

A STUDY OF THE CLOTHING INTERESTS AND NEEDS OF A GROUP  
OF FRESHMEN AND SOPHOMORE COLLEGE GIRLS

by

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## INTRODUCTION

Educators everywhere today are concerned with the problem of curriculum organization and revision. The trend in modern education indicates a recognition of the value of scientific methods and research in determining what shall be taught. College clothing courses in the past have been based almost entirely upon what the instructor thought should be taught with small consideration to the girls' actual needs and interests now and later.

Home Economics teachers in the secondary schools for sometime have been studying the needs and interests of their high school girls and many are reorganizing their courses as a result of their findings. College Clothing courses are of no less importance than high school courses. College girls, too, have interests and needs which should be met in their Home Economic classes. College Home Economics courses, too, need scientific methods used in determining their content.

This study is an effort to secure definite information concerning the clothing needs and interests of college freshmen and sophomore girls which may be used as a basis for curriculum organization and revision in beginning college clothing courses.

## REVIEW OF SIMILAR STUDIES

A survey of the field shows that little has been done by college teachers to secure definite and first hand information concerning the clothing needs and interests of college girls. Practically all of the studies of this nature have been made by Home Economics teachers and leaders in the secondary schools.

Activity studies have recently been made in the Denver Public Schools (1925), in the Fresno California Public Schools (1926) and by the Kansas State Home Economic Association (1927). In these studies the high school girls checked the home activities and practices which were carried on in their own homes. In each case the revision of the Home Economic curriculum was based upon the findings of the study.

Johnson (1928) at K.S.A.C. and Parker (1928) at the University of Chicago made studies of magazines and newspapers to help in determining the interests and needs of homemakers and high school girls as they were indicated by the commonly read papers in these localities. These studies showed that homemakers and high school girls have various clothing interests and needs.

Anderson (1928) conducted a survey in the Milwaukee



Vocational school to help in the reorganization of courses in budget making. One thousand three hundred and eighteen representative working girls between the ages of 14 and 18 contributed information to the study. The findings indicated that what was being taught in the school in regard to budget making had small relation to the actual practices and needs of the girls.

Rust (1929) conducted an interest study with a group of junior and senior high school girls. The purpose was to secure information concerning the interests in homemaking activities of the girls in Home Economics classes in the Manhattan High School. The results of this investigation were used to aid the Manhattan Home Economic teachers in their class room instruction.

#### METHOD OF STUDY

The methods used in making the study were:

1. A checking list was the means used for securing the data.

2. The list was first arranged after the plan of those used in the surveys of the Denver Public Schools (1925) and Kansas Home Economics Association (1927). It was then checked and rechecked by members of the Division

of Home Economics and the Department of Education. Provisions were made in planning the list for both the subjective and objective reactions of those checking. A try-out checking list was given to 75 senior Home Economic girls of K.S.A.C. as a preliminary study in order to aid in preparation of the final checking list.

3. The data obtained from this preliminary study were compiled and used as an aid in simplifying the data tables for the study.

4. The revised and completed list was then checked by three freshmen girls and corrections made accordingly.

5. The checking list in its final form was given to the freshmen and sophomore girls in the Division of Home Economics of the Kansas State Agricultural College.

6. Completely checked lists from 115 freshmen and 110 sophomores were secured.

7. From the checked lists data were obtained and organized into a series of tables.

8. Percentages were calculated from the checkings received and these percentages were recorded for the freshmen, the sophomores and total freshmen and sophomores.

9. All of the tables were evaluated and the most important results listed.

10. Conclusions were based on the findings and results.

## TABULATIONS AND RESULTS

The percentages which were determined in this study were classified and grouped into a number of tables. A plan for numbering and lettering was devised in order that the checking list, the tables and the results could be readily compared.

Parts I, II, III, IV, and V of the checking list have also been used as the largest groups in tables and the results.

The Roman numerals I, II, and IV of pages 1 and 2 in the checking list correspond to sections I, II, and IV of Part I of the tables. Capital letters A--F which appear at the left in Table I are used as an aid in grouping the information tabulated from I and II of Part I of the checking list.

Parts I, II, III, IV, and V are divisions of the checking list which contain related information. Each part is subdivided and the data from each subdivision is designated as a table. Most of these tables are made up of a series of sub-tables which are identified by a small letter following its table number.

The arabic numbers appearing at the left of each table

and each result correspond to like numbers in the checking list.

The objective checking lists appear in the tabulations and results in the same order as they occurred in the checking list. The subjective answers are tabulated in alphabetical order in each table.

Three columns of figures appear in each table. These numbers represent the checkings in percentages for freshmen, sophomores and total freshmen and sophomores and occur in the order listed. A discrepancy in percentages may apparently seem to exist in some of the tables. This is not the actual case. In some instances the girls failed to fill in the blanks properly or entirely ignored certain checkings. This has decreased the value of the results in a few instances. Such a situation occurred in Table I of Part I. In other cases some of the lists allowed for more than one checking and resulted in the totals for the table indicating a percentage larger than 100.

# PART I

Table I. Information Concerning Previous Clothing and Art Courses.

## Section I and II

Tabulations are percentages based

on number students checking,

Fresh. 115, Soph. 110, Total 225.

### A. No. yrs. since courses were taken:

Clothing Courses			Art Courses		
Fresh.	Soph.	Total	Fresh.	Soph.	Total
19	4	12	4	2	3
40	19	30	6	3	4
30	53	41	8	7	8
-	2	-	-	-	-

### B. Types of schools attended:

City	40	46	43	15	7	11
Rural or small town	52	56	54	7	6	7

### C. Classification of elementary and secondary schools attended:

Grade	3	2	3	3	3	3
Junior High	13	12	13	3	3	3
Consolidated	5	15	10	-	-	-
Senior High	77	73	75	13	10	12

### D. Colleges attended:

K.S.A.C.	23	65	44	44	60	52
In Kansas (+ K.S.A.C.)	23	67	45	44	68	56
Outside Kansas	-	4	2	-	2	-

### E. Universities attended:

In Kansas	-	-	-	-	-	-
Outside Kansas	-	-	-	-	-	-

### F. Location of all schools attended:

Manhattan	10	5	8	3	-	2
Outside Manhattan	89	97	93	17	22	19
Kansas	91	93	92	17	18	17
Outside Kansas	8	91	8	3	5	4

Part I, Table I shows that:

A -

1. In the clothing courses completed:

both the median (44) and the average (22) of the percentages for freshmen fall in the three to four year interval; for sophomores the median (39) of the percentages is in the five to ten year interval and the average (20) of the percentages is in the three to four year interval; for the total freshmen and sophomores the median (41) and the average (20) of the percentages fall in the three to four year interval.

2. In the art courses completed:

both the median (9) and the average (5) of the percentages for freshmen fall in the three to four year interval; both the median (6) and the average (3) of the percentages for sophomores fall in the three to four year interval; for the total freshmen and sophomores the median (8) and the average (4) fall in the three to four year interval.

3. Most of the clothing and art courses as checked by these girls were completed from three to ten years ago.

- B - College girls who attended rural and small town elementary and secondary schools completed more clothing than art courses; those who attended city schools completed more art courses.
- C - Freshmen, sophomores, and total freshmen and sophomores who attended senior high schools completed more clothing and art courses than did those who attended other types of schools.
- D - Less than 10 per cent had attended colleges outside of Kansas. By far the greater per cent had attended Kansas State Agriculture College than had attended other Kansas colleges.
- E - The number who checked universities attended, both in and outside of Kansas, was too small to consider.
- F - The majority of all schools attended were outside of the city of Manhattan but in the state of Kansas.

Table II (a). Preliminary Information Concerning High School Courses.

1. In your opinion were your various High School Clothing Courses (a) poor (b) fair (c) good?

Section IV

Opinion	:	Fresh.	:	Soph.	:	Total
Poor		3		4		4
Fair		31		32		36
Good		56		66		61

Table II (b)

2. As you remember what was stressed most in your High School Clothing Courses?

The Five Most Frequent Answers (subjective)

Answers relating to:	Fresh.	:	Soph.	:	Total
Construction	73		48		61
Design	6		6		6
Fabrics	4		1		3
Technique	24		33		28
Selection totals	10		-		5
Fabric	4		-		2
Garment	16		-		3

Table II (c)

3. Did you enjoy your High School Clothing Courses? Yes--, No--, Indifferent--.

Yes	74	69	72
No	7	5	6
Indifferent	3	7	5



Table II (d)

4. Why I was interested in my various High School Clothing Courses. Because:

	: Fresh. :	Soph. :	Total
a- Lessons to be taught were well planned	26	23	24
b- Subject was well taught	38	37	38
c- Teacher enjoyed her teaching	41	43	42
d- I enjoyed the work	71	67	69
e- It was a pleasure to wear the garments we made	23	31	27

Table II (e)

5. Why I was not interested in my various High School Clothing Courses. Because:

a- Lessons to be taught were not well planned	11	7	9
b- Subject was not well taught	11	5	8
c- Teacher did not enjoy her teaching	6	3	4
d- We only sewed	10	5	8
e- We seldom could wear our garments	8	7	8
f- I was not interested in clothing courses	4	3	4
g- Too much note book work	15	12	13

Table II (f)

6. Why I was indifferent in my various High School Clothing Courses.

The Five Most Frequent Answers (subjective)

