highly nervous, while others may be quieting.

The problem of determining the psychological effects of clothing on the individual is a broad one, and the specific questions in the field are still neither clearly defined nor organized. Conversely, we might ask how the individual's perception of himself and his conception of the role that he wishes to play affect his choice of clothing.

Carl Rogers,¹¹ a leading psychologist has developed one of the clearest theories of self. To Rogers, the self is a "differentiated

⁸Grace M. Morton, The Psychology of Dress, Journal of Home Economics, 18:584-586, October, 1926.

⁹Katherine H. Read, Clothes Help Build Personality, Journal of Home Economics, 42 :348, 1950.

¹⁰Henrietta M. Thompson, and Lucille E. Rea, Clothing for Children, 1949, p. 2.

¹¹Clavin S. Hull and Gardiner Lindzey, Theories of Personality, (New York: 1957), pp. 478-484.

portion of the phenomenal field and consists of a pattern of conscious perceptions and values of the "I" and "Me". By phenomenal field, Rogers means the totality of experience. His self has numerous properties such as:

1) it develops out of an organism's interaction with the environment, 2) it may introject the values of other people and perceive them in a distorted fashion, 3) the self strives for consistency, 4) the organism behaves in ways that are consistent with the self, 5) experiences that are inconsistent with the self-structure are perceived as threats, and 6) the self may change as a result of maturation and learning.

Self and ego are used synonymously by Sherif and Cantril;¹² they

say:

"The ego is a genetic formation made up of a host of personal and social values and then these values serve the "I" as frames of reference by means of which he makes these judgments that effect him; that define for him success and failure; that determine his loyalties and allegiances; that spell out what he conceives to be his role, his status, his class."

Sherif and Cantril also contend that the self is the center, and all attitudes and conceptions revolve around the self.

Hilgard¹³ believes a true self-concept is difficult to obtain by asking the person to describe his thoughts and feelings. The self has full meaning only when it is expressed in social interaction.

The self is used in three ways by Cattell:¹⁴

1) for the immediately felt, acting self (I feel happy),

¹²Muzafer Sherif and Hadley Cantril, The Psychology of Ego Involvement, (New York, 1947).

¹³Earnest R. Hilgard, Human Motives and the Concept of the Self, American Psychologist, IV, 1949, pp. 374-382.

¹⁴Raymond B. Cattell, Personality: A Systematic, Theoretical, and Factual Study, (New York, 1950), p. 654.

2) for the idea of the self entertained by the individual (I am a poor mathematician or I am a popular person), and 3) for the organizing center of a personality or structured self, as inferred from behavior by an observing friend or psychologist.

A few individuals have attempted work relating to the psychological effects of clothing.

In a recent study Enty¹⁵ tried to find how clothing affects the social adjustment of an adolescent girl. She used thirty-four socially well-adjusted, adolescent Negro girls from a dance class. They were given a questionnaire and later interviewed. In this small selected group, Enty found that the adolescent had some desire for social approval but also a greater tendency to please her own taste. She also found that the adolescent was more interested in neatness and cleanliness than in the mode or quality of clothes as a criterion for selecting friends.

The individual's socio-economic background, interest in clothing, and attitude towards clothing may, with many other factors, influence the psychological effects of clothing. Clothing may affect some people under certain conditions and not under others. Some individuals may always be influenced in their mood and actions by the costume they are wearing, and others never affected.

Silverman¹⁶ studied a group of 1,100 students from ages twelve to

¹⁵J. E. Enty, The Effect Of Clothing On The Social Adjustment Of The Adolescent Girl, Thesis, Howard University, Washington, D. C., 1950.

¹⁶Sylvia S. Silverman, Clothing And Appearance, Their Psychological Implications For Teen-Age Girls, Thesis, Columbia University, New York.

eighteen to find the psychological implications for teen-age girls toward clothing and appearance. She found that clothing and appearance are used as much in very early adolescence as later to satisfy girls' needs or desires, such as the need for approval, the desire to be sexually attractive, and the need for self-confidence.

According to Cole, interest in clothing and appearance during adolescence is based on the heightened sensitivity to the opinions and approval of others. The adolescent wants to conform, to be like other members of his group, in order to escape their criticism or censorship.

Cole states:

Socially the normal adolescent is deeply concerned about his appearance, his clothes, his social standing, the appearance of any girl he is seen with, his behavior situations, etc. He is acutely miserable unless his clothes are exactly the same model that is currently fashionable. Often he or she will stay away from some social event rather than go in last year's clothes.¹⁷

Cole also emphasizes the feelings of inferiority which grow out of being unable to conform to group standards and of the extreme seriousness attached by adolescents to this lack. Seeing clothing in terms of maturity, she says:

Indeed, one sign that a child is becoming an adolescent is the emergence of a slavish devotion to clothes, appearance, and possessions of all kinds; a sure sign that an adolescent is becoming an adult is his recovery from this over-emphasis upon externals.¹⁸

¹⁷Luella Cole, Psychology of Adolescence, 1936, p. 246.

¹⁸Ibid., p. 306.

Zachry¹⁹ relates the interest in clothes at adolescence to the heightened interest in the self. The adolescent girl thinks of her body as being her true self, partly because the judgments of her by others are based on the external picture she presents. Because the girl becomes especially sensitive to these appraisals by others, the judgments take on added significance, and she becomes keenly aware of the importance of her appearance.

There are a few authors who have seen the relationship of clothing and appearance to the broader aspect of personality. Elliott, for example, interprets attention to appearance as an indication of the girl's feelings of self-regard:

Every girl needs to recognize the obligation to be as attractive as possible. The girl who says she does not care whether she looks over-worked or shabby is probably using her indifference to cover her sense of inferiority. It is when physical attractiveness is accorded its proper importance that there is the basis of making it really the outward expression of an inner grace. Respect for one's own personality cannot exist without attention to the external element of that personality's expression.²⁰

Anderson and Anderson²¹ believe that self-ratings and other kinds of conscious self-analysis have the same drawback as the judgments made by other persons, in that they deal with expressive qualities that the subject is able to control, to accentuate, or to hide.

¹⁹C. B. Zachry, Emotion and Conduct in Adolescence, 1940, p. 32.

²⁰G. L. Elliott, Understanding the Adolescent Girl, 1930, p. 109.

²¹Anderson and Anderson, An Introduction to Projective Techniques, 1951, p. 482.

Combs and Snygg²² state that the self report is the individual's self description as he reports it to an outside observer. The self report is thus a product of both the subjects' perceptions of self and not self. How accurate a description of the phenomenal self, the self report is likely to be dependent at least upon the following factors:

1. The clarity of the subject's awareness
 2. The lack of adequate symbols for expression
 3. The social expectancy
 4. Cooperation of the subject, and
 5. Freedom from threat and the degree of personal adequacy.
- The more adequate the individual feels, the more likely his self report will approach an accurate description of the phenomenal self, other factors being equal.

Baker²³ discusses the factors that most strongly influence our selection of clothing. She states that "all clothing should satisfy a felt want or need". A want may be a necessity or a luxury, depending upon the individual's standard of life. Baker further states that:

group control is very strong and as a factor in the selection of clothing and the wearing of costume must be duly considered. One may select a particular garment because the rest of the crowd are wearing garments of a similiar type or cut. Personal ability is one of the most important factors in the selection of appropriate clothing. The personality can be hampered by the clothing, or it can be aided and stimulated by an appropriate setting.

According to O'Donnell,²⁴

"if we are to meet wisely the problem of dressing the boy or girl, we must understand the reason why clothes suddenly

²²Combs and Snygg, Individual Behavior, (A Perceptual Approach to Behavior), 1959, p. 440.

²³Baker, Clothing Selection and Purchase, pp. 222-224.

²⁴Frances O'Donnell, The Adolescent And His Clothes, Parents Magazine, 6:20-21, April, 1931.

become so important in youthful eyes. The question of clothing is not an isolated one. Linked to the changes that naturally take place at adolescence, this insistent demand for good-looking apparel is only one manifestation of the perfectly normal desire to be attractive to the opposite sex. The need of that self-confidence which feeling well-dressed gives is greatest at adolescence, when shyness and awkwardness are most likely to cause suffering. Most of the problems of adolescence should be at least half met long before adolescence arrives."

A survey of the material relevant to the psychology of dress and appearance in relation to this study reveals that: Educators have become aware of the emotional importance of clothing and personal appearance to the adolescent girl both in relation to her feelings about herself and in her social life.

