

A SUMMARY OF RESEARCH DONE ON THE SELECTION
AND BUYING OF READY-TO-WEAR, AND
RECOMMENDATIONS FOR USE

By

NANCY ELLEN FIELDS

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

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Thesis Approved:

Jessie A. Hadden

Emory V. Henry

Robert M. Hickey

Dean of the Graduate School

472775

PREFACE

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CHAPTER I

INTRODUCTION

This study was made to examine results of research that had been done on the selection and buying of ready-to-wear garments for high school students and to make recommendations for teaching and future use.

Today in this continuously changing world, there are many socio-economic factors which affect our way of life. Great advances have been made in science. The life span of people has been lengthened. Modern equipment and techniques have made it possible for people to work fewer hours to earn a living, therefore the people have more leisure time. The population is mobile. "America is a nation on the move. In a one-year period ending April, 1957, 42,000,000 persons---approximately one of every five Americans---pulled up stakes and changed residence." (1:2). The trend of moving from the rural to the urban and suburban areas may affect the clothing needs and habits of the American people.

Social changes affect the way we dress. Today, with more leisure time the wearing of more informal and sports clothes is noticeable. The writer has observed that more trousers are being worn and it is acceptable to wear them in many places where they were once considered taboo. Many women wear trousers to work. The entertaining which is done requires few formal or dressy clothes. The clothing worn by both men and women reflects the more informal activities in which they participate.

Although there have been many social changes in the way we live, the curriculum in many high schools and colleges has not changed. Many clothing and textile classes have not changed a great deal even though there has been some awareness of social changes. The writer does not feel that clothing construction should be eliminated from the clothing curriculum, but, that the selection and buying of clothing is sometimes neglected in the curriculum. Jane Werden (2:341) recommends:

In the light of current economic, socialization, and psychological trends we must give clothing construction its rightful place along with other phases of textiles and clothing that are essential to a good sound academic program.

As the role of the American woman is changing more women work outside the home. In the Family Economics Review (3:13) some factors affecting the employment of women are reported:

The increasing tendency of women to enter the labor force is due in part to such socio-economic factors as social acceptance of women in paid employment; the growing importance of white-collar jobs to women; the changing role of women in society; and the transfer of many household tasks from the home to the commercial field. It is due also to changes in such population characteristics as marriage age of women, migration, school attendance, and educational achievement.

Due to the many women working today there is less time for sewing for most women as Day Monroe (4:649) indicates in the following:

All about us is evidence that the trend toward giving the task of garment-making to industry is not apt to change. The number of women earning continues to rise with an inevitable consequence---less time for sewing.

All of these socio-economic factors affect the lives of the people. When teaching home economics the awareness of the real problems and of the needs of persons living in a modern world should be considered.

In the early days of home economics, clothing courses were designed to teach a girl how to buy materials wisely, choose suitable designs and

to construct garments skillfully. Home economics today is beginning to place less emphasis on construction and more on the selection of clothing.

The Oklahoma Curriculum Guide, "Homemaking Education Resource Materials for Clothing and Grooming", (5:1) states:

---Even though construction of clothing is important, recent studies show that girls are buying a greater proportion of their clothes ready-made. It is recommended therefore, that less time be devoted to construction and more time given to selection of clothing with emphasis on purchasing ready-made clothing. This is possible because faster methods of clothing construction have shortened the time needed for making garments.

In a similar statement Clara Brown Army (6) said in 1952:

Clothing instruction should be better adapted to the physiological development and major concerns of adolescents at different stages of maturity. ---In contrast with construction (which ranked very low on the list of out-of-class activities), selection and care of clothes ranked high for both junior and senior high school girls. A high percentage of older girls were interested in learning how to get the most value for the money they spent for clothes.

Day Monroe (4:648) raised the question: "Is our teaching of buying sufficiently broad in scope to enable students to play well their roles in modern markets"?

Monroe (4:648) made further comments about the responsibility of consumer-buyers which should affect the curriculum of clothing and textiles. These responsibilities should be included:

(1) For developing ability to make wise decisions concerning their own purchases; (2) for working with distributors and producers to improve market practices, as to increase informative labeling and reduce consumer's abuses of the privilege of returning goods; (3) as citizens-consumers, to support regulations that maintain fair play in markets and to help ensure that legislation is in the public interest instead of that of pressure groups.

Oftentimes the teaching of money management and good habits of buying and selection of clothing are taught in terms of future use; however, the high school girl is a consumer and during her teens and early twenties

she is most interested in her clothing. The teaching of buying and selecting of ready-to-wear would enable her to be a better consumer now and in the future. In the selection of ready-to-wear garments the student should be helped to understand and continue to develop clothing values, so that she may develop wise shopping practices which will enable her to make intelligent decisions when choosing her wardrobe.

While teaching home economics for three years the writer observed that most high school girls' wardrobes contained more ready-to-wear garments than garments that had been constructed at home. Some sewing was done by many of the girls or other members of the family, but garments made at home contributed only a small proportion of the total clothing in the wardrobe of the individual.

Studies have shown that the people of the United States purchase more ready-to-wear than they sew. The study conducted by the Bureau of Human Nutrition and Home Economics (7:20) states:

Although over sixty percent of the girls and forty percent of the wives in the Minneapolis - St. Paul families studied added one or more home-made articles to their wardrobes in 1948-49 in terms of all clothing acquired during the year, home-made clothing was relatively unimportant. It ranked far below gifts as a source of clothing.

When comments were made, some of the girls said they made clothing because they could not find the styles they wanted available in the market while others said that it was more economical for them to construct garments at home.

With the many styles in various price ranges to choose from, the consumer at any age has many decisions to make in choosing and selecting clothing.

Mabel Ruth Cooper (8:12) states:

---the consumer often feels that she is limited in her buying by what is available on the market. Availability, however is not the only factor that influences consumers in their clothing buying practices. The family's social and economic status in their community is a most vital factor and in consequence many more mothers now work outside the home in order to supplement the family income so as to achieve the social and economic status they desire. Thus, the practice in meeting the family's clothing needs has changed, for the mother has less time to produce clothing in the home, which in turn results in increased purchases in ready-to-wear.

In undertaking this study of different research problems the writer looked for the following types of information:

1. Social status of girls' family (socio-economic)
 - a. size of community
 - b. occupation of father
 - c. educational background
2. Style, or fashion factor (current fashion trends of design, color, and material)
3. Co-ordination of color with rest of wardrobe
4. High school girl earning money for clothes
5. Amount and type of wardrobe planning done
6. Differences in clothing needs of family members
7. Relationships of students' clothing budget to family budget
8. Desire to have more clothes
9. Clothing as an expression of personality
10. Factors of quality and serviceability
 - a. fit of garment
 - b. construction or workmanship
 - c. choice of fiber and fabric
 - d. labeling

CHAPTER II

PROCEDURE

The purpose of this study is:

1. To review research studies that have been made in the area of clothing selection and buying.
2. To make recommendations for teaching clothing selection and buying at the high school level.
3. To make recommendations for further research studies.

It was decided by the writer to select theses which seemed pertinent to problems in the selection and buying of clothing for high school girls. An attempt was made to include studies which included such factors as the psychological, socio-economic, aesthetic, and the care and serviceability of fabrics which were involved in making decisions when selecting ready-made clothing.