	: Fresh.	: Soph.	: Total
Attitude of teacher undesirable	3	1	2
Organization of course poor	3	2	2
Garments made were unsatisfactory	2	-	1
Interest in clothing course lacking	4	6	5
Teaching poor	-	5	2

Table II (g)

7. What did you learn in your High School Clothing Courses that have been of practical use to you?

The Six Most Frequent Answers (subjective)

Care of clothes	5	5	5
Construction of garments	66	82	74
Design	7	5	6
Selection	11	10	10
Technique	11	15	13
Textile study	6	6	6

Table II (h)

8. What is your chief criticism of your High School Clothing Course?

The Six Most Frequent Answers (subjective)

Course good and well taught	7	8	8
Garments to be made poorly selected	4	5	4
Organization of course poor	36	35	36
Repetitions from previous courses	2	3	2
Subject matter unwisely selected	28	25	27
Teaching poor	18	16	16

part I, Table II shows that:

1. Very nearly all of the freshmen and sophomore girls considered their high school clothing courses fair or good. Over half of the girls checked these courses as good.
2. The freshmen indicated that in these courses construction was stressed the most, technique the next, and selection the next. Sophomores indicated that construction and technique were stressed equally and selection received almost no consideration. The total freshmen and sophomores indicated that the order of emphasis was the same as checked by freshmen.
3. Practically three-fourths of the freshmen enjoyed their high school clothing courses and over three-fifths of the sophomores enjoyed theirs.
4. Both groups were interested in the courses because: they enjoyed the work; the teacher enjoyed teaching; and the subject was well taught.
5. Lack of interest in the courses was due to the fact that there was too much note book work, the lessons were not well planned, the subject was not well taught and the girls only sewed.

6. The checkings showed very little indifference toward clothing courses.
7. In indicating what had been of practical use to them from their high school clothing courses, three-fourths of the girls listed construction of garments. Selection and technique each were listed by about 10 per cent of the girls.
8. The subjective answers for the chief criticism of high school courses verified the objective checkings discussed in 4, 5, and 6 of Table II. Poor organization received over 35 per cent of the checks; subject matter unwisely selected received around 25 per cent; poor teaching received around 15 per cent.

Table III (a). Preliminary Information Concerning College Courses.

9. List the College Clothing Courses which you have completed.
10. What College Clothing Courses are you taking at this time?

	: Fresh. :	Soph. :	Total
Clothing I	68	81	74
Clothing II	3	55	29
None	32	19	26

Table III (b)

11. In your opinion were your various College Clothing Course or Courses (a) poor (b) fair (c) good?

Clothing I			
Poor	3	6	5
Fair	25	35	30
Good	39	39	39
Clothing II			
Poor	-	-	-
Fair	3	9	6
Good	2	35	18

Table III (c)

What was stressed most	Clothing I			Clothing II			Clothing III		
12. in your College Cloth-	Fresh.:Soph.: Total:			Fresh.:Soph.: Total:			Fresh.:Soph.: Total:		
ing Course or Courses?									
a-Sewing by hand & machine	38	40	39	-	19	9	38	59	48
b-Construction	50	65	57	1	29	15	50	95	72
c-Subject matter	27	28	28	1	12	6	28	40	34
d-Problem solving	15	14	14	2	25	13	17	39	28
e-Manufacturing processes	17	28	22	-	4	2	17	32	24
f-Selection in relation to clothing	30	24	27	1	36	18	31	60	45
g-Fibers	43	54	48	-	4	2	43	57	50
h-Weaves	44	54	49	-	5	2	44	58	51
i-Fabrics	43	45	44	-	7	4	43	53	48
j-Costume design	12	20	16	2	24	12	14	44	28
k-Selection of fabrics suit- able to individual	24	22	23	2	35	18	26	56	41
l-Care and hygiene of clothing	22	30	26	2	35	18	23	65	44
m-Note book work	58	62	60	1	13	7	59	75	67
n-Clothing Accounts	16	24	20	3	26	15	28	50	34
o-Budgets	8	7	8	3	44	24	11	52	31

Table III (d)

13. What do you wish had been included or stressed more?

The Seven Most Frequent Answers (subjective)

	: Fresh.:	Soph.:	Total
Budgets	2	4	3
Care of Clothing	6	7	7
Garment construction	24	22	23
Design	17	15	12
Selection of garments	20	18	19
Technique	1	5	3
Textiles	17	16	17

Table III (e)

14. What articles or garments could you have made in your College Clothing Courses that would have been more practical?

The Six Most Frequent Answers (subjective)

Children's garments	-	2	1
Coats	-	3	1
Dresses	9	7	8
Tailored garments	2	5	3
Undergarments	5	8	7
Wash silk garments	6	5	6

Table III (f)

15. Which ones in Clothing I would you omit?

The Six Most Frequent Answers (subjective)

Dresses (wash)	4	3	4
Middy	3	-	1
Pajama suits	7	4	5
Shirt	3	4	3
Smock	8	5	6
Undergarments	2	4	3

Table III (g)

16. Which garments in Clothing II would you omit?

The three Most Frequent Answers (subjective)

	: Fresh.:	Soph. :	Total
Child's garment	-	2	1
Shirt	3	28	15
Wool dress	-	5	3

Table III (h)

17. Did you enjoy your College Clothing Courses?  
 Clothing I Yes--, No--  
 Clothing II yes--, No--

Clothing I			
Yes	62	65	64
No	10	18	14
Clothing II			
Yes	3	47	24
No	1	5	3



Table III (i)

18. Why did you enjoy the courses?

Because of the-	Clothing I			Clothing II			Clothing I & II		
	: Fresh.:	Soph.:	Total:	Fresh.:	Soph.:	Total:	Fresh.:	Soph.:	Total:
a-Lessons taught	19	15	17	2	18	10	21	34	27
b-Way they were taught	17	17	17	3	24	13	20	41	30
c-Teacher who taught	25	25	25	2	35	18	27	60	43
d-Work met present needs	21	27	24	2	26	14	23	54	38
e-Interest in clothing courses	46	52	49	3	41	21	49	93	70
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Table III (j)

19. Why did you fail to enjoy the college courses?

Because of the-	Clothing I			Clothing II			Clothing I & II		
	Fresh.:	Soph.:	Total:	Fresh.:	Soph.:	Total:	Fresh.:	Soph.:	Total:
a-Subject matter taught	3	6	4	-	-	-	3	6	4
b-Way it was taught	10	15	12	-	1	-	10	15	12
c-Teacher who taught	9	16	12	-	1	-	9	17	13
d-Prerequisites required	1	3	2	-	1	-	1	4	2
e-Required courses	-	2	1	-	-	-	-	2	1
f-Courses not meeting present needs	4	12	8	-	1	-	4	13	8
g-Lack of interest in col- lege clothing courses	1	5	3	-	1	-	1	6	4
h-Uninteresting work	3	5	4	-	-	-	3	5	4
i-Combined laboratory and recitation sections	23	16	20	-	4	2	23	20	22
j-Uninteresting recitation	15	14	14	-	1	-	15	15	15
k-Slight value of recitation	9	14	11	-	1	-	9	15	12
l-Setting aside of construc- tion work for study and recitation	28	20	24	-	4	2	28	24	26
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Table III (k)

20. The chief criticisms of your College Clothing Courses.

The Six Most Frequent Answers (subjective)

Criticisms of Clothing I-	: Fresh.:	Soph.:	Total
Course good	1	5	3
Poor organization totals	37	20	28
Recitation & laboratory combined	29	14	21
Time wasted	8	6	7
Poor presentation totals	23	15	19
Recitation (detailed & uninteresting)	22	9	16
Teaching limited	-	5	3
Repetition of previous work	6	10	8
Needs not met totals	25	15	20
Art omitted	7	1	4
Construction not stressed	2	1	1
Fabric study omitted	1	-	-
Individual problems omitted	8	5	7
Work impractical	7	8	8
Notebooks stressed	14	4	9

Table III (k) Cont'd.

## The Four Most Frequent Answers (subjective)

Criticisms of Clothing II-	: Fresh.:	Soph.:	Total
Course good	2	5	4
Poor organization totals	-	6	3
Planned for teachers	-	1	-
Recitation & laboratory combined	-	1	-
Time limited	-	5	2
Presentation totals	-	7	4
Methods poor	-	1	-
Pupil demonstrations uninteresting	-	4	2
Recitation uninteresting	-	2	1
Teacher uninteresting	-	1	-
Needs not met totals	-	8	4
Budgets not stressed	-	1	-
Budgets stressed	-	2	1
Fitting omitted	-	1	-
Garments made impractical	-	4	2
Personal problems omitted	-	1	-

Table III (l)

2l. Were your college courses a repetition of your high school courses? Yes--, No--, Partly--.