Research studies have indicated that the emotional reactions which are associated with clothing tend to produce changes in self-feelings. For example, proper clothing brings forth feelings of self-confidence, while clothing which does not satisfy the individual produces in her feelings of inadequacy, self-consciousness, etc.

Investigations of some of the motivating factors underlying the choice of clothing revealed, along with many other things, the desire for comfort, conformity, and social acceptance.

Clothing is seen as having emotional value in terms of providing freedom from fear, in offering an acceptable means of sublimating sexual interests, in providing sexual satisfaction through symbolic representation, and in augmenting the individual's self-feelings.

CHAPTER III

PROCEDURE

Construction of Instruments

As previously stated, the purposes of this study were to: (1) identify some of the expressed attitudes of Negro and white adolescent girls, relating to clothing and (2) design an instrument which might be used in identifying some of the expressed attitudes of Negro and white adolescent girls relating to clothing.

A careful survey was made of the literature describing instruments used by some investigators for identifying attitudes which seemed pertinent to the present problem.

It was decided a questionnaire could be developed for obtaining the data which would meet the requirements set up in this study.

It appeared that such an instrument designed to reveal the adolescents' self-concept, particularly as related to problems of clothing and grooming might be helpful to those concerned with curriculum building. The test of personality Lehner²⁵ developed from a diagnostic study of introverts and extroverts by Freyd²⁶ and Heidbreder²⁷

²⁵George F. J. Lehner, Explorations in Personal Adjustment. A Guide for Self-Understanding, New Jersey: 1958, p. 223.

²⁶Max Freyd, Introverts and Extroverts, Psychological Review, 31:74-87, 1924.

²⁷Edna Heidbreder, Measuring Introversion and Extroversion, Journal of Abnormal and Social Psychology, 21:120-134, 1926.

offered valuable suggestions for constructing the instrument used in this study.

The test was so constructed that the student was asked to check each item in terms of (1) the student's reaction, (2) the student's idea of the father's reaction and, (3) the student's idea of the mother's reaction.

It is believed that instruments, such as the self-test which call for an individual's reaction as the individual would respond, and as he perceives the responses of others, are likely to reveal fairly accurate perceptions. In other words, the discrepancy between the way an individual responds and the way he feels others will respond may reveal more accurate percepts of the self. Agreement with the items denoted a positive (+) response. Disagreement with the items was considered a negative (-) response. Question marks (?) denoted an uncertain response.

The self test consisted of fifty items. Each item began with "I" since this was a self report and "I" means the doer of self.

The selection of items included in the questionnaire were based upon the recurring problems that are often cited as of major concern to the adolescent. They are as follows:

1. Mother-daughter relationships: The role of the mother influencing girls' clothing is undoubtedly important. There is supporting evidence which reveals that many conflicts arise between mothers and daughters over questions relating to problems of clothing.²⁸

²⁸P. M. Symonds, Problems and Interests of Adolescents, School Review, 44:506-518, September, 1936.

Items pertaining to the problem were included to identify whether the relationship in this respect remains the same for all age groups with increasing maturity.

2. Factors relating to age differences: Motivating factors are those forces operating within an individual which incite him to action or which determine his choices. Interests, preferences, likes, and feelings may thus be considered such forces. Items were included which are thought to reveal such forces as they affect clothing and appearance.
3. Motivational factors: Motivating factors are those forces operating within an individual which incite him to action or which determine his choices. Interests, preferences, likes, and feelings may thus be considered such forces. Items were included which are thought to reveal such forces as they affect clothing and appearance.
4. Variables studied in other research: *individual*
individuals Studies have been reported on the desire for comfort, modesty, conformity, individuality, and fashion as factors operating in clothing choices for various age groups. No data was found that revealed these factors of a true adolescent group. These factors were considered sufficiently important to be studied as they are operating and changing in the adolescent period.
5. Adolescent needs of approval and belonging: There are indications that adolescence is the period during which the individual is most sensitive to the approval of others in respect to his clothes. Since the desire for approval is so strong, it is important to

know whose approval the girl so anxiously seeks.

Because there was a range of age differences, thirteen to nineteen years, attention was given to stating items simply so that they could be easily comprehended by all age groups.

The questionnaire was divided into two separate parts, namely: personal data and self test. The questionnaire on personal data contained identifying data such as grade, age, height, weight, race and questions relating to clothing practices and attitudes toward personal clothing and socio-economic status. Since reports indicate that much of the clothing construction which is done at home is for the adolescent, it was decided to include a question which would indicate possession of a sewing machine.

Girls were asked to make responses to the clothing check lists in terms of two situations; (1) customary daily wear and (2) wear for week-ends or special occasions. This division was based upon the assumption that clothing and grooming needs for daily school use were likely to be different from those for week-ends or special occasions. Activities on Saturdays and Sundays were likely to include social functions such as dates with boys, church attendance, visits with friends, and special occasions such as parties or dances, and to require a different mode of dress from that customarily worn for routine situations.

The questionnaire was presented to three graduate students who were asked to comment on the wording or subject of any item. A pilot study was then conducted at Stillwater Junior High School and Donart High School in Stillwater, Oklahoma. Twenty girls participated

in this study. The data from the responses reported in the pilot study were tabulated and analyzed. On the basis of analysis of data from the pilot study, it was decided that the items included were appropriate for the major study.

Administration of the Questionnaire

The study was carried out in three schools in McAlester, Oklahoma. The schools are coeducational, and therefore, from the point of view of studying girls' clothing reactions, the schools were more similiar to the life situations than would be an all-girls school.

The three schools, L'Ouverture High School (all Negro) included grades seven through twelve; McAlester High School (all white) included grades ten through twelve; and the McAlester Junior High School (all white) included grades eight through nine. The total of the enrollment was approximately 1,785 in the three schools.

The population participating in the study was selected by taking one-third of the total number of girls studying home economics in each grade within the three schools. A number was assigned to each girl studying home economics. From this population, numbers were drawn at random for the selection of participants. The total number of students participating in the study was one-hundred and thirty-three girls. Approximately sixty-three girls at L'Ouverture, ninety-three at McAlester High School and two-hundred and forty-three girls at the McAlester Junior High School were enrolled in home economics. Specific instructions were given to the students concerning the directions in responding to the questionnaires and the aim of the study.

According to the method suggested by Lehner,²⁹ the score for the self-test is obtained by adding 50 to the number of pluses and subtracting the number of minuses. The question marks were disregarded in the scoring. Table I shows the percentile rating of scores made by the students on the self-test. (See Appendix A, p. 39).

Mean scores, standard deviations, and t-scores were computed. The mean scores for the three responses (Self - Father - Mother) were compared with the total possible combinations. (See Table IV, Appendix A, p. 46).

The t-test for testing the significance of differences between the means in small samples, as suggested by Garrett³⁰ was used for comparing the means of the scores. Tables were set up to show the obtained results. (See Tables XIII and XIV, Appendix A, p. 59).

A presentation and analysis of the data will be discussed in Chapter IV.

²⁹ op. cit., p. 224.

³⁰ Henry E. Garrett, Statistics in Psychology and Education, (New York: 1957), p. 223.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purposes of this study were to: (1) identify some of the expressed attitudes of Negro and white adolescent girls, relating to clothing and (2) design an instrument which might be used in identifying the expressed attitudes of Negro and white adolescent girls, relating to clothing.

Results of the Questionnaire on Personal Data

An analysis of the responses identifying clothing selection according to the items on clothing practices is shown in Tables VII and VIII (see Appendix A, pp. 49, 50).

The responses to the questionnaire on personal data were tabulated by age and grade. Tables V and VI show a distribution of the students participating in the present study (see Appendix A, pp. 47, 48).

1. Dresses

Sweaters and skirts were the most popular mode of dress for school, being worn by ninety-five per cent of the girls participating in the study. Cotton dresses were second choice. Both woolen dresses and suits were worn daily by only a small proportion (ten per cent) of the total group. Woolen dresses tended to be worn more frequently by white girls in grade twelve than in any other grade, including Negro and white.

There was a decided change in the order of preference for clothes on week-ends. Both suits and cotton dresses occupied the most prominent place for Negro girls, while skirts, sweaters and cotton dresses remained the preferred mode of dress on week-ends for white girls. The wearing of wool dresses on week-ends increased over daily wear for both races. Wool dresses increased more proportionately for the white girls.