The theses chosen for this study were selected from the listing found in the issues of "Titles Of Completed Theses In Home Economics And Related Fields In Colleges And Universities" (9) published for the ten year period, 1949-59. Consideration was given to masters' degree theses from several different colleges and universities throughout the United States. These theses were made available through the Inter-Library Loan Department of the Oklahoma State University Library.

These theses were chosen by various means: 1. The writer chose some theses because the titles indicated they would contain the

information desired. 2. Abstracts of theses which could be obtained were read, and appeared to include some factors of interest to this study.

3. In some cases, the writer's advisor had known of the work which had been done at certain universities, as well as, the individuals who had done the research and felt the studies would be of value. 4. The writer was limited somewhat in that some studies she would like to have included in her study had to be omitted because they were unobtainable, or that, due to certain difficulties in securing theses from some institutions the director of the Inter-Library Loan Department recommended that they not be requested. With these factors being considered, the theses reviewed for this study were:

Leask, Grace Jeanette. "A Survey of the Clothing Preferences and Buying Practices of One-Hundred Girls of West Division High School in Milwaukee, Wisconsin," Unpublished Master's Thesis, Michigan State College, 1953. (11)

Hurst, Patsy Ruth. "Factors Influencing the Clothing Buying Habits of Teenage Girls," Unpublished Master's Thesis, University of Oklahoma, 1958. (12)

Stallings, Amelia. "A Study of Clothing Selection and Personal Appearance with Emphasis on Self-Acceptance," Unpublished Master's Thesis, Southern Illinois University, 1957. (13)

White, Joanne Elizabeth. "Social Status Reference Groups and Beliefs Concerning Clothing Importance," Unpublished Master's Thesis, Pennsylvania State University, 1959. (14)

Davis, Linda Lee. "Decision-Making in Clothing Purchases of One-Hundred Home Economics Students in Five High Schools of Morgan County Indiana," Unpublished Master's Thesis, Ohio State University, 1952. (15)

Miller, Cleada Adeline. "A Study of the Purchases and Use of Money of Waynesboro High School Girls as a Basis for Planning a Course in Consumer Problems," Unpublished Master's Thesis, Virginia State College, 1956. (16)

Davis, Othelia Deane. "The Expenditures for Wearing Apparel and Cosmetics Used by Teen-Age Girls," Unpublished Master's Thesis, Virginia State College, 1949. (17)

Joseph, Marjory Lockwood. "A Study to Develop a Visual Aid for Use in Teaching the Characteristics of a Well-Fitted Garment," Unpublished Masters' Thesis, Ohio State University, 1952. (18)

James, Jeannie Henrietta. "The Development and Evaluation of a Senior High School Unit on the Buying of Ready-Made Clothing," Unpublished Masters' Thesis, The Consolidated University of North Carolina, 1949. (19)

The subtitles in Chapter III are the titles of the above named theses.

At the beginning of the study some general assumptions were set up dealing with the socio-economic status of students and their families, the teenage girls desire for high fashion clothes, and the teenage girls shopping habits. After careful study of the research problems it was decided to use the assumptions (see Appendix A) as a guide in studying the theses, but not as a basis for the analysis of the data collected by the writer.

Often times research shows assumptions thought true are found to be only partially true or not to be proved. Paul F. Lazarsfeld (10) in discussing what is often thought to be common sense and yet may not be confirmed in research said:

Since every kind of human reaction is conceivable, it is of great importance to know which reactions actually occur most frequently and under what conditions; only then will a more advanced social science develop.

As the writer studied the research problems selected and found the dissimilarities in the designs, the purposes, and the procedures of each research study, it was decided to do a descriptive type of study.

There were some findings dealing with similar information on the buying and selecting of clothing for the high school age students. These items listed below will be discussed in the chapter on findings.

1. Socio-economic status of the family
2. Psychological factors influencing clothing

3. Adequacy of wardrobe
4. Ready-to-wear vs. homemade
5. Factors important in the selection of garments
6. Who influenced the girl to buy
7. Reasons for buying garment
8. Sources of information used in selecting garments
9. Shopping habits and planning
10. Purchased clothes on sale
11. Means by which spending money was acquired
12. Where clothing was purchased
13. Method of payment

CHAPTER III

SUMMARY OF NINE THESES ON THE SELECTION AND BUYING OF READY-TO-WEAR GARMENTS

The following are summarizations of nine theses concerning the selection and buying of ready-to-wear garments. These particular studies were chosen because they appeared to be similar in subject matter and most applicable to the purposes of the study, and because their content included many factors important in the selection of ready-to-wear garments. The adequacy of wardrobe, factors which influence purchase of clothing, means by which spending money was acquired, the place of purchase, and method of payment were some of the basic considerations which were emphasized in the summaries.

A Survey of the Clothing Preferences and Buying Practices of One-Hundred Girls of West Division High School in Milwaukee, Wisconsin

Leask (11) studied the factors which affected the clothing choices and buying practices of 100 girls of West Division High School in Milwaukee, Wisconsin. The students who participated in the study were volunteers who were or had been enrolled in a clothing course for at least one semester. There were 25 volunteers each from the freshman, sophomore, junior and senior classes. This school of 1400 students was located in a transient neighborhood with 22 percent of the enrollees being considered

as either truants or early drop outs. The majority of the girls come from middle or lower class families.

Eighty-two percent of the 100 students who participated in the study were or had been employed at some time. Forty-one percent worked after school while 59 percent worked only on Saturdays, and 40 percent worked during the summer. Leask (11) found that 14 percent of the students who worked earned under \$5 a week. Twenty-two percent of the girls earned \$5 to \$10 per week while \$10 to \$15 was earned by 21 percent of the students. Only 17 percent earned \$15 or more. The remaining 8 percent worked occasionally at approximately 50 cents an hour.

Leask (11) stated that 75 percent of the girls spent part of their earnings on clothing; 62 percent spent part for entertainment, and approximately 33 percent spent part of their money for gifts, personal items, school expenses and savings.

The social participation of the girls was not of the type which requires special, excessive or elaborate clothing. The majority of girls attended church regularly, but few belonged to clubs or other organizations. The remaining social activities of the girls were those shared with their families, their girl friends, and boy friends. Activities the girls shared with girl friends were movies, parties, dancing, football and basketball games, shopping and visiting.

Leask (11) found that as the girl matured socially her personal independence increased. Only seven of the freshman girls, four juniors, and only one senior shopped with their families. (The sophomores were not mentioned.)

The activities for which the girls were most interested in being well-dressed were church, dating and dancing, school and shopping. The

reasons given for wanting to be well-dressed for these occasions were "making a good impression," and "conformity to dress of peers."

Seventy-nine percent of the group were self-confident and approved of the clothes they owned. They liked best to receive compliments from their mothers on what to wear for special occasions. Relatively small amounts of sewing were done at home. Twenty-six girls reported that all of their garments were purchased ready-made. The majority of the girls consulted their mothers about their clothing needs. All freshmen, 22 sophomores, 21 juniors and 19 seniors indicated they consulted others beside their mother about their clothing needs.

Those who were allowed to always or frequently purchase clothes they wanted were: 21 freshmen, 24 sophomores, 24 juniors, and all of the seniors. Only six of the 100 girls studied were seldom or never allowed to purchase what clothing they liked. The girls usually bought for themselves blouses, sweaters, hosiery, and slips. The garments most often purchased with parents help were winter coats, suits, dresses and shoes.