	: Fresh.:	Soph.:	Total
Yes	21	23	22
No	7	9	8
Partly	39	45	42

Table III (m)

22. What in particular was repeated in Clothing I?

The Seven Most Frequent Answers (subjective)

	: Fresh.:	Soph.:	Total
Construction processes	45	35	40
Design	2	1	1
Everything	5	6	6
Garments constructed	24	40	32
Notebooks	3	3	3
Subject matter	2	2	2
Textiles	14	11	12

Table III (n)

23. What in particular was repeated in Clothing II?

The Four Most Frequent Answers (subjective)

Construction	3	4	4
Design	2	-	1
Garments constructed	10	4	7
Subject matter	2	-	1

Table III (o)

24. Why are you expecting to enroll in non-required clothing courses?

The Eight Most Frequent Answers (subjective)

	: Fresh.:	Soph.:	Total
Advanced garment construction	12	8	10
Enjoy it	15	17	16
Information in advanced clothing	5	10	8
Interested in it	17	9	13
Need it	9	9	9
Practical in value	4	4	4
Selection essential	2	5	3
Specializing in it	6	14	10

Table III (p)

25. Why are you not expecting to enroll in non-required clothing courses?

The Three Most Frequent Answers (subjective)

Interest lacking	10	13	64
Specializing elsewhere	9	23	16
Time wasted	3	1	2

Part I, Table III shows that:

- 9 & 10. Nearly 75 per cent of the freshmen and sophomores had completed Clothing I; nearly 30 per cent had completed Clothing II; slightly more than 25 per cent had had no college clothing courses.
11. The Clothing I courses were rated about equally as fair or good with a low percentage for poor. The Clothing II courses had three times as great a checking for good as they did for fair. There were no checkings for poor.
12. Clothing I courses were said to stress most, notebook work, construction, weaves, fibers, and fabrics in the order listed. Clothing II courses were said to stress most, budgets, selection in relation to clothing, selection of fabrics, care and hygiene of clothing, clothing accounts and construction in the order listed.
- The combined checkings of subject matter stressed in both Clothing I and II, showed that construction and notebook received 72 per cent and 67 per cent respectively.
13. Nearly 25 per cent of the girls wished that garment construction and garment selection had

- been stressed more; 15 per cent wished that design had been stressed more.
14. About 25 per cent of the girls thought that more practical garments or articles could have been made in Clothing I and II. Of these less than 10 per cent thought that more dresses and wash silk garments would have been more practical.
  15. About 10 per cent of the girls felt that smocks and pajama suits should be omitted from the Clothing I course.
  16. Twenty-eight per cent of the sophomores and 3 per cent of the freshmen felt that the making of a shirt should be omitted from Clothing II.
  17. Over 60 per cent of the freshmen, sophomores, and total freshmen and sophomores enjoyed their Clothing I course. About one-fourth of all freshmen and sophomores enjoyed their Clothing II course.
  18. Around 50 per cent of the girls said that they enjoyed their clothing courses because of their interest in these courses. Nearly 25 per cent believed that the enjoyment of the courses was due to the teacher who taught them.
  19. Failure to enjoy Clothing I was said to be due



to setting aside of construction work for study and recitation, and combined laboratory and recitation periods. Few checked Clothing II for this item and the checkings that were made were practically the same as for Clothing I.

In both courses uninteresting recitations received the third highest percentage of checks.

20. Over one-fifth of all the girls offered as their chief subjective criticisms of Clothing I poor organization, needs of girls not met, and poor presentation. Similar checkings were made for Clothing II.
21. Nearly 45 per cent of all the girls felt that their Clothing I and II courses repeated in part clothing courses in high school.
22. Two-fifths of the girls thought construction processes in Clothing I were a repetition of high school work. About three-tenths checked repetition of garments which were also constructed in high school. Repetition of textile study was checked by 12 per cent.
23. Seven per cent of the girls said there was in Clothing II a repetition of garments constructed in high school clothing courses.

24. Ten to 15 per cent of the freshmen and sophomores expected to enroll in non-required clothing courses because they were interested in clothing, desired advanced garment construction, and expected to specialize in clothing and textiles.
25. Specializing in other fields and lack of interest in clothing were the two most frequent answers given by those who did not expect to enroll in non-required clothing courses.

Table IV (a). Preliminary Information Concerning  
Knowledge of Processes and Sewing  
Machine Experience.

26. Did you first learn to sew at (a) home--,  
(b) grade school--, (c) Junior High School--,  
(d) Senior High School--, (e) college--,  
(f) home and school--?

	: Fresh.:	Soph.:	Total
Home	70	60	65
Grade school	2	2	2
Junior High School	5	6	6
Senior High School	9	8	8
College	3	6	5
Home and school	12	20	16

Table IV (b)

27. Check (x) the processes which you could do when you enrolled in Clothing I or II.

Processes	: Fresh.:	Soph.:	Total
French seam	90	92	91
Flat fell seam	80	86	83
Hem by hand	90	92	91
Hem by machine	90	90	90
Cut bias strips	82	91	86
Tailor tack	17	27	22
Make bias facing	68	74	71
Make bias binding	75	76	76
Make a placket	63	56	60
Sew on lace	71	84	77
Join embroidery or lace	42	50	46
Alter a pattern	49	47	48
Cut out a garment	75	83	79
Fit garments to individuals	43	42	41
Know if garment fits individual	50	51	51
Make darts	57	65	61
Set in sleeves	67	70	68
Know if sleeve hangs correctly	51	52	52
Put on collar	77	75	76
Put on cuffs	75	74	74
Adjust belts	61	57	59
Take skirt lengths	68	71	69
Press garments	78	85	81
Use a sewing machine	83	87	85
Adjust a sewing machine	57	57	57
Clean & oil a sewing machine	47	41	44
Construct simple garments	79	79	79
Gather	76	83	79
Put on bands	63	74	68
Darn hose	62	85	73
Mend clothing	67	82	74

Table IV (c)

28. Is there a sewing machine where you room?

	: Fresh.:	Soph.:	Total
Yes	84	79	82
No	9	17	13

Table IV (d)

29. Are you permitted to use it?

Yes	83	76	80
No	4	2	3

Table IV (e)

30. Do you use it?

Yes	51	63	57
No	37	17	28

Table IV (f)

31. If not permitted to use a machine where you room have you access to one for use?

Yes	13	13	13
No	8	11	9

Table IV (g)

32. If you were permitted to use a machine would you use it?

Yes	28	30	29
No	9	8	8

Table IV (h)

33. Check the kind of work for which you use a machine while you are in school.

	: Fresh.:	Soph.:	Total
a-Mending	23	29	26
b-Alterating	34	55	44
c-Making-over	36	55	45
d-Plain household sewing	35	32	33
e-Undergarment construction	47	49	48
f-Simple dress construction	49	60	54
g-Tailored garment construction	23	20	21
h-Nothing	11	9	10

Table IV (i)

34. Do you sew on a machine because the articles made on it save money--, save time--, are more durable--, you enjoy sewing on a machine--?

Save money	24	44	33
Save time	52	63	57
Are more durable	61	67	64
You enjoy sewing on a machine	43	53	48

Table IV (j)

35. Since this semester began just what have you made on the sewing machine?

The Seven Most Frequent Answers (subjective)

	: Fresh.:	Soph.:	Total
Alterations	21	34	27
Construction of garments			
Coats	8	8	8
Dresses	43	41	42
Simple garments	24	14	19
Tailored garments	4	5	5
Undergarments	42	17	30
Mending	5	13	9

Part I, Table IV shows that:

26. Sixty to 70 per cent of the girls had learned to sew at home. Sixteen per cent had learned at home and school and only 8 per cent had learned to sew at high school.

27. Over half of the girls indicated that they could do most of the common construction processes before they entered college classes. Only 22 per cent of them knew how to make tailor tacks and 45 per cent knew how to join embroidery or lace, fit garments, and clean and oil the sewing machine.

28-32 Eighty-two per cent of the girls roomed in homes that had sewing machines. Practically all of these girls were permitted to use the machines

However, only about one-half of these girls took advantage of the privilege. Of those who were not permitted to use machines where they roomed, 13 per cent had access to machines elsewhere. Of these girls 29 per cent would have used a machine if they had had opportunity.

33. Sewing machines were used for simple dress construction, undergarment construction, making-over, and altering receiving from 40 to 55 per cent of the checks of the girls.
34. The reason why 61 per cent of the freshmen and 67 per cent of the sophomores sewed on the machine was that home constructed garments are more durable. Fifty seven per cent of the girls said that time was saved by using a machine.
35. Between 30 and 40 per cent of the girls had made underwear and dresses since the semester had begun. Freshmen had made three times as many undergarments as did sophomores.





Table V (b)

Who did the alterations?

Garments	<u>Shop</u>			<u>Self</u>			<u>Family</u>			<u>Outsiders</u>		
	:Fresh.	Soph.	Total	:Fresh.	Soph.	Total	:Fresh.	Soph.	Total	:Fresh.	Soph.	Total
Dresses												
Wash	3	4	3	10	6	8	4	2	3	2	2	2
Silk	23	18	20	24	34	29	10	5	8	3	3	3
Wool	6	6	6	12	11	12	3	5	4	3	2	2
Evening	6	4	5	3	5	4	3	3	3	1	1	1
Children's	-	-	-	1	1	1	-	-	-	-	-	-
Coats	5	12	8	3	10	6	1	-	-	3	1	2
Jackets	2	-	1	2	3	2	-	-	-	1	-	-
Sweaters	-	-	-	1	-	-	-	-	-	-	-	-
Suits (for self)	4	3	4	9	6	8	1	1	1	-	3	1
Boy's suits	-	-	-	-	-	-	-	-	-	-	-	-

Part II, Table V shows that:

Eighty-six per cent of all the girls bought silk dresses ready-made; 63 per cent bought coats ready-made; 44 per cent bought wool dresses ready-made and 42 per cent bought evening dresses ready-made. Less than 5 per cent of the girls ever selected and purchased children's clothes.

Five per cent of the girls who bought silk dresses found it necessary to make shoulder alterations; 21 per cent found it necessary to make sleeve alterations; 9 per cent found underarm changes necessary and 32 per cent found it necessary to alter the garments at the hips and also the skirt length.