2. Shoes

Choices expressed for shoes worn to school tended to center in two types for both races and all grades. Flat-heeled shoes took precedence over all the others. Low-heels ranked as second choice.

There was a greater distribution of choice among different types of shoes for week-ends. High heels, which were practically non-existent for daily wear, were now worn by fifty-six per cent of the white girls and fourteen per cent of the Negro girls. Medium heels were worn by fifty-one per cent of the Negro and white girls, with a one-hundred per cent ranking by the Negro girls in grade twelve.

3. Hosiery

The choice of socks for school wear was almost universal by both groups represented. In grades nine and ten, stockings were also worn by a small percentage (five per cent) of white girls. Stockings were worn by all grades among the Negro girls. Socks were worn by a greater percentage (seventy-nine per cent) of the Negro girls than stockings. Socks and stockings rated an equal per cent in grade twelve for both Negro and white girls. (see Table VII, Appendix A, p.49).

The wearing of socks showed a tendency to decrease for week-ends. Stockings were worn by one-hundred per cent of both Negro and white girls in the higher grades and rated one-hundred per cent for Negro girls in the eighth grade.

The 133 Negro and white girls were asked to answer yes or no to the question: Is there a sewing machine in your home? The replies were as follows:

There was a higher percentage of white girls who had sewing machines in their home than Negro girls. The tendency showed that a larger percentage of the eighth grade white girls (ninety-three per cent) owned sewing machines than in the higher grades which had eighty-six per cent machines.

In the tenth grade, a lower percentage of the Negro girls (thirty-three per cent) had sewing machines in the home than grades eight (sixty-seven per cent), nine (sixty-seven per cent) and grades eleven (eighty-three per cent) and twelve (one-hundred per cent).

More than fifty per cent of all the girls, both Negro and white reported having a sewing machine in their homes. The one exception was the tenth grade Negro girls. Only thirty-three per cent reported sewing machines in the home. One of the questions on the questionnaire (no. 19), (see Appendix B, p. 62), of personal data was an open-end question in which the girls were asked to write their opinions, instead of merely checking possible answers. The question was directed to finding the girls opinions toward the term, "being well-dressed."

For the Negro girls participating in the study, cleanliness and neatness were mentioned more than any other feature (see Table X,

Appendix A, p. 51). Appropriateness for the wearer and for the occasion were mentioned next. A sample of the responses were as follows:

"I think being well-dressed means that you don't have to have a lot of clothes, but what you do have, they should be neat and clean."

"Well-dressed means to dress appropriate for the occasion, to have a suitable wardrobe and to match your clothes."

White girls responding to the question, mentioned; 1) suitable for the occasion and wearer; 2) clean and neatly pressed clothes, more than any other feature (see Table IX, Appendix A, p. 51). Properly fitted clothes and good taste were mentioned next. A sample of these responses were as follows:

"To me, the term 'being well-dressed' means having a clean, neat and orderly appearance; not necessarily having new expensive clothes, but rather the clothes should fit one well and one should have the art of wearing her clothes well."

"Being appropriate to face other people at all occasions. Being clean, neat and wearing clothes suitable for the kind of weather."

Many of the girls listed several ideas as to their conception of the term, "being well-dressed". The absolute numbers are not to be compared with the total number of students answering the question but are merely relative to each other.

Activities

The data indicated that Negro girls mainly participated in school activities, federated clubs, social dances, church and sport activities.

The data also indicated that white girls mainly participated in school activities, social organizations and church activities.

One question, containing three parts (no. 20), (see Appendix B, p. 63), on the questionnaire of personal data gives some idea as to

how the girls actually feel about their clothes in terms of the self report. The paragraphs written in response to this question do not lend themselves to quantitative treatment in the same way as do the answers to the check list. The girls were asked to write their expressed feelings toward their clothes, how their friends feel about their clothes, and how they feel their friends react to their clothing.

More than seventy per cent of the girls felt they had nice clothes. Those reporting also mentioned they constantly tried to keep their clothes neat, clean and mended. They seemed to have the feeling that they could improve their wardrobes by careful harmonization of the clothes they owned. The girls indicated they really did not know exactly what their friends thought of their clothes. Eighty-seven per cent reported they had received several comments on their clothes from friends, and believed their friends to be trustworthy in their comments. Several of the girls stated they believed their friends liked their clothes because of several reasons, namely: 1) requests to wear certain garments, 2) comments received, 3) value placed upon truthfulness and 4) resemblance to her friends.

Results of the Responses on the Self Test

An analysis was made of the total scores for each grade group, Negro and white, on the self-test.

Furthermore, an analysis was made of selected items from the self-test. The items were grouped together according to categories used in the construction of the test. (See Chapter III, pp. 17 and 18). These items were arranged in categories which expressed similiar attitudes toward clothing problems of the adolescent girl. The responses to the

items in these categories were tabulated in per cents by grade and race. Tables XI and XII show the tabulation. (See Appendix A, pp. 52, 56).

1. Motivational factors:

Personal aspects of clothes and appearance were related to their feelings of ease and self-confidence. The differences in these responses varied according to grades. Approximately thirty-three per cent of the Negro girls reported indulging in self-pity when their family could not afford new clothes for them. For the white girls, twenty-three per cent reported with a positive response to indulging in self-pity. Over fifty per cent in both races responded negatively. On the positive side, over fifty per cent of the girls in both races indicated they felt self-confident in their clothes. A higher per cent (sixty-seven) of the Negro girls in grade twelve and thirty-seven per cent of the white girls in grade twelve indicated they did not feel self-confident in their clothes. For the white girls in grade twelve, none reported feeling self-confident in their clothes.

Over fifty per cent of the white girls reported no feeling of embarrassment because of their clothes. No less than thirty-three per cent of the Negro girls were embarrassed because of their clothes. There was a homogeneity of opinion for all grades except the eighth grade Negro girls that they did not have enough money to buy the clothes they would like to have. Forty-seven per cent of the white girls indicated they would feel more at ease if they had better clothes, while forty-six per cent of the Negro girls expressed the same tendency. None of the Negro girls in the twelfth grade indicated this feeling.

Of the white girls reporting, thirty-four per cent affirmed their

moods changed with the colors they wear. The percentage of Negro girls in response to this item was forty-four per cent.

Seventy-six per cent of the girls reported they liked to wear make-up. Seventy-nine per cent of the older girls indicated they liked and enjoyed wearing the clothes made by them. Grade nine of the Negro girls (sixty-six per cent) reported they would rather have many clothes than a few good ones. Approximately the same percentage (sixty per cent) of the white girls in grade eight expressed the same preference for clothes. Less than fifty per cent of the white girls indicated disliking "hand-me-down" clothes, while sixty-six per cent of the Negro girls in grades eight and ten reported they disliked wearing "hand-me-down" clothes.

2. Social interest and approval:

In its social aspect, clothing appeared to be a potent force in various ways with respect to grade and race. More than fifty per cent of the girls in both races replied negatively to refusing an invitation because of improper clothes to wear. The percentage was sixty-one per cent for Negro girls in grades nine and eleven, positively. Less than fifty per cent of the girls in both races indicated that they kept in the background on social occasions to avoid criticism of their dress. Approximately fifty per cent of the white girls reported being more talkative and popular when they felt well-dressed. Sixty-seven per cent of the eighth grade Negro girls expressed this opinion of themselves and one-hundred of the eleventh grade Negro girls responded positively.

Girls in both races generally agreed that one's appearance has much to do with popularity. Older girls reported they were interested in the attitude of boys their own age toward the attitude of appropriate dress for girls. Fifty-two per cent of the Negro girls in grades eight and nine also expressed this interest. None of the Negro girls in grade twelve indicated they were interested in the attitude of boys their own age. Negro girls in the twelfth grade also replied negatively to preferring clothes that boys will like, while the other grades reported this preference. For white girls in grades ten through twelve indicated by a high per cent (eighty) that they preferred wearing clothes that boys will like.

Over fifty per cent of the white girls reported that they liked to wear clothes similiar to the clothes their friends wear and no enjoyment was received from wearing clothes their friends did not like. There was a difference in opinion between races on this item. Over fifty per cent of the Negro girls indicated they did not prefer to wear clothes similiar to the clothes their friends wear, not did they cease to enjoy their clothes because of a dislike of them by their friends.