The most important influences in the choice of clothing was first, clothing ads in newspapers; second, store window displays; and, third, clothing worn by classmates and suggestions from their best girl friend. Other sources listed by the group were ads in magazines and style shows. The three factors: style, price, and color were considered the most important in purchasing a skirt or blouse.

Leask (11) found that the majority of girls shopped in downtown department stores and specialty shops. Only one-fourth of the girls always or frequently shopped in their neighborhood stores. Twelve of the students bought some of their clothing from wholesale organizations. Shopping by telephone was not commonly practiced since only 10 indicated they

ordered some by telephone. It was found that few of the girls frequently ordered by mail.

Leask (11) found that 58 of the girls shopped several stores before making a final selection, and 39 frequently shopped in the same manner. Three of the girls said they seldom shopped in more than one store before purchasing. Forty of the girls said they were always interested in looking through a rack of skirts which had been marked down. Forty-three were frequently interested, while, 15 seldom, and two were never interested in looking at skirts reduced in price. Three girls indicated that they always took advantage of reduction in price of skirts, while 33 frequently, fifty-two seldom, and twelve never bought skirts that were on sale.

Twenty-two percent of the parents paid for all of their daughters clothing. Of the 100 girls seven (2 juniors and 5 seniors) paid for entire wardrobe, while 77 girls paid for part of their clothing.

The methods of paying for clothing were cash, charge, lay-away and installment buying. The majority paid cash for minor items such as lingerie, hose and blouses. In the cases of major purchases such as coats, suits, and dresses charge accounts, lay-away and installment buying were used.

It was found that 91 percent of the girls felt their school wardrobes were adequate. Eighty-eight percent had adequate clothing for informal wear while, less than one-half felt that their wardrobes were adequate for formal occasions. Leask (11) indicated that this may be partially explained by the fact that 82 of the girls worked and 75 of those spent at least a part of their earnings on clothing. Since a surprisingly large number felt their wardrobes were adequate Leask (11) felt that this indicated a self satisfied attitude, which might be attributed to their limited social

experience, to their family background, and also to the fact that there was little evidence of social mobility in the family.

Sixty percent of the girls felt their wardrobe was comparable to their best girl friends as well as the majority of the girls in school.

Other factors which were thought to be related to wardrobe adequacy concerned those garments that were infrequently worn and items of clothing which had been handed down. Sixty-eight of the 100 girls had a total of 134 garments which were never or infrequently worn. Among the reasons most often given for never or infrequently wearing these garments were "out of style", had an objectionable color or were a poor fit. Forty-two of the 100 girls in the study had a total of 73 garments that had previously belonged to someone else, however, it was such a small proportion that it could not be considered of major significance in terms of adequacy.

The majority of the girls were sensitive to the appropriate type of clothing to be worn on specific occasions. Over one-half the girls wore blouses or sweaters and skirts to school while on weekends they wore dresses and suits because they were "more dressy" and "suited the occasion". The girls wore tailored coats for both school and weekend wear.

Most of the freshmen and sophomores wore anklets to school while 24 of the 25 seniors wore nylons to school. This may be explained by the fact that more of the older girls worked downtown after school. All of the girls preferred nylons for dress occasions. All of the girls chose saddle or casual type shoes for school wear and the majority of girls had "heels" for dress occasions. Comfort was considered the most important factor in selecting shoes.

Leask (11) found that one-fifth of the high school girls selected the most suitable fabric for each type of garment. One-half of the

girls rated 2/3 of the garments correctly, while 1/4 of the girls failed to choose acceptable fabrics for any of the garment designs according to the standards of graduate students.

Leask's study showed 73 of the 100 girls indicated that they had a basic color in their wardrobe and that 45 of these reported blue was their basic color.

Sixty-one of the 100 indicated a preference for tailored clothes, for school wear, and the majority also preferred tailored or casual type garments for dates, but the final choice depended upon the occasion.

Leask's (11) implications for teachers were:

Analysis of the data on buying practices suggest the need for the inclusion in the home economics curriculum of more instruction and evaluation of buying habits, consumer information, more specific uses and care. It also suggests the importance of information for the students on evaluation of limitations in alteration and alteration techniques.

Carry-over of clothing construction skills learned in school into the home would be an excellent way for the girls to reduce clothing costs. However, according to present practice, it appears the emphasis in instruction should be placed on practices in purchase of ready-to-wear rather than construction.

The clothing instructor could very profitably direct her effort in aiding the girls in more discriminating selection in style and design of clothing, enriching their appreciation of the value of color and increasing their skills in the use of color in the wardrobe.
(p. 83).

Factors Influencing The Clothing Buying
Habits of Teenage Girls

Hurst's (12) study was a survey of the factors influencing the clothing buying habits of teenage girls. The sample used was ninety junior and senior high school girls from Cyril, Oklahoma and ninety senior high school girls from Lawton, Oklahoma. These schools were chosen so a comparison could be made on the differences that a large and small town have on the clothing buying habits of teenage girls. Hurst found that the buying habits of girls from a small town are similar to those of the girls from a larger town.

Influences which caused students to buy most of the time were, first, construction; second, need; and third, quality. Hurst (12) found that "fashion" affected clothing purchasing 57 percent of the time while "looked expensive" affected clothing purchasing only 19 percent of the time.

Social status as well as the size of the town seemed to influence the type of store in which girls shop. The upper status group usually shopped in the department, teen and specialty shops.

The exclusive shop was used quite often by all the status groups in Lawton, but was used seldom by the Cyril girls. Lawton girls in the upper status group shopped as often in department stores as they shopped in teen shops. However, Cyril's upper status group shopped in a department store more often than in a teen shop.

The mother made the major purchases for the home. She also more often influenced girls clothing buying habits. Fathers had slight influence on the clothing purchases of the girls. In Lawton older girls were "most often" influenced by their girl friends while younger Cyril girls

were so influenced. Thirty-three percent of the girls in both schools indicated that their boy friends influenced their purchases most of the time.

No girl above the tenth grade checked sales person as influencing her buying most of the time. The Lawton girls were influenced by saleswomen less often than the Cyril girls.

The homemaking teacher influenced only a small percentage of Cyril girls "most of the time" while no Lawton student indicated they were influenced by the homemaking teacher most of the time.

Hurst (12) found that many girls assumed responsibility for clothing purchases "most of the time." She found that Cyril's tenth grade class assumed this responsibility 82 percent of the time, while Lawton's twelfth grade assumed this responsibility 80 percent of the time. The eleventh grade varied more in both schools. They checked "sometimes" more than any other group and "most of the time" less often than any other group.

Cyril's twelfth grade girls most often assumed responsibility for purchasing shoes while the twelfth grade Lawton girls most often purchased skirts, slacks, and sweaters. In comparison with these the tenth grade Cyril girls most often assumed responsibility for buying accessories while the Lawton tenth graders most often purchased dresses.

Hurst (12) found no one influence that seemed to rate highest in any status group. The upper status group rated quality, need, and fashion important, while the lower group indicated construction as most important. The dominating influences of the middle class group were quality, construction and need.