Ready-made wool garments required few alterations; the most frequent alteration was the skirt length which was checked by 21 per cent of the girls.

The chief alterations required in suits were adjustments in skirt lengths.

Alterations in sleeve and skirt lengths were the ones most frequently required for wraps. However, the per cent of girls who checked alterations as necessary in ready-made wool garments, suits, and wraps was less than 25 per cent.

Twenty-nine per cent of the girls altered their silk dresses; 8 per cent said some member of their family did the altering; 20 per cent had their silk dresses altered at the shop and 3 per cent had others than members of their family alter the garments.

Twelve per cent altered their wool dresses and 4 per cent had family members who did it; 6 per cent had their wool dresses altered at the shop and 2 per cent had some one outside the family do the altering.

Eight per cent of the coats were altered in the shop and 6 per cent in the homes; 4 per cent of the girls had alterations in suits done at the shop and 8 per cent had alterations done at home.

Table VI (a)

1. Have you altered some of your garments after completing Clothing I?

	Fresh.	Soph.	Total
Yes	30	36	33
No	57	9	33

Table VI (b)

2. Do you feel competent to do so?

Yes	53	25	40
No	72	12	43

Table VI (c)

3. What alterations do you find necessary for these undergarments?

Under- garments	Alter straps						Put in Darts			Adjust hems					
	Lengthen			Shorten						Lengthen			Shorten		
	Fresh.	Soph.	Total	Fresh.	Soph.	Total	Fresh.	Soph.	Total	Fresh.	Soph.	Total	Fresh.	Soph.	Total
Vests	13	7	10	14	9	12	3	3	3	2	1	1	3	1	2
Brassiers	32	28	30	26	25	25	53	52	52	-	5	2	1	1	1
Teddies	11	8	10	11	9	10	1	1	1	3	1	2	3	1	2
Combinations	6	5	6	7	4	5	-	1	-	2	2	2	1	1	1
Slips	23	22	23	15	17	16	3	5	4	29	25	27	19	22	20

Table VI (d)

4. Are most of your undergarments made of fabrics which are woven-- or knit--?

	: Fresh.	: Soph.	: Total
Woven	39	36	38
Knit	61	66	64

Table VI (e)

5. Can you judge whether the undergarments selected will give satisfaction?

Yes	85	87	86
No	10	9	10

Table VI (f)

6. Which of these influence you the most when selecting undergarments?

Attractive design	47	45	46
Attractive color	50	46	48
Dainty material	37	33	35
Laundrying qualities	76	85	80
Durable fabric	81	80	80
Durable trimming	40	39	40
An expensive garment	6	3	4
A good bargain	29	41	35

Part II, Table VI shows that:

1. Thirty three per cent of the girls had altered garments after completing Clothing I and 33 per cent had not.
2. Forty per cent felt competent to alter garments and 43 per cent did not.
3. The most frequently altered undergarments were brassiers and slips. Over 50 per cent of the girls were required to alter brassiers by means of darts; 25 to 30 per cent were required to alter the shoulder straps; 15 to 23 per cent of the girls made adjustments of the shoulder straps and 19 to 29 per cent required that the hems be changed in ready-made slips.
4. Sixty four per cent of the girls used knit undergarments and 38 per cent used undergarments made of woven materials.
5. Eighty six per cent of the girls thought that they could select satisfactory undergarments.
6. Eighty per cent said that laundering qualities influenced them when selecting undergarments. A similar number said that durability of the fabric influenced them. Attractive color influenced 48 per cent, attractive design influ-

enced 46 per cent, and durable trimming influenced 40 per cent.



Table VII. Construction of Garments  
(From March 1, 1928 to March 1, 1929)

Constructed by: Garments	Yourself			Mother or others in family			Mother and self			Your home			seamstress in seamstress' home		
	Fresh.	Soph.	Total	Fresh.	Soph.	Total	Fresh.	Soph.	Total	Fresh.	Soph.	Total	Fresh.	Soph.	Total
Dresses															
Wash	65	60	63	25	25	25	23	10	17	8	13	10	2	3	2
Silk	26	36	31	11	18	15	13	7	10	1	7	4	3	2	2
Wool	45	48	47	27	25	26	22	11	16	7	7	7	5	6	6
Evening	8	10	9	5	10	8	6	2	4	-	3	1	-	6	3
Children's	17	11	14	6	7	7	5	6	6	-	8	4	1	1	1
Coats	8	8	8	3	5	4	2	4	3	-	1	-	-	-	-
Jackets	11	11	11	4	2	3	1	1	1	-	-	-	1	1	1
Sweaters	-	1	-	1	1	-	-	-	-	-	-	-	-	-	-
Suits (for self)	8	6	7	3	2	2	3	1	2	-	-	-	-	1	-
Boy's suits	2	1	1	2	2	2	-	1	-	-	-	-	-	-	-
Vests	5	5	5	3	2	2	-	-	-	-	1	-	-	-	-
Brassiers	33	36	35	5	5	5	5	1	3	3	4	3	-	-	-
Teddies	18	34	26	6	7	7	4	2	3	1	5	3	-	1	-
Combinations	17	13	15	3	4	3	2	-	1	-	4	2	-	-	-
Slips	54	56	55	19	20	20	9	9	8	3	4	5	1	1	1

Part II, Table VII shows that:

A majority of the girls do their own sewing. Sixty-three per cent of the girls made their own wash dresses; 47 per cent made their wool dresses; 55 per made their slips and 35 per cent made their brassiers. The mothers and other members of the family made the wool dresses for 25 per cent of the girls and the slips for 20 per cent of the girls.

Seventeen per cent of the girls and their mothers made the girls' wash dresses; 16 per cent made the girls' wool dresses and 10 per cent made the girls' silk dresses. Only 10 per cent of the girls indicated that a seamstress in their home made wash dresses.

Table VIII (a)

1. Do you sew for other members of the family?

	: Fresh.: Soph.: Total		
Yes	56	65	60
No	42	32	37

Table VIII (b)

2. When do you sew for them? during school--, vacation--.

During school	3	5	4
During vacation	55	65	60

Table VIII (c)

3. What type of garments do you make?

The Four Most Frequent Answers (subjective)

	: Fresh.:	Soph.:	Total
Dresses	50	41	45
Simple garments	7	19	13
Undergarments	37	38	38
Various types	19	15	17

Table VIII (d)

4. Do you ever make tailored shirts?

Yes	16	21	18
No	75	68	72

Table VIII (e)

5. For whom do you make tailored shirts?

Self--, women--, girls--, men--, boys--.

Self	10	14	12
Women	1	-	-
Girls	1	3	2
Men	1	5	3
Boys	9	6	8

Table VIII (f)

6. In construction what pattern makes do you most frequently use?  
 7. Why do you select them?

## The Three Most Frequent Answers.

Patterns	Percentage selection			Available			Easily understood			Fit Well			Like them			style & design good		
	: Fresh. Soph. Total			: Fresh. Soph. Total			: Fresh. Soph. Total			: Fresh. Soph. Total			: Fresh. Soph. Total			: Fresh. Soph. Total		
	:			:			:			:			:			:		
Butterick	28	34	31	6	7	7	10	8	9	11	9	10	2	5	4	4	10	7
McCall	46	46	46	4	8	6	27	21	24	21	18	20	8	10	9	10	14	12
Pictorial Review	32	34	33	5	2	4	16	11	13	17	15	16	5	5	5	8	14	11

Part II, Table VIII shows that:

- 1 - 2. Sixty per cent of the girls sewed for other members of their families. Most of these girls did this sewing during vacation.
3. Forty-five per cent of these girls made dresses and 38 per cent made undergarments.
- 4 - 5. Seventy-two per cent of the girls do not make tailored shirts. Of the girls who made tailored shirts 12 per cent made them for themselves and 8 per cent made them for boys.
- 6 - 7. Forty-six per cent of the girls used the McCall pattern most frequently. The chief reason given for the use of these patterns were that they are easily understood and that they fit well.

Thirty-three per cent of the girls use the Pictorial patterns. Their reasons for this use were similar to those given for the McCall patterns.

Table IX. Remodeling and Making Over of Garments.

(From March 1, 1928 to March 1, 1929).

Made over or re- modeled or both by:	: Yourself :			: Mother or others:			: Mother & self :			: An outsider		
	Fresh.	Soph.	Total	Fresh.	Soph.	Total	Fresh.	Soph.	Total	Fresh.	Soph.	Total
Garments												
Dresses												
Wash	27	33	30	10	9	10	6	9	8	2	-	1
Silk	41	62	51	24	16	20	13	17	15	3	5	4
Wool	30	36	33	13	11	12	11	11	11	3	-	2
Evening	8	8	8	3	3	3	3	3	3	3	3	3
Children's	7	6	7	3	1	2	-	5	2	-	1	-
Coats	5	11	8	3	5	4	1	1	1	2	3	2
Jackets	3	6	4	2	1	1	-	1	-	-	1	-
Sweaters	1	-	-	-	-	-	-	-	-	-	-	-
Suits (for self)	5	4	4	-	-	-	2	1	1	1	1	1
Boy's suits	-	1	-	1	1	1	-	-	-	-	-	-

part II, Table IX shows:

Fifty-one per cent of the girls remodeled or made over silk dresses; 33 per cent remodeled or made over wool dresses, and 30 per cent remodeled or made over wash dresses. Twenty per cent of the girls indicated that their mothers or others in the family remodeled silk dresses; 12 per cent indicated that mothers or others in the family remodeled the wool dresses, and 10 per cent indicated that mothers or others in the family remodeled the wash dresses.