There was a marked tendency for girls in both races and all grades to dress well for personal satisfaction and to report that they liked to shop. Less than fifty per cent of the girls indicated they would wear loafers, (a casual type shoe), if they were out of fashion. The high percentages of positive responses were in grades eight (one-hundred per cent), ten (sixty-six per cent), and eleven (sixty-six per cent) for the Negro girls. One-hundred per cent of the white girls in

grade eight reported they would wear loafers even if girls stopped wearing them.

Sixty-six per cent of the Negro girls in grade nine and one-hundred per cent of the girls in grade ten said they liked to read fashion magazines and get ideas from them in selecting their clothes. The percentages in the other grades were less than fifty per cent, even though eighty-nine per cent of the girls indicated they liked to buy the newest fashion. Eighty-two per cent of the white girls in grades nine through twelve liked to get their ideas from fashion magazines and seventy-five per cent reported they liked to buy the newest fashion.

3. Mother-daughter relationships:

Eighty-nine per cent of the girls indicated they sometimes asked their mothers' advice on what to wear, and did not select all their own clothes.

4. Desire for comfort:

Less than fifty per cent of the girls in all grades and both races reported that they did not like to wear uncomfortable shoes even if they looked particularly well on them. Grade eleven in both races indicated they did not mind wearing uncomfortable shoes if they looked particularly well on them.

An analysis of the data from the questionnaire revealed that there were differences between the expressed attitudes relating to clothing of Negro and white girls studying home economics. The differences were noted between the total scores on the self-test made by

the eighth grade Negro and white girls, and the ninth grade Negro and white girls. The differences were found to be statistically significant at the 5 per cent level of confidence.

There were also differences found between the scores on the self-test obtained by Negro girls only, in the twelfth and eighth grades, and the twelfth and tenth grades. The differences were found to be statistically significant at the 10 per cent level of confidence.

In addition, differences were found between the scores on the self-test obtained by twelfth and ninth grade Negro girls only. This difference was found to be statistically significant at the 5 per cent level of confidence.

The scores obtained from the student's perception of self and the scores obtained from the student's perception of both father's and mother's response did not reveal differences that were statistically significant.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purposes of this study were to (1) identify some of the expressed attitudes of Negro and white adolescent girls, relating to clothing and (2) design an instrument which might be used in identifying some of the expressed attitudes of Negro and white adolescent girls, relating to clothing.

It was hypothesized that there would be no significant difference in the expressed attitudes of adolescent girls studying home economics.

It was assumed that: adolescent girls share common problems in the area of clothing; psychological and socio-economic factors have some bearing upon the problems adolescents must solve in the area of clothing; an evaluative instrument could be developed which would identify attitudes relating to clothing and grooming and data obtained might serve as a basis for planning a more functional program in clothing.

The study was limited to two selected groups of adolescent girls who were enrolled in home economics classes at L'Ouverture High School, McAlester High School, and McAlester Junior High School during the period, 1960-1961 in McAlester, Oklahoma.

A questionnaire consisting of two parts was used for obtaining

the data. The major instrument was comprised of fifty items, a self-test designed to identify some of the expressed attitudes of adolescent girls, relating to clothing. The second part, on personal data, was designed to identify some of the clothing and grooming practices and factors relating to socio-economic status of adolescent girls.

An analysis of the data from the self-test revealed a number of statistically significant differences. The differences were noted between the total scores on the self-test made by the eighth grade Negro and white girls, and the ninth grade Negro and white girls. The differences were found to be statistically significant at the 5 per cent level of confidence.

There were also differences found between the scores on the self-test obtained by Negro girls only, in the twelfth and eighth grades, and the twelfth and tenth grades. The differences were found to be statistically significant at the 10 per cent level of confidence.

In addition, differences were found between the scores on the self-test obtained by twelfth and ninth grade Negro girls only. This difference was found to be statistically significant at the 5 per cent level of confidence.

The scores obtained from the student's perception of self and the scores obtained from the student's perception of both father's and mother's response did not reveal differences that were statistically significant.

Conclusions

The following conclusions suggested by the data of this study seemed justified:

Adolescent girls tended to:

1. Reveal evidence of favorable parental relationships.
In a similiar fashion it appeared that adolescents' perceived their father's and mother's concept regarding their clothing to be somewhat consistent with their own.
2. Hold a relatively positive self-concept of themselves as revealed by their attitude toward clothing.
3. Reveal some differences in expressed attitudes according to races, age groups, and also some differences within racial groups.
4. The instrument used in the study appears to have possibilities for further refinement and use.
5. The findings from this research appear to have implications for parents, teachers, and educators concerned with curriculum improvement.

The preceding conclusions delineated from an analysis of the data of this study support the rejection of the hypothesis as tested by the instrument used in this study.

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APPENDIX A

DATA USED IN THE STUDY

TABLE I

PERCENTILE CHART USED FOR RANKING OF TOTAL
SCORES MADE ON THE SELF TEST BY GIRLS
ENROLLED IN HOME ECONOMICS: L'OUVERTURE
HIGH SCHOOL, MCALESTER HIGH SCHOOL AND
MCALESTER JUNIOR HIGH SCHOOL,
MCALESTER, OKLAHOMA

PERCENTILE	SCORE
100.....	52-100
90.....	47-51
80.....	43-46
70.....	38-42
60.....	37
50.....	34-36
40.....	30-33
30.....	27-29
20.....	21-26
10.....	0-20

TABLE II

RAW SCORES MADE ON THE SELF TEST BY TWENTY-ONE
 NEGRO GIRLS ENROLLED IN HOME ECONOMICS:
 L'OUVERTURE HIGH SCHOOL, MCALESTER,
 OKLAHOMA

(GRADE 8)

STUDENT SCORE	PERCEN- TILE	FATHER SCORE	PERCEN- TILE	MOTHER SCORE	PERCEN- TILE
62	90	73	90	76	90
57	100	65	100	63	100
47	100	51	100	49	100

(GRADE 9)

STUDENT SCORE	PERCEN- TILE	FATHER SCORE	PERCEN- TILE	MOTHER SCORE	PERCEN- TILE
74	100	69	100	85	100
67	100	53	100	69	100
58	100	53	100	63	100
54	100	48	90	59	100
44	80	36	50	33	40

(GRADE 10)

STUDENT SCORE	PERCEN- TILE	FATHER SCORE	PERCEN- TILE	MOTHER SCORE	PERCEN- TILE
62	100	58	100	64	100
58	100	56	100	58	100
47	90	44	80	47	90

TABLE II (CONT.)

(GRADE 11)

STUDENT SCORE	PERCEN- TILE	FATHER SCORE	PERCEN- TILE	MOTHER SCORE	PERCEN- TILE
61	100	71	100	71	100
60	100	57	100	69	100
58	100	52	100	59	100
56	100	52	100	54	100
55	100	49	90	54	100
50	90	39	70	38	70

(GRADE 12)

STUDENT SCORE	PERCEN- TILE	FATHER SCORE	PERCEN- TILE	MOTHER SCORE	PERCEN- TILE
43	80	47	90	48	90
41	70	38	70	45	80
39	70	37	60	40	70

TABLE III

RAW SCORES MADE ON THE SELF TEST BY ONE-HUNDRED
AND TWELVE WHITE GIRLS ENROLLED IN HOME
ECONOMICS: MCALESTER HIGH SCHOOL AND
MCALESTER JUNIOR HIGH SCHOOL, MCALESTER
OKLAHOMA

GRADE 8

STUDENT SCORE	PERCEN- TILE	FATHER SCORE	PERCEN- TILE	MOTHER SCORE	PERCEN- TILE
78	100	70	100	72	100
72	100	69	100	71	100
71	100	69	100	71	100
68	100	69	100	69	100
64	100	68	100	69	100
62	100	65	100	66	100
62	100	64	100	66	100
62	100	64	100	65	100
62	100	63	100	64	100
61	100	62	100	63	100
60	100	61	100	62	100
60	100	61	100	62	100
59	100	60	100	62	100
59	100	59	100	60	100
59	100	58	100	60	100
59	100	57	100	59	100
58	100	57	100	58	100
57	100	57	100	58	100
57	100	56	100	57	100
57	100	55	100	57	100
55	100	55	100	57	100
55	100	55	100	57	100
55	100	54	100	56	100
55	100	54	100	56	100
55	100	54	100	56	100
55	100	54	100	56	100
54	100	54	100	56	100
54	100	52	100	55	100
54	100	52	100	55	100
54	100	52	100	55	100
54	100	52	100	55	100
54	100	52	100	54	100
53	100	52	100	54	100
52	100	51	90	54	100
52	100	50	90	54	100
51	90	50	90	53	100
51	90	50	90	53	100

TABLE III (CONT.)