The upper status group indicated sales, bargains, and need influenced their purchasing more than it did the middle class group,

however, the lower group checked sales and novelties more than any other group. This group also checked desire for new fashion, first more than any other group. Labels and brands were also more important to the lower class group.

Hurst's (12) study suggests a greater need for consumer education in phases such as, adult consumer education and consumer education at least beginning in the eighth grade of school, stressing such points as advantages and disadvantages of different types of stores and strengthening weaknesses in buying habits. Since the teenage girl feels that she assumes practically full responsibility for her clothing purchasing, it would seem desirable for stronger emphasis to be placed on wardrobe planning in the homemaking curriculum.

A Study of Clothing Selection and Personal Appearance
in Relation to Personality with Emphases
on Self Acceptance

In Stallings (13:4) thesis she maintains "that self-confidence, necessary for the well-rounded productive personality is correlated with clothing selection." Her study was conducted in two classes at Civic Memorial High School, Bethalto, Illinois and in two comparison groups located nearby in Wood River and Roxana, Illinois.

To establish a hypothesis that girls in homemaking classes will improve in self-confidence and personal appearance through a concentrated study in clothing selection Stallings (13) gave two tests, one at the beginning and one at the end of the study so that she could determine pupil progress.

The population of Bethalto shifts somewhat. Approximately 70

percent of the workers are unskilled laborers. It is common for mothers to work, therefore, families have little time together and children are left much of the time without supervision. Most of the people do much of their shopping as well as their recreation in St. Louis and other nearby cities. The comparison groups with the exception of economic status were similar to Bethalto. Roxana has the most wealth of any of the three towns.

Results from the "Wishing" test indicated that the pupils desired more money to spend on clothing and that many like to hold part-time jobs in order to buy clothes regardless of their socio-economic status. Ninety-five percent of the students in all three schools wished to feel at ease in their clothing. On the "After" test 13 percent less were concerned with wanting clothes which made them feel at ease. Few of the girls did sewing, however, 43 percent of the pupils indicated they would like to sew some of their clothes. On the After test however this "Wish" decreased in all schools to twenty-five percent.

Stallings (13) found that face powder, lipstick, nail polish, hand lotion, and cleansing cream were commonly used. Thirty-seven percent of Bethalto, 50 percent of Roxana, and 86 percent Wood River pupils felt they had adequate knowledge of cosmetics. However, in the "After" test Roxana showed no change in use while Wood River dropped to 50 percent and Bethalto increased to 78 percent.

The pupils of Wood River on the "Wishing" test which was given after the study had an increased number of checks on how to dress for group approval. The wish of having clothes to please boys changed only slightly on the "Before" and "After" tests.

Stallings (13) included a section on consumer education in relation to clothing to determine whether the homemaking teacher should allow more

time for teaching selection and purchase of clothing.

Students in Bethalto rated serviceability as first preference when buying clothes in both the "Before" and "After" tests. Roxana gave first rating to service on the "Before" test and to style on the "After" test. Wood River rated style first in "Before" study, whereas they rated service first in "After" study. The choices made by the three schools may have been affected by socio-economic factors since Roxana for the most part is in a higher income group.

When the pupils were asked to give the prices they would pay for a suit, skirt, coat, and shoes, Roxana indicated the highest price range in both the Before and After test. The pupils of Wood River indicated a small increase in amount which they would pay for each article on the "After" test. With the exception of coats, Bethalto showed greatest increase in the amount they would spend in the "After" test.

When asked "Do you buy clothes on sale?" Bethalto increased from 43 percent to 75 percent on the "After" test. Roxana decreased from 43 percent to 34 percent while Wood River remained constant.

The findings of Stallings (13) indicate that homemaking education should place more emphasis on clothing selection in relation to the needs of the pupils.

The Personality-Audit test developed by Clifford R. Adams and published by the Science Research Associates in Chicago was also given at the beginning and at the end of the study to find whether or not improvement in personality had been attained. Results, according to Stallings (13), of this test proved the significance at the one percent level on two parts. That is, Part III. Getting along well with associates, the individual is usually tranquil and confident of his abilities; and, Part IV. High scores

indicate pronounced self-confidence and willingness to carry responsibilities. Low scores indicate a lack of confidence in self accompanied by feelings of inferiority.

Stallings (13) made the following contentions based on the evidence of the data found in her study:

1. That there is a greater improvement in the pupil where emphasis is placed on the individual.
2. Improvement of personal appearance of clothing selection.
3. This contention, or better hope, is that this study may convince teachers that they should recognize the need for a more direct emphasis on clothing selection also it is hoped that teachers might realize the importance of the psychological effect of clothing in the development of the pupils' personality.

Social Status Reference Groups and Beliefs

Concerning Clothing Importance

White (14) studied the relationship between an individual's beliefs about the importance of clothing and his social status reference group.

Her study was limited to studying the beliefs of the importance of clothing to individuals who are members of a minority group, the negro, and individuals who are upwardly mobile, non-mobile, or downwardly mobile with respect to socio-economic level.

Her study was developed with the assumption that individuals having strong clothing beliefs would feel that: 1, clothing is an important tool for being part of the group; 2, social judgments may be made of others based on their selection of clothing; 3, social judgments are made of themselves based on their selection of clothing; 4, knowledge of what is being worn is important; and, 5, an awareness that differences in dress exist among various groups is important.

The subjects used for this study were chosen from small relatively low-prestige white fraternities and the three negro social fraternities on the Pennsylvania State Campus. A total of 34 negroes and 150 white students participated in this study.

White (14) found in her study that the white majority group had somewhat stronger belief about the importance of clothing than the negro. However, White felt that a number of factors should be considered in relation to the results obtained. Since the negro is educated to feel that they are over concerned with externals they may not have openly responded to the clothing importance question. The negroes also finished their questionnaire at their own convenience so they may have had time to collaborate on their answers. Another factor to consider in relation to the results is whether the negro and white participants were equal with respect to social status. The negro may have had higher prestige among negroes than the whites had among whites.

White's (14) data also revealed that there is little relationship between clothing importance and social mobility. The data revealed the subjects to be extremely homogenous in regard to social mobility. Most of the participants were found to be mainly upwardly mobile. Another factor which may have affected the findings was that the participants had very high educational and occupational aspirations. Perhaps they are identifying themselves with groups that feel clothing is unimportant.

Decision-Making in Clothing Purchases
of 100 Home Economics Students in Five
High Schools of Morgan County, Indiana

The purpose of Davis' (15) study was to investigate some evidences of

decision-making in the clothing purchases of 100 junior and senior girls enrolled in home economics classes in the five high schools in Morgan County, Indiana. Because of unequal enrollment in the 5 schools the responses were combined and no attempt was made to compare the responses among the different schools.

Thirty percent of the pupils were juniors and 70 percent were seniors. The five schools offered 3-year home economics programs, therefore both the juniors and seniors had had at least two years of home economics.

Davis (15) sought evidences of decision-making in three main areas of management. These included the decisions made and factors involved in: 1, planning the students' wardrobe and a specific purchase, 2, controlling the plan when shopping for the garment, and, 3, evaluating the results or outcomes of the preceding decisions.

Sources, amounts and uses of money were included in the planning section because money is one of the resources which limits the students' alternatives when planning for the purchase of new garments. Fifty-six percent of the girls received their spending money from doles, while 33 percent received most of their income from their earnings. Only 11 percent got most of their money from allowances.