Fifteen per cent of the girls indicated that they and their mothers made over silk dresses; 11 per cent indicated they and their mothers made over wool dresses and 8 per cent indicated they and their mothers made over wash dresses. Less than 5 per cent employed some one outside the family to remodel or make over their garments.

Table X (a)

1. Why do you remodel or make over garments?

The Five Most Frequent Answers (subjective)

	: Fresh.:	Soph.:	Total
Disliked design	21	39	30
Garment fitted poorly	20	24	22
Garment slightly worn	17	34	25
Not up-to-date	31	25	28
Saves money	30	17	24
-----			

Table X (b)

2. Why do you not remodel or make over garments?

The Four Most Frequent Answers (subjective)

	: Fresh.:	Soph.:	Total
Cannot do it	3	-	1
Does not pay	2	4	3
Garment too worn	6	5	6
No time to do it	3	1	2

Table X (c)

3. Do you ever remodel hats?

Yes	15	23	19
No	81	72	76

Table X (d)

4. What kind of hats do you remodel or make over?

The Four Most Frequent Answers (subjective)

Cloth	3	5	4
Felt	9	15	12
Simple	2	3	2
Summer	-	5	3

Table X (e)

5. Of what does the remodeling or making over consist?

The Four Most Frequent Answers (subjective)

Change in color	1	3	2
Change in fit	1	4	2
Change in shape	10	14	12
Change in trimming	9	22	15



Table X (f)

6. Do you know how to reline a hat?

	: Fresh.:	Soph.:	Total
Yes	38	33	36
No	57	44	51

Table X (g)

7. Would you like to know how?

Yes	45	39	42
No	18	10	14

Table X (h)

8. What types of wearing apparel (other than the ones listed) do you frequently remodel or make over?

The Most Frequent Answer (subjective)			
Undergarments from dresses	8	5	6

Table X (i)

9. Do you ever have occasion to reline a coat?

Yes	58	69	64
No	39	27	33

Table X (j)

10. Would you like to know how?

Yes	63	62	63
No	16	9	12

Part II, Table X shows that:

1. Thirty per cent of the girls remodeled or made over garments because they disliked the design; 28 per cent because the garment was not up-to-date and 25 per cent because the garment was slightly worn.
2. The percentages of those giving reasons why garments were not remodeled were quite low. The most frequent reason was that the garment was too worn and this was given by only 6 per cent.
3. Seventy-six per cent of the girls did not remodel hats.
- 4 & 5. Twelve per cent remodeled or made over felt hats; 15 per cent changed their hats by re-trimming and 12 per cent changed the shape of their hats.
- 6 & 7. Fifty-one per cent of the girls did not know how to reline hats but 42 per cent desired to learn.
8. The types of garments other than those listed which were most often remodeled or made over were undergarments made from dresses, 6 per cent of the girls did this.

9 & 10. Sixty-four per cent of the girls have had occasion to reline a coat and 63 per cent desire to know how.

### PART III

#### SELECTION OF CLOTHING

Table XI (a)

1. Do you do all of your own selecting of your clothing?

	: Fresh.:	Soph.:	Total
Yes	39	48	44
No	59	46	53

Table XI (b)

2. Does any one aid in the selection of your clothing?

Yes	77	70	74
No	13	18	16

Table XI (c)

3. Who aids you?

a-Mother	77	61	69
b-Sister	33	33	33
c-Friend	34	25	29
d-Father	12	14	13
e-Brother	4	3	4
f-Husband	4	2	3

Table XI (d)

4. Which of these garments do you usually select unaided?

	: Fresh.:	Soph.:	Total
a-Dresses			
Wash	58	65	61
Silk	31	38	35
Wool	24	28	26
Evening	13	23	18
Children's	3	11	7
b-Coats	17	16	17
c-Jackets	12	14	13
d-Sweaters	30	41	35
e-Suits (for self)	10	23	16
f-Boy's suits	-	3	1
g-Blouses	29	43	36
h-Skirts	24	27	26
i-Hats	43	51	47
j-Accessories	75	77	76
k-Undergarments	85	86	86

Table XI (e)

5. Why do you find it easy to make choices when selecting garments?

The Six Most Frequent Answers (subjective)			
Easy to fit	27	31	29
Know needs and likes	-	4	2
Knowledge of garment selection	13	24	18
Know what is becoming	22	32	27
Plan clothing selections	5	11	8
Previous training	1	7	4

Table XI (f)

6. Why is it difficult for you to make choices when selecting garments?

The Eight Most Frequent Answers (subjective)

	: Fresh.:	Soph.:	Total
Art knowledge lacking	18	4	11
Cost a factor	9	7	8
Confidence lacking	17	21	19
Fabric judgment poor	5	2	4
Hard to fit	12	6	9
Lack of knowledge in garment selection	9	12	10
Needs not realized	10	7	8
Planned garment not selected	5	3	4

Table XI (g)

7. Which type of garments are the most difficult for you to select?

Dresses totals	22	23	22
Party	7	10	8
School	2	-	1
Silk	10	11	10
Wash	1	-	-
Wool	3	2	2
Hats	39	35	37
Shoes	5	5	5
Various garments totals	13	3	8
Tailored	3	2	2
Winter	1	-	-
Wool	10	1	5
Wraps	27	23	25

Table XI (h)

8. What do you think is the cause of this difficulty?

The Eight Most Frequent Answers (subjective)

	Fresh.:	Soph.:	Total
Do not know what is becoming to oneself	11	12	12
Hard to find becoming clothes	6	9	8
Hard to please	8	10	9
Lack of experience	4	4	4
Lack of garment selection knowledge	15	19	17
Small allowance	8	6	7
Type hard to fit	18	25	21
Variety to choose from	7	5	6

Table XI (i)

9. What information do you think would be helpful to you in selecting your clothing?

The Seven Most Frequent Answers (subjective)

Color	40	10	25
Design and style	11	4	8
Fabrics	44	36	37
Good use of clothing allowance	5	5	5
Laundering & cleaning qualities	4	-	2
Types of garments for individual	43	39	41
What clothing needs are	6	4	5

Table XI (j)

10. What information do you require when selecting a hat?

	: Fresh.:	Soph.:	Total
a-Suitable to your type	84	83	84
b-Suitable to your needs	76	88	82
c-In harmony with your garments	87	93	90
d-Becoming in line	78	76	77
e-Pleasing in shape	75	72	73
f-Correct in color	80	78	79

Table XI (k)

11. Do you help others select their clothing?

Yes	90	85	88
No	7	11	9

Table XI (l)

12. Whom do you help?

Brother	9	11	10
Father	7	2	4
Friend	38	51	44
Husband	-	2	1
Mother	71	51	61
Relative	9	10	9
Sister	50	45	48

Part III, Table XI shows that:

1. Forty-four per cent of the girls selected all of their clothing and 53 per cent selected only a part of it. Thirty-nine per cent of the freshmen selected all of their clothing and 59 per cent did not; 48 per cent of the sophomores selected all of their clothing and 46 per cent did not.
2. Seventy-four per cent required aid in selecting their clothing and only 16 per cent did not require it. Seventy-seven per cent of the freshmen needed help and 70 per cent of the sophomores did; 13 per cent of the freshmen received aid and 18 per cent of the sophomores did.
3. Seventy-seven per cent of the freshmen received aid from their mothers; 34 per cent from their friends, and 33 per cent from their sisters. Sixty-one per cent of the sophomores received aid from their mothers; 33 per cent from their sisters, and 25 per cent from their friends. Sixty-nine per cent of all the girls received aid from their mothers; 33 per cent from their sisters, and 29 per cent from their friends.
4. Eighty-six per cent of the girls selected under-



garments; 76 per cent selected accessories; 61 per cent selected wash dresses; 47 per cent selected hats; 36 per cent selected blouses; 35 per cent selected silk dresses, and 35 per cent selected sweaters unaided.

5. The most frequent reasons given for why the girls found it easy to select garments were: they were easy to fit; they knew what was becoming to them; they had some knowledge of garment selection.
6. The most frequent reasons why the girls found it difficult to select garments were: they lacked confidence; they lacked knowledge of art; they lacked knowledge of garment selection.
7. Thirty seven per cent of the girls said hats were the most difficult to select; 25 per cent said wraps, and 22 per cent said dresses. Of the dresses 10 per cent said silk ones were the most difficult and 8 per cent said party dresses
8. Twenty one per cent of the girls said that the reason for certain garments being difficult to select was that they themselves were hard to fit. Seventeen per cent said that they lacked knowledge of selection of garments and 12 per

cent did not know what was becoming to them.

9. Forty one per cent of the girls desired information to help them in choosing types of garments suitable to them; 37 per cent said that knowledge of fabrics and 25 per cent said information about color would be helpful.
10. Ninety per cent of the girls desired to know how to select hats which would be in harmony with their garments; 84 per cent desired to know how to select hats suitable to types of individuals; 82 per cent desired to know how to select hats suited to their needs; 79 per cent desired to know how to select the correct color of hat; 77 per cent desired to know how to select hats becoming in line, and 73 per cent desired to know how to select hats pleasing in shape.
- 11 & 12. Eighty-eight per cent of the girls assisted others in selecting their clothing; 61 per cent helped their mothers; 48 per cent helped their sisters, and 44 per cent helped their friends.