STUDENT SCORE	PERCEN- TILE	FATHER SCORE	PERCEN- TILE	MOTHER SCORE	PERCEN- TILE
51	90	49	90	53	100
51	90	49	90	52	100
51	90	48	90	52	100
51	90	48	90	52	100
50	90	47	90	52	100
50	90	47	90	52	100
50	90	47	90	52	100
49	90	47	90	50	90
49	90	47	90	50	90
48	90	46	80	50	90
47	90	46	80	49	90
47	90	46	80	48	90
46	80	45	80	48	90
46	80	38	70	45	80
44	80	36	50	45	80

GRADE 9

STUDENT SCORE	PERCEN- TILE	FATHER SCORE	PERCEN- TILE	MOTHER SCORE	PERCEN- TILE
71	100	76	100	83	100
63	100	67	100	67	100
63	100	66	100	66	100
62	100	65	100	65	100
62	100	65	100	64	100
62	100	64	100	64	100
60	100	61	100	64	100
60	100	60	100	64	100
58	100	60	100	63	100
58	100	59	100	59	100
58	100	58	100	57	100
57	100	57	100	56	100
54	100	54	100	56	100
54	100	54	100	55	100
54	100	53	100	54	100
52	100	52	100	54	100
51	90	49	90	53	100
49	90	48	90	52	100

TABLE III (CONT.)

STUDENT SCORE	PERCENTILE	FATHER SCORE	PERCENTILE	MOTHER SCORE	PERCENTILE
49	90	48	90	52	100
48	90	47	90	51	90
47	90	47	90	50	90
47	90	47	90	50	90
41	70	46	80	46	80
40	70	43	80	43	80
39	70	38	70	38	70

GRADE 10

STUDENT SCORE	PERCENTILE	FATHER SCORE	PERCENTILE	MOTHER SCORE	PERCENTILE
65	100	73	100	71	100
65	100	67	100	70	100
64	100	65	100	66	100
62	100	62	100	63	100
62	100	60	100	62	100
61	100	58	100	59	100
58	100	56	100	58	100
57	100	55	100	57	100
55	100	55	100	56	100
55	100	53	100	51	90
54	100	46	80	44	80
49	90	45	70	41	70
34	50	34	50	34	50

GRADE 11

STUDENT SCORE	PERCENTILE	FATHER SCORE	PERCENTILE	MOTHER SCORE	PERCENTILE
65	100	66	100	64	100
63	100	65	100	64	100

TABLE III (CONT.)

STUDENT SCORE	PERCEN- TILE	FATHER SCORE	PERCEN- TILE	MOTHER SCORE	PERCEN- TILE
60	100	64	100	60	100
58	100	63	100	58	100
53	100	57	100	58	100
51	90	51	90	56	100
50	90	43	80	51	90

GRADE 12

STUDENT SCORE	PERCEN- TILE	FATHER SCORE	PERCEN- TILE	MOTHER SCORE	PERCEN- TILE
61	100	76	100	75	100
59	100	67	100	67	100
52	100	59	100	61	100
52	100	56	100	58	100
50	90	53	100	57	100
48	90	49	90	56	100
47	90	42	70	53	100

TABLE IV

MEAN SCORES OF ONE-HUNDRED AND THIRTY-THREE
 NEGRO AND WHITE GIRLS ENROLLED IN HOME
 ECONOMICS: L'OUVERTURE HIGH SCHOOL,
 MCALESTER HIGH SCHOOL AND MCALESTER
 JUNIOR HIGH SCHOOL, MCALESTER,
 OKLAHOMA

GRADE	STUDENT SCORE	MEAN AVG.	FATHER SCORE	MEAN AVG.	MOTHER SCORE	MEAN AVG.
8- Negro	166	55.0	189	63.0	188	62.6
8- white	2836	55.6	2769	54.0	2901	56.9
9- Negro	297	59.4	259	51.8	309	61.8
9- white	1359	54.4	1384	55.4	1426	57.0
10- Negro	167	55.7	158	52.7	169	56.3
10- white	741	57.0	729	56.0	742	57.0
11- Negro	340	56.7	320	53.3	345	57.5
11- white	400	64.6	409	65.4	411	66.3
12- Negro	123	41.0	122	40.7	133	44.3
12- white	369	57.7	402	57.4	427	61.0

TABLE V

AGE DISTRIBUTION OF ONE-HUNDRED AND THIRTY-THREE
NEGRO AND WHITE GIRLS ENROLLED IN HOME
ECONOMICS: L'OUVERTURE HIGH SCHOOL,
MCALESTER HIGH SCHOOL AND MCALESTER
JUNIOR HIGH SCHOOL, MCALESTER,
OKLAHOMA

Age		Number
13	Negro.....	3
13	white.....	23
14	Negro.....	4
14	white.....	46
15	Negro.....	5
15	white.....	22
16	Negro.....	3
16	white.....	9
17	Negro.....	6
17	white.....	11
19	Negro.....	0
19	white.....	1
Total.....		133

TABLE VI

GRADE DISTRIBUTION OF ONE-HUNDRED AND THIRTY-THREE
 NEGRO AND WHITE GIRLS ENROLLED IN HOME
 ECONOMICS: L'OUVERTURE HIGH SCHOOL,
 MCALESTER HIGH SCHOOL AND MCALESTER
 JUNIOR HIGH SCHOOL, MCALESTER,
 OKLAHOMA

Grade		Number
8	Negro	3
8	white	55
9	Negro	6
9	white	26
10	Negro	3
10	white	15
11	Negro	6
11	white	8
12	Negro	3
12	white	8
Total	133

TABLE VII

DAILY AND WEEK-END CLOTHING PRACTICES REPORTED
 BY TWENTY-ONE NEGRO GIRLS ENROLLED IN
 HOME ECONOMICS, L'OUVERTURE HIGH
 SCHOOL, MCALESTER, OKLAHOMA

	Per Cents by Grade				
	8	9	10	11	12
Dresses					
<u>to school</u>					
woolen dresses.....	0	20.0	0	0	0
skirts and sweaters.....	100.0	60.0	100.0	100.0	100.0
cotton dresses.....	66.6	80.0	33.3	16.6	0
suits.....	0	20.0	0	0	0
<u>week-ends</u>					
woolen dresses.....	0	0	33.3	33.3	33.3
skirts & sweaters....	66.6	60.0	33.3	16.6	33.3
cotton dresses.....	100.0	20.0	100.0	16.6	33.3
suits.....	66.6	80.0	33.3	33.3	66.6
Shoes					
<u>to school</u>					
flat heels.....	100.0	100.0	66.6	100.0	0
low heels.....	0	40.0	66.6	0	100.0
medium heels.....	0	0	0	0	0
high heels.....	0	0	0	0	0
<u>week-ends</u>					
flat heels.....	66.6	80.0	66.6	0	0
low heels.....	66.6	40.0	33.3	16.6	33.3
medium heels.....	66.6	40.0	33.3	66.6	100.0
high heels.....	0	20.0	33.3	16.6	0
Hosiery					
<u>to school</u>					
socks.....	100.0	100.0	66.6	66.6	66.6
stockings.....	33.3	20.0	33.3	33.3	66.6
<u>week-ends</u>					
socks.....	33.3	60.0	66.6	0	0
stockings.....	100.0	80.0	33.3	100.0	100.0

TABLE VIII

DAILY AND WEEK-END CLOTHING PRACTICES REPORTED
 BY ONE-HUNDRED AND TWELVE WHITE GIRLS
 ENROLLED IN HOME ECONOMICS: MCALESTER
 HIGH SCHOOL AND MCALESTER JUNIOR HIGH
 SCHOOL, MCALESTER, OKLAHOMA