Davis (15) stated that the majority of the 100 girls studied did not receive any specific amount or regular payments of money with which to learn budgeting and other forms of planned spending.

The 4 methods of payment used by the pupils were cash, lay-away, 30-day charge and the installment plan. Paying cash was the method most frequently reported (57 percent). Twenty-five percent of the students used both cash and lay-away; 13 percent used both cash and charge accounts; and 5 percent reported using all three of these methods. No one used the

installment plan. It was found that both charge accounts and lay-aways were used more often when purchasing major clothing items.

Davis (15) found that the majority of girls (65 percent) got their clothing ideas from window displays. The next largest percentage used pattern books for ideas. Almost one-half of the girls used fashion magazines. Newspapers and catalogs were other sources used. Twenty-six of the girls' ideas came from "what the girls at school are wearing."

Sixty-one percent of the girls indicated that their mothers either assisted in planning their wardrobes or put approval on students plans. Sisters helped the girls more than twice as often as did their fathers or girl friends.

The greatest number of girls indicated that little or no preplanning was done when they made their last major clothing purchase.

In determining the need for the last garment purchased 70 percent reported that they themselves decided they needed the garment while sixteen percent reported that their mother helped them in making a decision when a new garment was needed.

Thirty-seven students shopped for this garment with their mothers, while 24 shopped alone. This would tend to mean that even though the majority of students made the decision as to whether or not the article was needed the mothers were influential in the selection of the particular garment. Girl friends and relatives also frequently shopped with the students but neither of these sources were listed as helping in determining the need for the garment purchased.

The girls most frequent shopping companions were their mothers (66 percent). One-half as many shopped by themselves. By checking more than one source the students indicated that they had no set pattern as to who

shopped with them. Sisters and girl friends totaled together shopped with 29 percent of the girls. Seven percent of the mothers shopped for their daughters.

Seventy-eight percent of the students depended on their mothers advice when shopping for clothing. The second source of advice used by the girls were salesclerks. Twenty-three percent indicated they relied on their own abilities. The 20 percent who received advice from girl friends indicates desire for approval and acceptance from their peer group. Sisters advice was used by 11 percent of the girls.

A great number of students did comparative shopping (87 percent). Only 12 percent were satisfied with the first article at which they looked. No interpretation could be made on the above findings because some knew and some did not know what they planned to purchase before shopping.

The largest number of students (46 percent) reported making the choices of the article they did because they preferred its color. Second in importance was style (37 percent); fit (21 percent); and attractiveness (20 percent) ranked third and fourth.

The practice of borrowing and loaning clothing increases the wardrobe size, but at the same time it eliminated many decisions, particularly that of long-range planning. The majority of students reported they either often or sometimes borrowed and lent clothing. Only 15 percent reported they never traded clothing. The items most frequently borrowed were sweaters, blouses, and skirts. Forty-nine percent of the girls borrowed from their sisters, 37 percent borrowed from girl friends, while only 8 percent borrowed from brothers, fathers, boy friends and husbands. Thirty-seven percent borrowed jewelry and other accessories from their mothers.

In evaluating their clothing purchases 4 out of 5 reported the

reason they were satisfied or dissatisfied with last clothing purchase was due to the garments good or poor style. Fit was second, color was third and attractiveness ranked fourth as reasons for satisfactions with clothing.

Second to style as a reason for liking a garment was attractiveness. Color was third and fit was the fourth factor influencing satisfactions. There was only a slight variation and Davis made the assumption that style, attractiveness, color, and fit were of equal importance in explaining the students' satisfaction. Price was not indicated as an important factor which influences satisfaction for this group.

In dissatisfaction with clothing purchases style and fit were the most significant factors with only a one percent difference. Five percent were dissatisfied because their clothes had a homemade appearance. These clothes were made by the student either at home or at school.

Forty-six percent of the students made their last clothing purchase because they liked the color best. The second greatest number reported versatility, while the fit and style were of equal importance. Attractiveness of the garment ranked fourth.

The construction of the garment, its comfort, practicality and its upkeep were factors infrequently mentioned when satisfaction and dissatisfaction were discussed. Davis stated these factors are ones which the home economics courses need to stress more in order that students become aware of their importance.

Davis (15) found that most of the girls seemed to be able to list their reasons for liking and disliking garments, which she interpreted as being able to recognize their successes and failures in buying. This recognition is the essence of learning to accept consequence and can lead to more effective future decisions and results.

A Study of the Purchases and Use of Money of Waynesboro
High School Girls As a Basis for Planning
a Course in Consumer Problems

Miller (16) made a study of the purchases and use of money of 26 girls (30 percent of the students) enrolled in vocational home economics in Waynesboro High School, Waynesboro, Virginia to determine the amount of emphasis which should be devoted to buying problems in the homemaking courses offered in the high school. Each girl was provided a record sheet on which she was asked to report the various ways in which she used money during three two-week periods in fall, winter and spring 1954-55.

In the analysis of their record keeping it was found that the money came from four sources: allowance, regular savings, irregular earnings, and from handout. Most of the 26 girls received their money from more than one source. Eight of the girls received an allowance while seven girls earned money through regular employment and eleven earned irregular amounts. All the girls were receiving some money upon request. One-half of the money spent came from handouts. The next important source came from a combination of regular and irregular earnings. About one-third of the money spent was earned by the girls.

The total amount of money spent during the three two-week periods was \$1210.58. The average expenditure was \$46.56 and the range was \$9.09 to \$118.12. Little relationship was shown between the sources from which the girls received their money and amounts they spent.

The money was spent for many different services: clothes, meals, snacks, groceries, entertainment, gifts, miscellaneous items, school expenses, personal items, medicine and doctor's bills, transportation and

charity. The largest amount (27.21 percent) was spent for clothing. (The 21 girls who bought clothes spent an average of \$15.73 per girl).

Twenty-one of the 26 girls bought clothing spent \$300.34 or 27 percent of the total expenditures. The largest amount spent for clothing by one individual was \$50.52 and the smallest amount was \$1.69. More girls spent money for clothing from money they earned than from either handouts or their allowances (56.3 percent). The percentage spent from allowances (16.62 percent) for clothing amounted to nearly one-half of total amount of money girls received from their allowance. Money from handouts represented 27.07 percent of the total amount spent for clothing.

Blouses, hose and socks, and shoes were bought more frequently than any other items of ready-made clothing. The exact amount spent for individual purchases could not be determined since the lay-away plan was used in some instances. Miller (16) stated that while there were more individual purchases made of piece goods by the girls, as a whole, there was more buying of ready-to-wear items of clothing.

Of the total amount of money spent by the girls, 94.06 percent was in cash. Only four girls used charge accounts which represented 3.67 percent represented 2.26 percent of the amount spent.

As a result of her study Miller (16) believes more emphasis should be placed on consumer education in all units in home economics through providing experiences in buying and the use of money.

Miller's (16) recommendations pertaining to clothing are:

1. Students should be encouraged to keep a record of their expenditures for the purpose of analyzing expenditures followed by instruction in making and keeping a budget for spending.
2. Students might be given practical experience in making the budget and keeping the records for supplies bought for the home economics department.