Table XII (a)

13. Which of these are the most difficult problems when selecting or making garments? Choosing:

	: Fresh.:	Soph.:	Total
a-Becoming line	50	54	52
b-Becoming color or colors	46	37	42
c-Becoming fabrics	23	25	23
d-Fabrics suitable to intended use	37	26	32
e-Fabrics that will wear well	31	38	35
f-Garments suited to your needs	31	36	33
g-Garments which fit into your present wardrobe	49	51	50
h-Garments which will remain in style until worn out	63	68	66

Table XII (b)

14. Which of these influence you the most when you select your clothing?

	: Fresh.: Soph.: Total		
a-A plan for the season's clothing expenditures	31	43	37
b-The fashionable color	18	10	14
c-The effect of certain colors on your own coloring	71	75	73
d-Need of a garment for a certain function	43	45	44
e-The amount of care, repair, and expense required to keep clothes in good condition	52	48	50
f-Becomingness of the line of the garment to you	85	92	88
g-What alteration is necessary if garment is purchased	42	35	39
h-Friend's urgency	2	8	5
i-Whether fabric is suited to your size	36	44	40
j-Quality of the fabric in relation to cost	70	72	71
k-Whether color is suited to the intended use	52	55	53
l-The looseness or tightness of the fabric weave	20	21	20
m-Whether or not the garment must be dry cleaned	42	37	40
n-The workmanship on the garment	58	60	59
o-Whether the garment appears as if it will hold its shape	49	53	51
p-The type of trimming on the garment	46	58	52

Table XII (c)

15. What is your custom in regard to the selection of clothes?

	Yes			No		
	Fresh.	Soph.	Total	Fresh.	Soph.	Total
a-Do you know how much you expect to spend for clothing within the next six months?	29	35	32	70	61	65
b-Have you some ideas as to how much wearing apparel you will need to purchase this spring?	83	88	86	15	8	12
c-When you have several articles to purchase and a limited amount of money do you estimate how much you can afford to spend for each one?	89	84	86	8	15	11
d-When planning clothing expenditures do you consider color as important?	84	94	89	10	2	6
e-Do you estimate the amount of money which you can afford to pay for certain articles of wearing apparel before you buy them?	90	87	88	9	9	9

Table XII (d)

16. In choosing my clothing I am influenced by:

	: Fresh.: Soph. Total		
a-The durability of the fabric	87	85	86
b-"Snappy" style	48	56	52
c-A good bargain	42	52	47
d-Novelty fabrics	12	2	7
e-The last work in "cut" of garment	19	14	16
f-By urgency on the part of clerk	2	2	2

Table XII (e)

17. Can you distinguish between rayon and silk by filling in the blanks correctly?

<u>True</u>			<u>False</u>		
Fresh.:	Soph.:	Total	Fresh.:	Soph.:	Total
87	74	80	8	17	12
48	39	44	40	49	44
80	70	75	10	19	15
81	80	80	12	12	12

Part III, Table XII shows that:

13. Sixty-six per cent of the girls indicated it was difficult to select garments which would remain in style until worn out; 52 per cent found it hard to select garments that were becoming in line; 50 per cent said it was hard to select garments which would fit into their present wardrobes.
14. In selecting their clothing 59 to 88 per cent of the girls were influenced most by becoming line, the effect of the color on them, the quality of the fabric in relation to its cost and the workmanship on the garment.

Fifty-one to 53 per cent of the girls were influenced by suitability of the color to the use of the garment, the type of trimming and whether the garment appears as if it will hold its shape.

15. Eighty-nine per cent of the girls considered color important when planning clothing expenditures. Eighty-eight per cent always estimated the amount of money which they could afford to pay for various articles of wearing apparel before purchasing them. Eighty-six per cent said

they had some idea as to how much wearing apparel they would need to purchase this spring. Eighty six per cent said that when they had several articles to purchase and had only a limited amount of money that they estimated how much they could afford to spend for each article 65 per cent of the girls did not know how much they expected to spend for clothing within the next six months but 32 per cent did.

16. In choosing clothing 86 per cent were influenced by the durability of the fabric; 52 per cent by "snappy style" and 47 per cent by a good bargain.
17. The girls thought that they had some means for distinguishing between silk and rayon. Eighty per cent said silk will drape better than rayon; 44 per cent said rayon was less elastic than silk and 44 per cent said it was not. Seventy five per cent believed silk to be easier to dry clean than rayon; 80 per cent said that rayon must be handled carefully when wet.



Table XIII (a)

18. Which of these influence you most in the selection of shoes?

	: Fresh.:	Soph.:	Total
a-The comfort of the shoes	92	100	99
b-The modishness of the design	47	63	55
c-The type of heel	77	93	84
d-The kind of upper	20	29	24
e-The kind of soles suited to use:			
1' turned soles for dress wear	22	25	23
2' welt soles for street wear	14	25	20
3' McKay for a cheap shoe	3	5	4
f-The fit of the shoes at the			
1' heel	48	72	60
2' instep	50	75	63
3' arch	53	86	69

Table XIII (b)

19. Would you have a McKay shoe half soled?

Yes	3	8	5
No	46	59	52

Table XIII (c)

20. Why not?

The Four Most Frequent Answers (subjective)

Do not buy them	3	1	2
Do not fit well afterwards	3	5	4
Do not know shoe	6	7	7
Shoes too cheap	39	49	44

Table XIII (d)

21. What influences you most when you finally purchase shoes?

Final influencing factors	: Fresh.:	Soph.:	Total
a-Shoes which appear to fit well but are not comfortable	2	2	2
b-Shoes which are comfortable but do not fit so well	-	3	1
c-Shoes which are comfortable because they actually fit well	97	92	94
d-Urgency of friends	4	2	3
e-Urgency of clerk	1	-	-
f-The type of shoes selected are the latest "fad" on the hill	6	5	5
g-The shoes are suitable for use with your present wardrobe	82	85	84

Part III, Table XIII shows that:

18. In the selection of shoes 99 per cent of the girls were influenced by the comfort of the shoe; 84 per cent were influenced by the type of heel; 69 per cent were influenced by the fit of the shoe at the arch; 63 per cent were influenced by the fit at the instep and 60 per cent by the fit at the heel.

19 & 20. Fifty two per cent of the girls would not have a McKay shoe half soled; 44 per cent thought the shoes were cheap and that it did not pay to have them half soled.

21. Ninety four per cent of the girls said that they

purchased shoes which were comfortable because the shoes fit well; 84 per cent purchased shoes which were suitable for use with their present wardrobe.

Table XIV (a)

22. In order to obtain the greatest amount of satisfaction when wearing your clothing do you consider that:

	: Fresh.: Soph.: Total		
a-Clothes must fit well to be comfortable	99	95	97
b-May be comfortable but need not fit so well	2	2	2
c-May appear to fit well but need not be so comfortable	2	2	2

Table XIV (b)

23. If in making a final choice of a garment, you had to sacrifice one or the other of these, which would it be?

Comfort	50	38	44
Fit	43	55	48

Table XIV (c)

24. Do you judge garment fit and comfort by:

a-Trying garment on	83	81	82
b-Taking the opinion of others	10	15	12
c-Easy or comfortable feel of the garment	52	61	56
d-Seeing that it looks all right to you	54	60	57
e-Knowing that it is comfortable	59	66	63
f-Judging that it fits well	37	38	37

Table XIV (d)

## 25. Judging the "fit" of garments.

The Nine Most Frequent Answers (subjective)

a- A garment is too small when-	: Fresh.:	Soph.:	Total
Armseye pulls	9	22	15
Back width is narrow	25	14	20
Bust measurement is tight	21	30	25
Dress length too short	44	29	37
Shoulders and neck tight	33	33	33
Sleeves too short	24	25	25
Sleeves too tight	41	46	44
Tight through hips	49	45	47
Tight all through garment	19	15	17

The Seven Most Frequent Answers (subjective)

b- A garment is too large when-			
Bust measurement is too loose	16	16	16
Hip measurement too large	24	26	25
Large all through garment	47	61	53
Shoulder too wide	36	39	37
Sleeves too long	27	20	23
Sleeves too wide	21	19	20
Skirt length too long	38	16	28

The Ten Most Frequent Answers (subjective)

c- A garment fits the individual when-			
Back width is correct	16	5	11
Bust width is correct	10	14	12
Garment is comfortable	30	30	30
Garment hangs well	35	25	30
Hip size is correct	23	5	14
Size of garment is correct	23	32	28
Sleeves are right length	23	34	28
Sleeves are right width	25	29	27
Skirt length is correct	32	27	30
Shoulder and neck correct	33	10	22

Table XIV (e)

26. Judging the "fit" of garments on the individual.

Statement	Too small			:Correct in fit :			Too large		
	:Fresh.	Soph.	Total:	:Fresh.	Soph.	Total:	:Fresh.	Soph.	Total
a-The side seams draw	78	85	81						
b-The movement of the arm is not restricted by the garment				77	67	73			
c-The garment is too large through the back and the bust							84	85	84
d-One can move the arms without discomfort				76	76	76			
e-The sleeves, waist, and skirt lengths are too long							83	80	82
f-The armseye is located in the correct place				83	81	82			
g-The garment causes one to throw the shoulders forward	78	81	80						
h-The width of the sleeve is too large							80	75	78
i-The sleeve, waist, and skirt lengths are correct				83	83	83			
j-One can keep the shoulders in a comfortable position				74	80	77			
k-The armseye seam extends over the arm							64	72	69
l-The sleeve, waist, and skirt lengths are too short for the individual	78	79	79						
m-Extra material at the waist and hips of the side seams							64	74	69
n-The sleeve is too tight when the arm is bent	82	82	82						
o-A straight line is maintained at the underarm seam				63	58	60			

Part III, Table XIV shows that:

22. Ninety-seven per cent of the girls said that clothes must fit well to be comfortable.
23. Four per cent of the girls said that they would sacrifice fit rather than comfort when making a final choice of a garment.
24. Eighty-two per cent of the girls judged a garment for fit and comfort by trying the garment on; 63 per cent judged by just knowing that the garment was comfortable, and 57 per cent judged by seeing that the garment looked all right to them.
25. In the means of judging the fit of a garment as given subjectively by the girls 47 per cent said that a garment too small would be tight through the hips; 44 per cent said that the sleeves would be too tight; 37 per cent said that the dress length would be too short; 33 per cent said that the neck and shoulders would be too tight; 25 per cent said the bust measurement would be tight; 25 per cent said that the sleeves would be too short.