	Per Cents by Grade				
	8	9	10	11	12
Dresses					
<u>to school</u>					
woolen dresses.....	7.8	32.0	0	0	14.3
skirts & sweaters..	96.1	100.0	100.0	100.0	100.0
cotton dresses.....	80.4	80.0	69.2	57.1	71.4
suits.....	3.9	0	0	0	0
<u>week-ends</u>					
woolen dresses.....	25.5	16.0	30.8	28.6	42.9
skirts & sweaters..	60.8	72.0	92.3	85.7	100.0
cotton dresses.....	64.7	52.0	53.8	71.4	85.7
suits.....	33.3	32.0	23.1	28.6	14.3
Shoes					
<u>to school</u>					
flat heels.....	100.0	100.0	7.7	100.0	100.0
low heels.....	5.9	16.0	100.0	0	0
medium heels.....	0	0	7.7	0	0
high heels.....	0	0	0	0	0
<u>week-ends</u>					
flat heels.....	56.9	52.0	30.8	28.6	85.7
low heels.....	21.6	28.0	69.2	14.3	0
medium heels.....	54.9	52.0	38.5	71.4	28.6
high heels.....	39.2	44.4	69.2	42.9	85.7
Hosiery					
<u>to school</u>					
socks.....	100.0	96.0	100.0	85.7	100.0
stockings.....	0	8.0	0	14.3	0
<u>week-ends</u>					
socks.....	37.3	52.0	46.2	0	28.6
stockings.....	88.2	76.0	100.0	100.0	100.0

TABLE IX

DEFINITIONS OF THE TERM "BEING WELL-DRESSED"
 REPORTED BY ONE-HUNDRED AND TWELVE WHITE
 GIRLS ENROLLED IN HOME ECONOMICS: MCALESTER
 HIGH SCHOOL AND MCALESTER JUNIOR HIGH
 SCHOOL, MCALESTER, OKLAHOMA

DEFINITIONS	NUMBER
Cleanliness, neatness, good grooming	107
Good Fit	82
Good taste, good for wearer	79
Appropriate for occasion	93
Simplicity, simple, practical	4
Harmonizing of colors, designs	25
Attractively dressed	6
Being in fashion	2
Not over-dressing	5

TABLE X

DEFINITIONS OF THE TERM "BEING WELL-DRESSED"
 REPORTED BY TWENTY-ONE NEGRO GIRLS ENROLLED
 IN HOME ECONOMICS: L'OUVERTURE HIGH
 SCHOOL, MCALESTER, OKLAHOMA

DEFINITIONS	NUMBER
Cleanliness, neatness, good grooming	18
Appropriate for occasion, wearer	12
Looking one's best	3
Harmonizing of colors, design	7
Feeling secure	1
Being in style	2

TABLE XI

EXPRESSED ATTITUDES REPORTED ON THE SELF TEST
 BY ONE-HUNDRED AND TWELVE WHITE GIRLS
 ENROLLED IN HOME ECONOMICS: MCALESTER
 HIGH SCHOOL AND MCALESTER JUNIOR HIGH
 SCHOOL, MCALESTER, OKLAHOMA

	8		9		10		11		12	
	f	-	f	-	f	-	f	-	f	-
I indulge in self-pity when my family cannot afford to buy new clothes for me.....	29.2	40.8	11.5	80.8	0	80.0	25.0	75.0	25.0	50.0
I feel self-confident in my clothes.....	60.8	39.2	38.5	19.2	40.0	26.7	62.5	0	0	37.5
I like to wear clothes that are like the clothes my friends wear.....	83.6	11.5	73.1	15.4	66.7	26.7	62.5	25.0	50.0	37.5
I keep in the background on social occasions, avoiding criticism of my dress.....	19.5	80.5	15.4	73.1	6.7	80.0	12.5	75.0	0	75.0
I hate to shop, so I go without or get the first thing I see.....	0	100.0	3.9	92.3	0	80.0	25.0	75.0	0	100.0
I like to dress well just because it makes me happy, even when I know I won't see anyone.	100.0	0	80.8	11.5	93.3	6.7	75.0	25.0	50.0	50.0

TABLE XI (CONT.)

	/ 8 -		/ 9 -		/ 10 -		/ 11 -		/ 12 -	
I believe one's appearance has much to do with popularity.....	100.0	0	73.1	15.4	80.0	13.3	37.5	25.0	87.5	12.5
I am often embarrassed because of my clothes...	29.2	60.8	26.9	65.4	26.7	53.3	25.0	75.0	25.0	75.0
I am more talkative and popular when I feel well-dressed.....	66.7	33.3	76.9	7.7	86.7	6.7	62.5	25.0	75.0	25.0
I do not have enough money to buy the clothes I would like to have....	0	33.3	53.8	30.8	60.0	33.3	62.5	25.0	50.0	12.5
I don't enjoy wearing my clothes unless my friends like them.....	25.0	60.8	34.6	50.0	46.7	33.3	37.5	50.0	25.0	50.0
I would not care if girls stopped wearing loafers. I would wear them anyway.....	100.0	0	11.5	61.5	20.0	66.7	12.5	62.5	0	50.0
I am interested in the attitude of boys my own age toward appropriate dress for girls.....	19.5	60.8	80.8	11.5	86.7	0	87.5	12.5	87.5	0
I like to read fashion magazines and get ideas from them in selecting my clothes.....	33.3	19.5	88.5	7.7	93.3	6.7	87.5	12.5	75.0	25.0

TABLE XI (CONT.)

	8		9		10		11		12	
	+	-	+	-	+	-	+	-	+	-
I would rather have a lot of clothes than a few good ones.....	60.8	17.6	30.8	46.2	20.0	73.3	12.5	75.0	0	75.0
I prefer wearing clothes that boys will like.....	11.5	19.5	38.5	38.5	73.3	20.0	87.5	0	87.5	12.5
I enjoy wearing the clothes I make.....	33.3	11.5	65.4	19.2	80.0	0	75.0	25.0	62.5	37.5
I sometimes ask my mother's advice on what to wear.....	66.6	19.5	92.3	0	80.0	20.0	87.5	12.5	87.5	25.0
I have sometimes refused invitations because I did not have the right clothes to wear.....	9.8	83.6	34.6	53.8	13.3	66.7	37.5	75.0	37.5	62.5
I like to wear make-up, such as powder, lipstick, and eye-shadow.....	66.7	33.3	69.2	26.9	66.7	20.0	87.5	0	75.0	0
I dislike wearing hand-me-down clothes....	17.6	11.5	26.9	53.8	40.0	60.0	37.5	62.5	37.5	37.5
I select all my own clothes.....	29.7	60.8	26.9	65.4	33.3	53.3	25.0	62.5	62.5	37.5

TABLE XI (CONT.)

	8		9		10		11		12	
	✓	-	✓	-	✓	-	✓	-	✓	-
I don't mind wearing uncomfortable shoes if they look particularly well on me.....	0	33.3	11.5	80.8	26.7	66.7	50.0	50.0	0	75.0
I would feel more at ease if I had better clothes.....	66.7	11.5	38.5	38.5	66.7	13.3	37.5	25.0	25.0	50.0
I feel that my moods change with the colors I wear.....	60.8	19.5	38.5	38.5	73.3	20.0	62.5	25.0	87.5	12.5
I like to buy the newest fashions.....	95.9	0	61.5	15.4	60.0	13.3	25.0	37.5	62.5	25.0

TABLE XII
 EXPRESSED ATTITUDES REPORTED ON THE SELF TEST
 BY TWENTY-ONE NEGRO GIRLS ENROLLED IN
 HOME ECONOMICS: L'OUVERTURE HIGH
 SCHOOL, MCALESTER, OKLAHOMA

	8		9		10		11		12	
	✓	-	✓	-	✓	-	✓	-	✓	-
I indulge in self-pity when my family cannot afford to buy new clothes for me.....	0	33.3	50.0	50.0	33.3	66.7	33.3	66.7	0	66.7
I feel self-confident in my clothes.....	100.0	0	83.3	0	33.3	33.3	50.0	33.3	33.3	66.7
I like to wear clothes that are like the clothes my friends wear.	0	33.3	33.3	66.7	33.3	66.7	0	100.0	0	66.7
I keep in the background on social occasions, avoiding criticism of my dress.....	0	100.0	33.3	66.7	0	100.0	16.7	83.3	0	100.0
I hate to shop, so I go without or get the first thing I see.....	0	100.0	16.7	66.7	0	100.0	0	100.0	0	100.0
I like to dress well just because it makes me happy, even when I know I won't see anyone.....	100.0	0	83.3	0	66.7	0	83.3	0	33.3	33.3
I believe one's appearance has much to do with popularity.....	100.0	0	83.3	16.7	100.0	0	83.3	16.7	100.0	0
I am often embarrassed because of my clothes...	0	100.0	16.7	66.7	33.3	33.3	33.3	50.0	0	100.0

TABLE XII (CONT.)