3. Some classroom and home experiences might be directed toward developmental skills that may contribute to income earning.
4. Opportunities should be provided for the students to explore the practices in the use of credit and policies of stores in the extension of credit in Waynesboro.
5. In teaching clothing more emphasis should be placed on the wise selection of ready-to-wear items than has been done in the past.

The Expenditures for Wearing Apparel and Cosmetics

Used by Teen-Age Girls

Because the design of this study differed from the designs used in the other research problems studied, it was decided to use only a short summary of this thesis.

Othelia Deane Davis (17) study is an analysis of the expenditures for wearing apparel and cosmetics used by teen-age girls over a period of one year. The sample used was 125 girls in the senior high school and freshman college classes of St. Paul's Polytechnic Institute located in Lawrenceville, Virginia.

On the basis of her study, Davis (17) felt that the teen-age girl needs more specific information pertaining to the different phases of clothing in relation to dress, to economic value of clothing, efficient care of clothing, and acceptable standards of dress. Furthermore, there is a special need for adolescent girls to learn how the ability to plan for the use of clothing and cosmetics may influence one's efforts to care for her personal wardrobe successfully. Therefore much emphasis should be placed on the solution of clothing problems, consumer buying and the use of cosmetic items.

Davis (17) recommends that teen-age girls be encouraged through teachers who work with them to keep clothing accounts and to become more

informed in the selection, buying and upkeep of wearing apparel. She also recommends that more girls of teen-age take classes in clothing in order that they gain essential information that is so vital to them whether they make their garments or not.

A Study to Develop a Visual Aid for Use in Teaching
the Characteristics of a Well-Fitted Garment

Josephs' (18) study was concerned with the development of a film-strip for use in teaching the characteristics of a well-fitted garment. She was concerned with the most frequent fitting problems of college and high school girls, and the extent to which they were aware of these problems and could correct them.

A questionnaire was given to a total of 78 students at Ohio State University. Forty-four were enrolled in a beginning clothing selection course and 34 were enrolled in a beginning clothing construction course. Approximately eight weeks later Joseph (18) had interviews with fifty of the girls who filled out the questionnaire; twenty-two of which were enrolled in the clothing construction course and 28 were enrolled in the clothing selection course. Photographs taken of the front, back, side, and close-ups of individual problem areas were shown to each interviewee for the identification of fitting problems.

Joseph (18) found that of the 78 girls who filled out the questionnaire 53 acquired at least 50 percent of their clothing ready-made while 20 students had clothes made at home more than one-half of the time. Approximately 5 percent said the method of acquisition of clothing was equally divided between the two sources. Joseph found that 71.7 percent did some sewing for themselves. Fifty-three and eight-tenths of the students

reported that the clothing they bought seldom fitted properly.

The three factors of style, fit, and color were rated in order of importance to the student when selecting a ready-made outer garment. The first choice was fit (this study may have influenced this choice); second, style; and third, color. Seventy-one percent of the students indicated they would not purchase a garment of good style and suitable color if it didn't fit well. (This probably meant a garment which required major alterations.)

Alterations were made most often by the girls, themselves, or their mothers. Alterations made at the store where a garment was purchased was made by several and approximately 15 percent of the group had alterations made by a dressmaker. Nearly all of the girls listed two or three ways that they had alterations made.

In response to the recognition of fitting problems over one-half said that correcting hem lengths and tightening or letting out waistlines were their most frequent alterations. Many students were not aware of such fitting problems as the shoulders being too narrow or too wide. The students in the clothing construction classes as a whole were more aware of their fitting problems.

The students sensitivity to fitting problems was checked by their responses to actual photographs of garments which did not fit. Only nine of the fifty interviewed recognized all of the obvious errors of fit. Many of the problems were recognized by forty of the group while other obvious errors were recognized by less than ten of the group. Occasionally a student incorrectly diagnosed a fitting problem.

By disregarding lessons on fitting each class had had between the administration of the questionnaire and the interview Joseph (18) felt the

responses in the interviews produced evidence that photographs of fitting problems in actual garments provided a good medium for testing sensitivity to these problems. In view of her findings Joseph (18) developed a film-strip "Do Your Clothes Fit?"

Joseph (18) felt that the filmstrip should provide a good teaching instrument for recognition of fitting problems. She further suggests that enlargements of the pictures which were used in the interviews and as a basis for the film-strip might be used as a testing device in connection with the film-strip.

The Development and Evaluation of a Senior High School Unit on the Buying of Ready-Made Clothing

James (19) formulated a unit on the consumer buying of ready-made clothing, and taught it to ten first year home economics pupils at Curry Demonstration School, Women's College of the University of North Carolina, Greensboro, North Carolina. Questionnaires were used to obtain information about the girls' backgrounds, the buying practices and as a guide in teaching the buying of ready-made clothing to senior high school girls.

The unit was taught in order to develop in the pupils:

1. An interest in the purchase of their clothing.
2. An awareness of the factors affecting the purchase of a satisfactory garment.
3. Some understanding of the information necessary for purchasing a garment.
4. An awareness of sources of factual information about clothing.
5. An understanding of the effect of materials and weaves on individual garments.
6. Some ability to use personal money wisely.

7. Some ability to recognize a well-constructed garment.
8. An understanding of the shoppers' responsibility and the effect of store practices on the shopper.
9. Some ability to evaluate a garment considered for purchase. (19).

The average girl was fifteen years old. Seven of the girls' fathers were wage earners while three were business or professional men. Only three mothers were employed outside the home.

Of the ten girls, three had spending money (irregular amounts as needed) and four had an allowance as the only source of money. Two girls received an allowance supplemented by spending money. Eighty percent bought clothing with a part of the money given or allotted to them.

All the girls planned clothing purchases for each shopping trip. The girls sometimes planned alone and sometimes with help, usually from their mother. The least expensive items such as socks, and underclothing were most often purchased alone, while medium priced items were purchased sometimes alone and sometimes with mothers' help, and the most expensive items were purchased entirely with their mothers' help.

Three weeks after the unit was completed the girls were asked to report on one garment they had purchased after the unit. They also filled out a questionnaire "Comments on Your Clothing Unit" which provided a means for evaluation. A comparison of garment purchases before, during, and after the unit was made. Before the unit eight girls purchased garments at department stores. One girl purchased at a specialty shop, and one purchased at a single-line store. During the unit, eight girls purchased at a department store, two at a single-line store and no one at a specialty shop. After the unit five pupils purchased at department stores and four purchased at single-line stores. One girl did not make a purchase after the unit.

The salesperson was a source of information for 8 girls both before and after the unit. After the unit only 5 girls used the salesperson for a source of information. Labels were used by more pupils during the unit than before or after the unit, but were used by over one-half the girls during and after the unit. A teacher or another person was a source of information for four girls before the unit and a source for three girls during and after the unit. Books, pamphlets or magazine articles were used as a source of information during unit by four girls and no one used the source before the unit and only one girl used it after the unit.

In James (19) opinion the following teaching techniques seemed to give good results:

1. Use of magnifying glass to distinguish fibers, weaves, and finishes of materials.
2. Study of "good and poor buys" of garments for construction points.
3. Placement of reference list and source materials in the classroom for ready access.
4. Organization of reading notes into buying guides.
5. Use of buying guides in analyzing and comparing garments in preliminary shopping.
6. Preliminary shopping trip for comparison of garments in different stores as to price and quality.
7. Final shopping trip after discussion of preliminary shopping trip with parents and teachers.
8. Student evaluation of unit.