Fifty-three per cent of the girls said that a garment too large would be large throughout;

37 per cent said the shoulders would be too wide; 28 per cent said the skirt length would be too long, and 25 per cent said the hip measurement would be too large.

The means for judging whether the garment fits the individual as indicated by 27-30 per cent of the girls were: skirt length is correct, garment hangs well, garment is comfortable, size of garment is correct, sleeves are the correct length, and sleeves are correct width.

26. In means of judging the fit of a garment as checked objectively by the girls, 82 per cent said that in a garment too small the sleeve is too tight when the arm is bent; 79 per cent said the sleeve, waist, and skirt lengths are too short for the individual; 81 per cent said the side seams draw; 80 per cent said the garment causes one to throw the shoulders forward.

Eighty-three per cent said that a garment fits correctly if the sleeve, waist, and skirt lengths are correct; 82 per cent said a garment fits correctly if the armseye is located in the proper place; 77 per cent said if one can keep the shoulders in a comfortable position; 76 per



cent said if one can move the arms without discomfort; 73 per cent said if the movement of the arm is not restricted by the garment; 60 per cent said if a straight line is maintained at the underarm seam.

Eighty-four per cent said a garment is too large through the back and the bust; 82 per cent said if the sleeves, waist, and skirt lengths are too long; 78 per cent said if the width of the sleeve is too large; 69 per cent said if the armseye extends over the arm; 69 per cent said if extra material is at the waist and hips of the side seams.



Table XV (a)

27. Check three of the phrases which will complete each of the statements correctly.

a- A well dressed woman wears		: Fresh.	: Soph.	Total
1'	modish clothes	29	16	23
2'	becoming color harmonies	84	92	88
3'	designs in costumes which are suitable to her type and her needs	93	95	94
4'	garments which are "snappy" in cut and color	7	9	8
5'	garment designs which will look well for some time	62	73	67
6'	costumes which are the last word in fashion	1	3	2
b- A fashionable dressed woman wears-				
1'	modish clothes	55	62	14
2'	becoming color harmonies	35	34	34
3'	designs in costumes which are suitable to her type and her needs	23	29	26
4'	garments which are "snappy" in cut and color	70	72	71
5'	garment designs which will look well for some time	10	17	13
6'	costumes which are the last word in fashion	82	82	82

Table XV (b)

28. Please read this entire paragraph, including the comments, and then check.

Should some one judge your general appearance and your clothes which three of these comments would please you most?

- a- L. usually wears clothes and accessories which are modish---
- b- Somehow N. looks stylish even in an inexpensive frock---
- c- H's. costumes are always becoming and excellent in design---
- d- S. generally wears costumes of the latest cut and color---
- e- It is evident that D. spends sufficient thought and effort when selecting her clothes because they meet her needs so well---
- f- B. attempts to wear the ultra fashionable in frocks and costumes---
- g- T. is always dressed appropriately for every occasion---
- h- Even though C's. costume is conservative she appears exceedingly well dressed---
- i- I can always tell what is in vogue by observing M's. clothes---
- j- J. enjoys wearing her stylish new costume every place she goes

Table XV (c)

## The Five Most Frequent Answers

	: Fresh.: Soph.: Total		
b-Somehow N. looks stylish even in an expensive frock	50	35	43
c-H's. costumes are always becoming and excellent in design	61	71	66
e-It is evident that D. spends sufficient thought and effort when selecting her clothes because they meet her needs so well	60	48	54
g-T. is always dressed appropriately for every occasion	72	76	74
h-Even though C's. costume is conservative she appears exceedingly well dressed	37	43	40
-----			

Table XV (d)

29. Read paragraphs "A" and "B" and then fill in the blanks (in answers I and II with A and B) consistent with your knowledge.

- A. The costume is becoming in color, design and fabric. The entire costume is adapted to suit the personality of the individual wearing it. Such a costume meets the needs of the wearer and can be worn for some time without appearing out of style.
- B. Ultra fashionable clothes are those which are the latest in vogue. They are very frequently worn by many types of individuals. Such garments are modish and can be worn only a short time because they appear "odd" very soon.

	<u>Right</u>			:	<u>Wrong</u>		
	:Fresh.	Soph.	Total	:	Fresh.	Soph.	Total
I- My association with garment selection has led me to believe that a becoming and suitable costume is described by paragraph "A".	84	88	86		5	5	5
II-The extreme and "faddy" costume is described in paragraph "B".	84	87	86		5	5	5

Table XV (e)

30. Do you think too great an interest in fashion has any influence on clothing expenditures?

	: Fresh.:	Soph.:	Total
Yes	83	94	88
No	9	4	6

Table XV (f)

31. In what way?

The Five Most Frequent Answers (subjective)

False standards established	23	31	27
Garment cannot be worn long	6	14	10
Garment is often unbecoming	3	12	8
Increases clothing expenditures	24	42	33
Variety of clothes required	29	17	23

Part III, Table XV shows that:

27. Sixty-seven to 94 per cent of the girls indicated that a well-dressed woman wears designs in costumes which are suitable to her type and her needs, becoming color harmonies, and garment designs which will look well for some time.

Thirty-four to 82 per cent of the girls indicated that a fashionably dressed woman wears costumes which are the last work in fashion, garments which are "snappy" in cut and color, and becoming color harmonies.

28. Seventy-four per cent of the girls thought it

was desirable to appear always appropriately dressed for every occasion; 66 per cent wished to appear in costumes that are always becoming and excellent in design; 54 per cent said it was pleasing to have people realize that sufficient thought and effort had been spent in selecting clothing which well met their needs.

29. Checkings bases on the recognitions tests indicated that 86 per cent of the girls could discriminate between the becoming and suitable costume and the "faddy" costume.
30. Eighty-eight per cent of the girls thought too great an interest in fashion had a marked influence on clothing expenditures.
31. Thirty-three per cent of the girls said too great an interest in fashion increased clothing expenditures and 25 per cent said it established false standards.

Table XVI (a). Hygiene of Clothing.

32. Is clothing related to body hygiene?

	: Fresh.:	Soph.:	Total
Yes	97	94	96
No	1	4	2

Table XVI (b)

33. What does hygiene mean to you?

The Five Most Frequent Answers (subjective)

Body care	32	55	44
Cleanliness	18	19	19
Clothes care	4	15	10
Clothes relative to body health	10	5	8
Health	31	34	32

Table XVI (c)

34. Should we study Clothing Hygiene?

Yes	95	92	93
No	2	2	2

Table XVI (d)

35. Why should we study Clothing Hygiene?

The Six Most Frequent Answers (subjective)

	:Fresh.:	Soph.	Total
How clothing & hygiene are related	13	17	15
How to care for our bodies	6	9	8
How to care for our clothes	9	18	13
How to maintain health	20	17	20
How to keep our bodies comfortable	10	3	6
How to select hygienic clothing	17	28	23

Table XVI (e)

36. Is clothing important in regulating body heat?

Yes	95	97	96
No	1	-	-

Table XVI (f)

37. Can fabrics be judged for hygienic qualities?

Yes	97	96	96
No	-	-	-

Table XVI (g)

38. Which of these statements are true?

The Statements Said to be True

a-Loosely woven & knitted materials allow for body ventilation	75	92	83
b-A fabric which dries slowly is more hygienic for sport wear	7	15	11
c-Smooth materials soil less readily	53	73	63
d-Rough fabrics irritate the skin	81	81	81
c-It is important to purchase clothing made and sold under hygienic conditions	86	84	85

Table XVI (h)

39. State briefly, an example of a change in body shape due to clothing.

The Five Most Frequent Answers (subjective)

	:Fresh.:	Soph.	Total
Tight brassiers restrict body development	6	12	9
Tight clothes disfigure shoulders	28	6	17
Tight girdles decrease waist line	22	37	29
Tight shoes disfigure feet	17	22	19
Heavy clothes cause shoulders to stoop	3	15	9

Table XVI (i)

40. State briefly, an example of poor posture due to poorly fitted clothing.

The Four Most Frequent Answers (subjective)

Tight shoes cause poor posture	12	9	11
High heels throw body forward	6	11	5
Tight or heavy clothing cause the shoulders to droop	48	65	56
Tight girdles cause abdominal muscle to sag	6	7	4

Table XVI (j)

41. Which of these body processes are affected by clothing?

a- The circulation	80	87	84
b- The digestion	26	55	40
c- Breathing	85	86	86
d- Muscular activity	88	95	91