	8		9		10		11		12	
	✓	-	✓	-	✓	-	✓	-	✓	-
I am more talkative and popular when I feel well-dressed.....	66.7	33.3	16.7	33.3	33.3	33.3	100.0	0	33.3	66.7
I do not have enough money to buy the clothes I would like to have.....	0	66.7	83.3	0	100.0	0	33.3	50.0	66.7	33.3
I don't enjoy wearing my clothes unless my friends like them.....	33.3	0	16.7	83.3	0	100.0	16.7	16.7	0	100.0
I would not care if girls stopped wearing loafers. I would wear them anyway.....	100.0	0	16.7	33.3	66.7	33.3	66.7	0	0	33.3
I am interested in the attitude of boys my own age toward appropriate dress for girls.	66.7	0	50.0	33.3	66.7	33.3	83.3	0	33.3	0
I like to read fashion magazines and get ideas from them in selecting my clothes.....	33.3	33.3	66.7	0	100.0	0	0	33.3	33.3	0
I would rather have a lot of clothes than a few good ones.	33.3	33.3	66.7	0	0	100.0	33.3	50.0	0	66.7
I prefer wearing clothes that boys will like.....	66.7	33.3	50.0	0	33.3	33.3	50.0	33.3	0	33.3
I enjoy wearing the clothes I make.....	0	0	16.7	33.3	66.7	33.3	50.0	0	66.7	0

TABLE XII (CONT.)

	8		9		10		11		12	
	✓	-	✓	-	✓	-	✓	-	✓	-
I sometimes ask my mother's advice on what to wear.....	33.3	33.3	0	0	66.7	33.3	66.7	0	100.0	0
I have sometimes refused invitations because I did not have the right clothes to wear.....	33.3	33.3	66.7	16.7	66.7	33.3	50.0	0	0	66.7
I like to wear make-up, such as powder, lipstick, and eye-shadow.....	66.7	33.3	50.0	50.0	33.3	33.3	33.3	16.7	66.7	33.3
I dislike wearing hand-me-down clothes.....	66.7	33.3	33.3	50.0	66.7	0	16.7	50.0	0	66.7
I select all my own clothes.....	33.3	0	33.3	50.0	66.7	0	0	66.7	33.3	33.3
I don't mind wearing uncomfortable shoes if they look particularly well on me....	0	66.7	33.3	66.7	0	100.0	83.3	0	0	66.7
I would feel more at ease if I had better clothes....	66.7	33.3	33.3	50.0	66.7	0	66.7	16.7	0	66.7
I feel that my moods change with the colors I wear.....	33.3	33.3	50.0	16.7	33.3	66.7	66.7	0	33.3	66.7
I like to buy the newest fashions.....	100.0	0	50.0	16.7	66.7	33.3	66.7	0	33.3	33.3

TABLE XIII

DIFFERENCES BETWEEN THE MEANS OF SCORES MADE
ON THE SELF TEST AS REPORTED BY GIRLS
ENROLLED IN HOME ECONOMICS: L'OUVERTURE
HIGH SCHOOL, MCALESTER, OKLAHOMA

Grades	Level of Significance		
	.10	.05	.01
Twelve and eight	S		
Twelve and nine		S	
Twelve and ten	S		

TABLE XIV

DIFFERENCES BETWEEN THE MEANS OF SCORES MADE
ON THE SELF TEST AS REPORTED BY GIRLS
ENROLLED IN HOME ECONOMICS: L'OUVERTURE
HIGH SCHOOL AND MCALESTER JUNIOR HIGH
SCHOOL, MCALESTER, OKLAHOMA

Grades	Level of Significance		
	.10	.05	.01
Eight		S	
Nine		S	

APPENDIX B

THE QUESTIONNAIRES

PERSONAL DATA

1. School _____ 2. Grade _____ 3. Number _____
4. Age _____ 5. Height _____ 6. Weight _____
7. Race (check one)
- Indian _____
- Negro _____
- White _____
- Other _____
8. Is your father employed now? Yes _____ No _____
9. My father: (check one)
1. Owns his own business _____
2. Is a farmer _____
3. Teaches _____
4. Is a miner _____
5. Is a salesman _____
6. Works part time _____
7. Other _____
10. Is your mother employed now? Yes _____ No _____
11. My mother: (check one)
1. Works outside the home _____
2. Never works outside the home _____
3. Works part time outside the home _____
4. Other _____
12. How many sisters do you have living at home now? _____
13. How many brothers do you have living at home now? _____
14. Is there a sewing machine in your home? Yes _____ No _____
15. In what extra-curricular school and community activities do you participate?

16. What kind of clothes do you usually wear? (check below)

	<u>To school:</u>	<u>For week-ends:</u>
1. Wool dresses	_____	_____
2. Skirts and sweaters or blouses	_____	_____
3. Cotton dresses	_____	_____
4. Suits	_____	_____

17. What kind of shoes do you usually wear? (check below)

	<u>To school:</u>	<u>For week-ends:</u>
1. Flat-heeled, such as loafers	_____	_____
2. Low-heeled, 1 - 1½ in. high	_____	_____
3. Medium heels, 2 - 2½ in. high	_____	_____
4. High heels, 3 in. or more	_____	_____

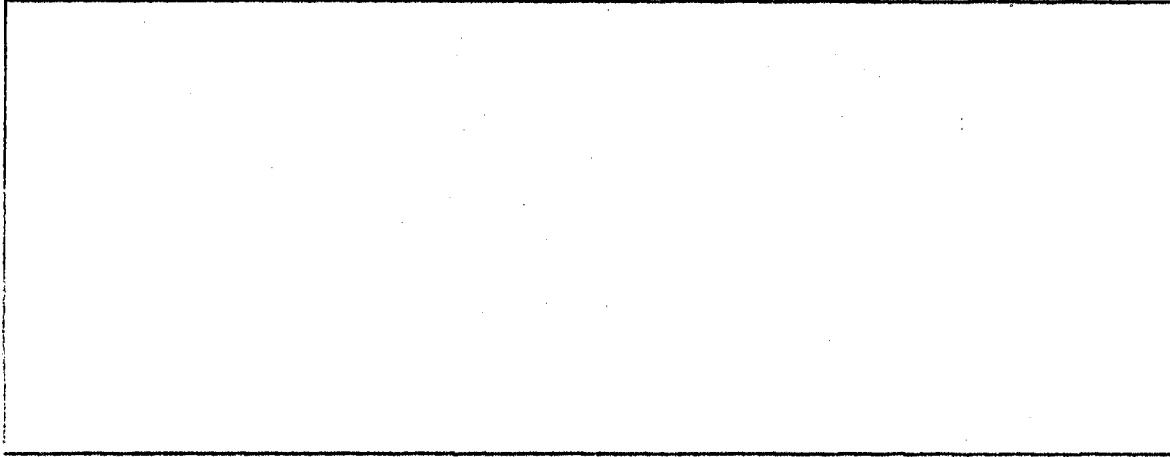
18. What kind of hosiery do you usually wear? (check below)

	<u>To school:</u>	<u>For week-ends:</u>
1. Socks	_____	_____
2. Stockings	_____	_____

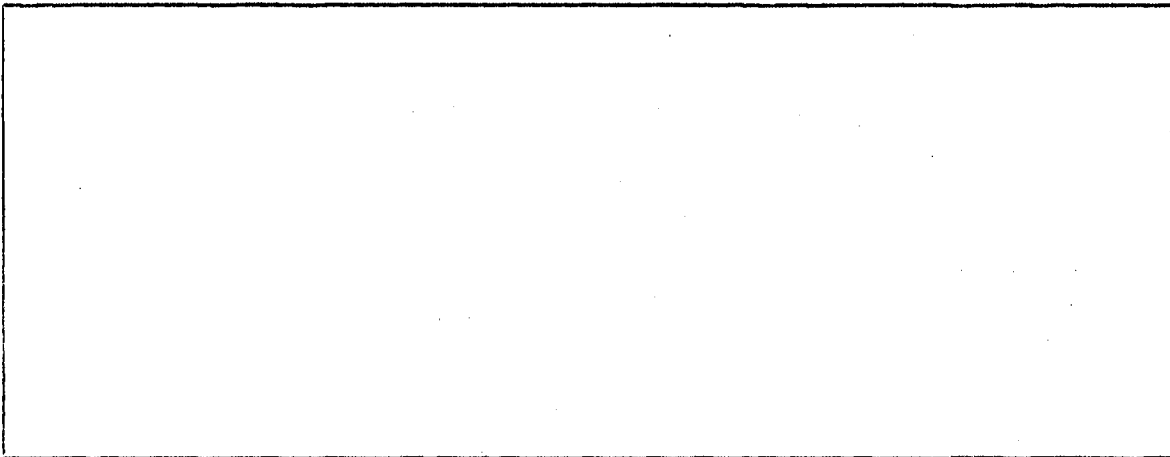
19. What does the term "being well-dressed" mean to you? (write below)

20.