James (19) found the main reasons when buying a garment before and after the unit were related to the person; while the main reasons when buying during the unit were the qualities of the garment. (This was probably due to the stress on qualities to look for when purchasing garments and to the particular garments purchased.)

CHAPTER IV

FINDINGS

In the beginning of this study the writer wished to see how the socio-economic status of the family affected the buying practices of the teenage girl. In James' (19) study of ten girls who lived in a college town, it was found that seven fathers were wage earners and three were business and professional workers. Only three mothers of this group worked outside the home.

Leask's (11) study was done in a large industrial city high school where the majority of the people are of middle class or lower-middle class families. Many of the girls came from broken homes and a majority of the mothers worked outside the home. The writer found that the activities of the girls did not require excessive amounts nor elaborate clothing.

Stallings' (13) study was also conducted in a transient area where approximately all of the fathers were employed as unskilled workers. Many of the mothers worked outside the home and children were left for the most part with no supervision.

Only three of the theses studied included psychological factors which influenced clothing. Leask's (11) study reported that 79 percent of the group were self-confident and approved the clothes they owned. It was also found that the majority of girls would rather be complimented by their mothers and they often sought their mothers' opinions concerning clothing problems.

Stallings (13) found that 95 percent of the students included in her

study of the three schools (Bethalto, Wood River, and Roxana) "wished" to feel at ease in their clothing. On the test given after the study, 13 percent fewer girls were concerned with feeling at ease in their clothing. However, there was an increased number who indicated a need for information on how to dress for group approval. Stallings (13) found the "wish" to have clothes to please boys changed only slightly on the "before" and "after" test.

In Whites' (14) study on the beliefs of the importance of clothing to the individuals who are members of a minority group (negro) and individuals who are upwardly mobile, non-mobile, or downwardly mobile with respect to socio-economic level it was found that the white majority group had somewhat stronger beliefs about the importance of clothing than the negro group. Little relation was found between clothing importance and social mobility.

The adequacy of the wardrobe was discussed only in the Leask (11) thesis. This study was conducted in a large city with a sample of 100 high school girls. Leask found that 91 percent of the girls felt their school wardrobes were adequate for their needs, while 88 percent felt their wardrobes were adequate for informal wear; however, less than one-half felt their wardrobes were adequate for formal wear. Leask felt this may have been because many of the girls worked and had more money to spend for clothing. Sixty-one of the 100 girls indicated that they preferred tailored clothes for school wear and a majority of the girls preferred tailored or casual clothes for dates.

The amount of clothing bought ready-made and that constructed at home was discussed in four of the studies. Joseph (18) found in her study of 78 students at Ohio State University that 53 acquired at least 50 percent of their clothing ready-made. Seventy-one and seven-tenths indicated

that they did some sewing for themselves. Leask (11) found in her study that only small amounts of home sewing were done. Twenty-six of the 100 girls studied said all of their garments were purchased ready-made.

Stallings (13) found in her study of students in three high schools in three Illinois towns that few girls did any home sewing. On the "before" test given by Stallings 43 percent of all the students indicated they would like to sew some, however, on the "after" test this "wish" decreased to 25 percent. Miller indicated that though the girls indicated more individual purchases were made of piece goods by the girls, themselves, there was more buying of ready-made clothing.

Factors important in selection of garments were discussed in the Hurst (12), and Stallings (13) theses. In the Hurst (12) study those factors which caused students to buy most of the time were 1, construction, 2, need, and 3, quality. Hurst also noted that fashion affected clothing purchases 57 percent of the time while "looked expensive" affected purchases only 19 percent of the time.

Stallings (13) found in her study that the most important factors in the selection of garments of the students in Bethalto on the "before" and "after" test indicated serviceability most important. Students from Roxana indicated on the "before" test that serviceability was the most important factor in the selection of clothing and on the "after" test style was considered the most important factor. The students at Wood River indicated that the opposite was true. On the "before" test style was most important, but on the "after" test they indicated serviceability was the most important factor in the selection of garments.

Only in Hurst's (12) study of Lawton and Cyril, Oklahoma were people who influenced the girls' choices of clothing when buying was discussed.

The mothers most often influenced the girls' choices. Fathers had slight influence on what the girls bought. In Lawton the older girls were influenced "sometimes" by their girl friends when choosing clothes, while in Cyril more of the younger girls said they were influenced by their girl friends. No girl above the tenth grade indicated that she was influenced by saleswomen. In Lawton none of the girls reported they were influenced by the homemaking teacher while only a few of the Cyril girls indicated this influence.

The most important reasons given for buying a garment given by Leask (11) were style, price and color. In the Linda Davis (15) study of 160 junior and senior girls in five high schools in Morgan County, Indiana 46 percent of the girls made choices because they preferred the color of the garment, 37 percent preferred the style, 21 percent considered the fit of the garment and 20 percent were concerned with the attractiveness of the garment. The construction of the garment, comfort, practicality and its upkeep were infrequently mentioned as reasons for buying.

In James (19) study the reasons given for buying a garment before and after teaching the unit on buying of ready-made clothing was related to the personal desires of the individual. During the unit the most important reason listed for buying was the quality of the garment.

The teenage girls source of information used as a guide for buying was discussed in three theses. In James (19) study she found before and during the unit she taught on selection and buying that eight consulted a salesperson and five used a salesperson after the unit. Labels were used more during the unit than before or after the unit was taught. Advertisements were used by only one girl before the unit but over one-half the girls used this source during and after the teaching of the buying unit. The teacher

or other person was used by four girls before and during the unit, but after teaching the unit this source was used by three girls. Books, pamphlets, and magazine articles were used by four girls during the unit while no one used this source before the unit was taught and it was used by only one person after the unit was taught.

Linda Davis (15) found that 65 percent of the 100 girls in her study got ideas from window displays. One-half of the girls used fashion magazines, newspapers and catalogs as a source of information. Twenty-six received ideas from "what the girls at school are wearing".

Leask (11) found that as sources of information for buying that her sample used first, clothing ads in newspapers; second, store window displays, and, third, clothing worn by classmates and suggestions from girl friends.

In shopping habits and planning James (19) found that the girls planned sometimes alone and sometimes with help. They usually received help from their mothers. Most of the girls shopped alone for inexpensive items, sometimes with mothers help for medium priced articles and always with mothers help for expensive items.

Linda Davis (15) found that in planning 61 percent of the girls said mothers assisted or approved their plans. She found that sisters helped plan more than twice as often as fathers or girl friends. While shopping 66 percent shopped with mothers, 33 percent shopped alone, while 29 percent shopped with sisters and or girl friends. Seven percent of the girls' mothers shopped for their daughters.

Leask (11) found that as social maturity occurred, personal independence increased. Seven freshmen, 4 juniors, and one senior shopped with their families. (The sophomore students were not mentioned.) Twenty-one freshmen, 24 sophomores, 24 juniors, and all of the seniors were free to

choose "always or frequently" the clothes they wanted. She found that 58 always did comparative shopping before making selections.