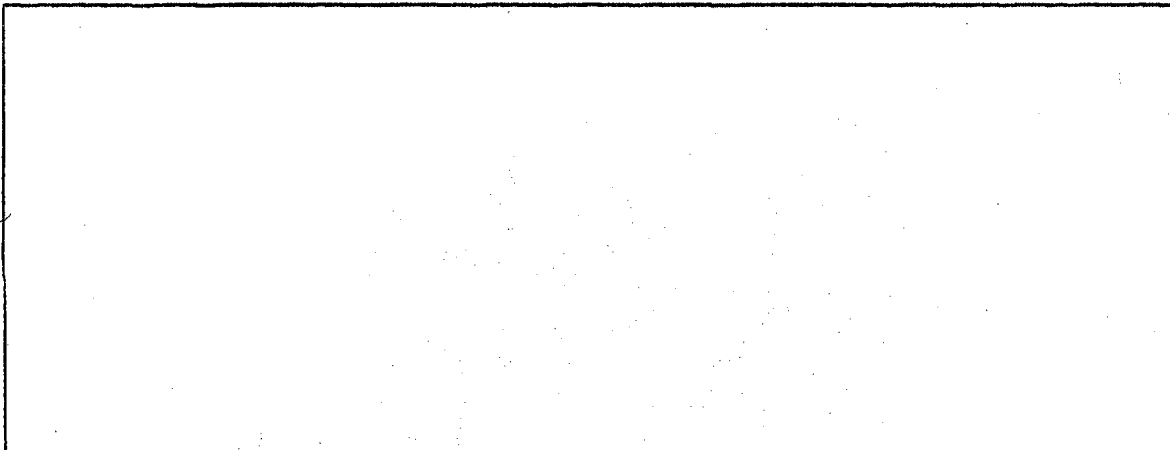
a. What I think about my clothes: (write below)



b. What my friends think about my clothes: (write below)



c. What I think my friends think about my clothes: (write below)



School _____ Grade _____ Number _____

This questionnaire is in three parts. Complete the first part before beginning the second, and the second before beginning the third.

Part I: Rate yourself under the column headed "SELF" to the right of the list of 50 traits, placing a circle around the " / " if the statement is true for you. Encircle the " - " if the statement is false for you. Encircle the " ? " if you are in doubt.

Part II: Rate your father under the column headed "FATHER", putting a circle around the appropriate symbol indicating that the trait characterizes him, that its opposite is characteristic of him, or that you are in doubt.

Part III: Rate your mother under the column headed "MOTHER" in the same manner, encircling the appropriate symbol for each trait.

	SELF	FATHER	MOTHER
1. I am extremely particular about my dress and careful about my personal property	- / ?	- / ?	- / ?
2. I enjoy wearing pretty clothes because they make me feel gay and feminine	- / ?	- / ?	- / ?
3. I indulge in self-pity when my family cannot afford to buy new clothes for me	- / ?	- / ?	- / ?
4. I feel self-confident in my clothes..	- / ?	- / ?	- / ?
5. I prefer to shop alone when making my own clothing purchases	- / ?	- / ?	- / ?
6. I like to wear clothes that are like the clothes my friends wear	- / ?	- / ?	- / ?
7. I feel hurt readily, and am sensitive to remarks or actions which have reference to my clothes	- / ?	- / ?	- / ?
8. I limit my acquaintances to a select group	- / ?	- / ?	- / ?
9. I keep in the background on social occasions, avoiding criticism of my dress	- / ?	- / ?	- / ?
10. I hate to shop, so I go without or get the first thing I see	- / ?	- / ?	- / ?
11. I like to dress well just because it makes me happy, even when I know I won't see anyone	- / ?	- / ?	- / ?

	SELF	FATHER	MOTHER
12. I am careful of the general impressions I create	- / ?	- / ?	- / ?
13. I believe one's appearance has much to do with popularity.....	- / ?	- / ?	- / ?
14. I am often embarrassed because of my clothes	- / ?	- / ?	- / ?
15. I am more talkative and popular when I feel well-dressed	- / ?	- / ?	- / ?
16. I tire of clothes quickly	- / ?	- / ?	- / ?
17. I am hard to fit and cannot find the clothes I desire	- / ?	- / ?	- / ?
18. I feel as though I have enough clothes, but always want more	- / ?	- / ?	- / ?
19. I feel nervous when wearing bright colors	- / ?	- / ?	- / ?
20. I do not have enough money to buy the clothes I would like to have	- / ?	- / ?	- / ?
21. I like to wear clothes which my friends will notice and comment about..	- / ?	- / ?	- / ?
22. I don't mind wearing clothes that are made at home	- / ?	- / ?	- / ?
23. I would like to have a few more clothes to wear	- / ?	- / ?	- / ?
24. I don't enjoy wearing my clothes unless my friends like them	- / ?	- / ?	- / ?
25. I think girls my age should have a clothing allowance	- / ?	- / ?	- / ?
26. I like to "work on myself" to improve my appearance	- / ?	- / ?	- / ?
27. I talk to others only when necessary..	- / ?	- / ?	- / ?
28. I like dresses that fit the figure closely	- / ?	- / ?	- / ?
29. I think my appearance is better than that of the average girl	- / ?	- / ?	- / ?
30. I like to discuss with others what makes a girl attractive	- / ?	- / ?	- / ?

	SELF	FATHER	MOTHER
31. I would not care if girls stopped wearing loafers. I would wear them anyway	- / ?	- / ?	- / ?
32. I am unhappy when I cannot dress better than my friends	- / ?	- / ?	- / ?
33. I am interested in the attitude of boys my own age toward appropriate dress for girls	- / ?	- / ?	- / ?
34. I like to read fashion magazines and get ideas from them in selecting my clothes	- / ?	- / ?	- / ?
35. I would rather have a lot of clothes than a few good ones	- / ?	- / ?	- / ?
36. I prefer wearing clothes that boys will like	- / ?	- / ?	- / ?
37. I enjoy wearing the clothes I make..	- / ?	- / ?	- / ?
38. I sometimes ask my mother's advice on what to wear	- / ?	- / ?	- / ?
39. I have sometimes refused invitations because I did not have the right clothes to wear	- / ?	- / ?	- / ?
40. I like to have lots of jewelry, such as pins, bracelets, and rings	- / ?	- / ?	- / ?
41. I like to wear clothes that make me look more grown-up	- / ?	- / ?	- / ?
42. I like to wear make-up, such as powder, lipstick, and eye-shadow	- / ?	- / ?	- / ?
43. I dislike wearing hand-me-down clothes	- / ?	- / ?	- / ?
44. I select all my own clothes	- / ?	- / ?	- / ?
45. I don't mind wearing uncomfortable shoes if they look particularly well on me	- / ?	- / ?	- / ?
46. I prefer to solve my own clothing problems, hesitating to accept aid..	- / ?	- / ?	- / ?
47. I am not conscious of my clothes once I get them on. They seldom make me uncomfortable	- / ?	- / ?	- / ?

	SELF	FATHER	MOTHER
48. I would feel more at ease if I had better clothes	- / ?	- / ?	- / ?
49. I feel that my moods change with the colors I wear	- / ?	- / ?	- / ?
50. I like to buy the newest fashions ..	- / ?	- / ?	- / ?

VITA

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Candidate for the Degree of

Master of Science

Thesis: AN IDENTIFICATION OF SOME OF THE EXPRESSED ATTITUDES
RELATING TO CLOTHING OF A SELECTED GROUP OF HIGH
SCHOOL GIRLS IN HOME ECONOMICS

Major Field: Clothing, Textiles, and Merchandising

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