Only two studies mentioned purchasing clothes on sale. Leask (11) found in her study of 100 city girls that only three always took advantage of clothing reduced in price, 33 frequently did so, 52 seldom, and 12 never bought clothing on sale. Stallings (13) found in her study that the girls in Bethalto that bought clothing on sale increased from 43 to 75 percent on the "after" test. The students at Roxana that bought clothing that was on sale decreased from 43 to 34 percent, while Wood River students buying garments on sale remained constant.

The means by which spending money was acquired was discussed in five studies. James (19) found that in her study of ten girls that three were given irregular amounts of money as needed, four were given an allowance only, and two were given an allowance which was supplemented by other spending money.

Millers¹ (16) study of 26 girls showed that most of them received money from more than one source. Eight received allowances, 11 earned irregular amounts, and seven earned regular amounts. All of the girls received some money upon request. One-half of the money used by the girls came from hand-outs while one-third of the money acquired was earned. Linda Davis (15) found that 56 percent of the girls in her study received doles, 33 percent had savings, and 11 percent of the girls had an allowance. The majority did not receive any specific amount or regular payment.

Leask (11) found that seven girls paid for entire wardrobe, while 77 percent paid for a part of their wardrobe. Twenty-two percent of the parents paid for all of their daughters clothing. Stallings (13) found that pupils desire more money to spend on clothing and many like to hold part-

time jobs in order to buy clothes regardless of their socio-economic status.

Leask (11) found that the majority of clothing was purchased in downtown department and specialty shops; however, one-fourth always or frequently shopped in neighborhood stores. James found in her study that before she taught a unit on buying that eight purchased their last article of clothing from a department store, one at a specialty shop and one at a single-line store. Of the garments purchased during the unit, eight purchased at a department store, two at a single-line store and no one purchased at a specialty shop. After the unit was taught, five purchased a garment at a department store, four at a single-line store, and one girl did not purchase anything. Hursts⁹ (12) study showed that social status as well as the size of the town seemed to influence the type of store in which girls shopped. The upper status group in both Lawton and Cyril, Oklahoma usually bought at a department, teen or specialty shop.

Miller (16) found that the methods of payment used by the 26 girls in her study was that 14 paid cash, four used charge accounts and eight used lay-away. Leask (11) found that the majority of the 100 city girls studied paid cash for minor items such as lingerie, hose and blouses. For major purchases such as coats, suits and dresses the girls used charge accounts, lay-away and the installment plan. Linda Davis (15) in her study of 100 city girls found that 57 percent paid cash, 25 percent used both cash and lay-away, 13 percent used both cash and charge accounts. Five percent of the girls used all three methods; however, no one used the installment plan.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The writer found that a special difficulty in making conclusions in this study of the selection and buying of ready-to-wear clothing has been the dissimilarities in the designs of the theses, the differences in the interests, purposes and procedures of each research study that was included. However, it is hoped, by the writer, that this study of research will promote a pattern of thinking in keeping with current socio-economic trends of the nation.

1. The mothers of teenage girls influence the girls choices, help them to plan their wardrobes and accompany them in shopping for medium priced or expensive clothing articles.
2. Fathers and girl friends have little influence in what the girl buys, though the teenage girl likes to have the approval of her peers.
3. The majority of the girls bought most of their clothing ready-made; however, many did some home sewing or indicated they would like to do some home sewing.
4. The reasons for buying a garment and the factors which influenced the girl to buy a particular garment were similar. The reasons which were given most often for buying were: style, fit, color, quality, serviceability, need and construction. The factors which influenced a girl to buy were: style, price, color, quality, fit and attractiveness.
5. In James study she found that at least one-half of her sample consulted a sales person when purchasing a garment, while Hurst found that not one girl above the tenth grade was influenced by a saleswoman.
6. The sources of information used by the girl when shopping or planning to shop most often were: newspaper advertisements, store window displays, clothing worn by classmates. Other

sources used by some of the girls are resource people, such as mother, teacher, or other person, and fashion magazines.

7. Most of the teenage girls are given money by the dole or hand-out system. Few girls are given a regular allowance. Many of the girls earn money to supplement that which is given to them either as a dole or an allowance.
8. The majority of clothing was purchased in department stores or specialty shops. A few girls ordered some of their clothing through the mail.
9. Paying cash was the method of payment most often used by the girls. Lay-away and charge accounts were commonly used, while the installment plan was seldom used.

The writer recommends that the selection and buying of clothing be included in the unit on clothing and textiles. If selection and buying were used to introduce a unit on clothing construction, comparisons of ready-made garments with self-made garments could be studied with consideration of desired quality of workmanship and fabric in relation to costs of garments.

When teaching the planning of a wardrobe the writer feels that choosing the clothing which fits the needs of the individual in relation to the activities in which one participates and the amount of money one has to spend should be included. Other items which should be considered are the fiber content, weave, special finishes, serviceability, care and cost of upkeep.

It is recommended that the teenage girl be taught the importance of planning for clothing expenditures. Since only a few girls have an allowance or regular earnings available which are adequate for clothing expenditures, the teaching of long range budgeting does not seem feasible, but the teaching of record keeping would aid in wardrobe planning. It seems feasible that if the high school girl would make a list of her present wardrobe in relation to the activities in which she participates,

she could better ascertain her needs. This would aid in planning for more effective use of the money she has available.

The writer feels that the importance of fit and construction should be taught so that the student will recognize fitting problems. When the high school girl tries on a ready-made garment she can tell whether it fits, or not. Often she may not know why a garment does not fit or when satisfactory adjustments can be made. Because of the high interest expressed by high school girls for better fitting garments, more emphasis on this phase of clothing should be included in the clothing classes.

The writer feels that further research should be done on the psychological and socio-economic factors which influences teenage girls in purchasing clothing. It would also be of interest to study in more detail the clothing of the high school girls as an expression of their individuality.

The theses studied generally agreed that the mothers of the girls had much influence on the choice of clothing while the fathers and girl friends had only slight influence. The findings of two studies disagreed upon the influence of saleswomen on the choices the girls made. The writer feels that further research is needed on all factors which influence the teenage girls decisions concerning clothing choices.

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APPENDIX A

Assumptions as originally set up for the study:

1. The family's socio-economic status would affect the buying habits of the teenage girl.
2. The teenage girl desires more clothes of the current fashion of style, color, and material, yet, she does not realize the importance of planning their wardrobe.
3. The average teenage girl does not have a set of standards for purchasing a ready-made garment, i.e., fit, construction, and fabric of the garment.
4. The teenage girl does not have a regular source of income nor allowance therefore she does not have a means to learn how to plan and purchase articles for her wardrobe.

VITA

Nancy Ellen Fields

Candidate for the Degree of

Master of Science

Thesis: A SUMMARY OF RESEARCH DONE ON THE SELECTION AND BUYING OF
READY-TO-WEAR AND RECOMMENDATIONS FOR USE

Major Field: Clothing, Textiles, and Merchandising

Biographical:

Personal Data: Born in Muskogee, Oklahoma, April 17, 1933, the
daughter of Claude Virgil and Mary Velma Fields.

Education: Graduated from Muskogee Central High School in 1951;
received the Bachelor of Science degree from the Oklahoma
State University, with a major in Home Economics Education,
in August, 1956; completed requirements for the Master of
Science degree in June, 1961.

Professional experience: Vocational Home Economics teacher at
Fairland High School, Fairland, Oklahoma, 1956-59.