Table XVI (k)

42. Does clothing have any effect upon your mental well being?

	: Fresh.:	Soph.:	Total
Yes	100	95	97
No	1	2	1

Table XVI (l)

43. Are you interested in the effect that clothing has on mental well being?

Yes	97	96	97
No	2	2	2

Table XVI (m)

44. Would you be interested in a study of hygienic: undergarments--, footwear--, fabrics--, headgear--?

Undergarments	70	64	67
Footwear	78	71	75
Fabrics	57	61	59
Headgear	41	45	43

Table XVI (n)

45. Are you interested in the care of clothing from a hygienic viewpoint?

Yes	87	96	92
No	2	1	1

Part III, Table XVI shows that:

32. Ninety-six per cent of the girls believed that clothing was related to body hygiene.
33. Forty-four per cent of the girls said that hygiene meant body care; 32 per cent thought hygiene meant health, and 19 per cent associated hygiene with cleanliness.
34. Ninety-three per cent of the girls believed that they should study hygiene of clothing.
35. Reasons for studying hygiene of clothing, as given subjectively by 15-23 per cent of the girls were a desire to know how to select hygienic clothing, how to maintain health, and how clothing and hygiene are related.
36. Ninety-six per cent of the girls believed that clothing was important in regulating body heat.
37. Ninety-six per cent of the girls believed that fabrics could be judged for hygienic qualities.
38. Over 80 per cent of the girls said that it was important to purchase clothing made and sold under hygienic conditions; that loosely woven and knitted materials allowed for body ventilation and that rough fabrics irritated the skin.
39. Twenty-nine per cent of the girls stated that

- tight girdles decreased the waist line and changed the body shape; 19 per cent said that tight shoes disfigured the feet; 17 per cent said that tight clothes disfigured the shoulders.
40. Fifty-six per cent of the girls stated that tight or heavy clothing caused the shoulders to droop and 11 per cent stated that tight shoes might cause poor posture.
41. Ninety-one per cent of the girls said that muscular activity was affected by clothing; 86 per cent said breathing was affected by clothing and 84 per cent said that the circulation was affected by clothing.
42. Ninety-seven per cent of the girls thought clothing had an effect upon mental well-being.
43. Ninety-seven per cent of the girls were interested in the effect that clothing had upon mental well-being.
44. Seventy-five per cent of the girls were interested in a study of hygienic footwear; 67 per cent were interested in a study of hygienic undergarments; 59 per cent were interested in a study in hygienic fabrics.
45. Ninety-two per cent were interested in the care of clothing from a hygienic viewpoint.

## PART IV

## CARE OF CLOTHING

Table XVII (a)

1. How often do you dry clean and press your clothing yourself at home?

Garments	Dry Clean									Press								
	Never			Occasionally			Frequently			Never			Occasionally			Frequently		
	Fresh.	Soph.	Total	Fresh.	Soph.	Total	Fresh.	Soph.	Total	Fresh.	Soph.	Total	Fresh.	Soph.	Total	Fresh.	Soph.	Total
Dresses	7	11	9	36	37	36	50	36	43	-	-	-	17	16	16	77	76	76
Coats	23	30	27	41	33	37	12	6	9	15	15	15	40	33	36	14	24	19
Suits	21	18	20	26	24	25	14	7	11	4	5	5	27	29	28	21	26	23
Scarfs	13	8	11	16	25	20	30	26	28	1	3	2	16	19	17	49	52	50
Slips	16	15	15	9	3	6	34	35	35	1	2	1	5	7	6	63	53	58
Gloves	16	15	16	23	30	27	22	15	19	16	17	16	2	5	3	8	5	6
Hats	27	24	25	28	34	31	9	10	9	17	18	18	1	3	2	3	3	3
Belts	19	19	19	23	18	21	14	15	14	9	14	11	4	2	3	8	10	9
Collars & cuff sets	10	10	10	15	6	11	33	36	35	1	4	2	8	4	6	43	49	46

Table XVII (b)

2.2. What fibers are used in the garment materials which you usually clean and press?

Fibers	Frequently			Occasionally			Never		
	Fresh.	Soph.	Total	Fresh.	Soph.	Total	Fresh.	Soph.	Total
Cotton	67	68	68	7	5	6	2	5	4
Linen	52	60	56	10	6	8	4	5	5
Silk	57	53	55	40	39	40	2	3	2
Rayon	41	45	43	15	15	15	3	5	4
Wool	34	25	30	42	51	46	7	12	9

Table XVII (c)

3. What information regarding cleaning and pressing do you think would be useful to you?

The Six Most Frequent Answers (subjective)

Cleaning methods	19	26	23
Effect of cleaning on fabric wearing qualities	4	5	4
General information	10	7	8
Materials to use for cleaning	14	14	14
Pressing methods	13	21	17
Stain and spot removal	11	8	10

Table XVII (d)

4. What garments have you sent to the cleaners in the past month?

The Five Most Frequent Answers (subjective)

Coats	42	62	52
Dresses	78	100	91
Gloves	7	4	5
Hats	8	13	10
Suits	23	17	20

Table XVII (e)

5. What is your average monthly cleaning bill?

The Six Most Frequent Answers (subjective)

	: Fresh.:	Soph.:	Total
Less than one dollar	7	9	8
One to two dollars	23	27	25
Three to four dollars	17	23	20
Four to five dollars	8	6	7
Six to ten dollars	3	3	3
Varies	4	2	3

Table XVII (f)

6. Do you need additional information on washing and ironing silk garments?

Yes	66	65	66
No	28	29	28

Table XVII (g)

7. Is additional information on washing and ironing rayon garments essential?

Yes	65	74	69
No	29	18	23

Table XVII (h)

8. How do you arrange for your personal laundry when in school?

Send it home	18	22	20
Send it to a laundress	3	4	3
Launder it yourself	43	38	41
Launder some of it and send rest home	35	30	32
Launder some of it and send rest to laundress	5	10	8
Launder some of it and send rest to laundry	3	12	8
Send to a commercial laundry	3	1	2

Table XVII (i)

9. What is the average cost of your laundry per month?

The Five Most Frequent Answers (subjective)

	: Fresh.:	Soph. :	Total
Less than one dollar	22	33	27
One dollar	6	8	7
Two dollars	3	3	3
Three to five dollars	2	2	2

Table XVII (j)

10. Do you mend and repair your own clothing?

Yes	87	86	87
No	10	6	8

Table XVII (k)

11. If not who does? Mother--, Sister--, Friend--, Laundress--.

The Most Frequent Answer (subjective)

Mother	23	17	20
--------	----	----	----

Table XVII (l)

12. Do you mend because:

a-Clothing lasts longer	56	74	64
b-Clothes appear neater	73	76	75
c-Mending is an economy	57	65	61
d-Mending is a necessity	65	72	68
e-You enjoy doing it	10	10	10

Table XVII (m)

13. Do you fail to mend your clothing because:

	Fresh.	Soph.	Total
a-You do not know how	4	4	4
b-It takes too much time	31	19	25
c-Mending does not pay	2	1	1
d-It is difficult to do	9	8	8
e-Mending is unenjoyable	20	23	21

Table XVII (n)

14. Do you shine your own shoes?

Yes	83	70	76
No	15	27	21

Table XVII (o)

15. If not, why not?

## The Four Most Frequent Answers (subjective)

Done better at shop	1	10	5
Do not like to	1	4	2
Shoes require no shining	3	3	3
Too busy	4	6	5

Table XVII (p)

16. Do you attend to the seasonal storage of your own clothing?

Yes	67	68	68
No	23	20	22



Table XVII (q)

17. Do you set aside a regular time for the care of your clothing?

	: Fresh.: Soph.: Total		
Yes	29	22	25
No	65	73	69

Table XVII (r)

18. When do you care for it?

The Five Most Frequent Answers (subjective)

After school & in the evenings	4	-	2
Odd times	19	35	27
Saturdays	20	19	20
Week ends	8	5	6
Whenever necessary	16	24	20

Table XVII (s)

19. In attending to your clothing needs which of these do you enjoy doing the most?

a-Mending clothes	6	5	6
b-Pressing clothing	40	27	33
c-Cleaning garments	5	10	8
d-Choosing your clothing	77	72	74
e-Constructing garments	36	36	36
f-Storing clothing	3	1	1
g-Washing garments	22	24	23
h-Ironing clothes	30	35	32
i-Remodeling clothing	8	13	10
j-Altering garments	3	7	5
k-Hanging them up after removal	18	21	20
l-Brushing & airing clothes	13	17	15
m-Removing spots from garments	3	3	3
n-Making over clothes	11	15	13
o-Purchasing clothing	69	65	67
p-Planning your clothing needs	57	61	59

Table XVII (t)

20. In caring for your clothes check your reaction toward these duties.

	Found easiest			: Found hardest			: Disliked		
	: Fresh.	Soph.	Total	: Fresh.	Soph.	Total	: Fresh.	Soph.	Total
Pressing	57	65	61	6	1	4	23	15	15
Removing stains	2	3	2	36	48	42	48	35	42
Washing	57	52	54	6	6	6	23	21	22
Ironing	62	61	61	9	5	7	13	17	15
Storing	17	6	12	10	6	8	17	20	19
a- daily	20	26	23	4	5	4	6	6	6
b- weekly	18	18	18	5	9	7	7	6	7
c- seasonal	13	9	11	9	17	13	10	11	11
Brushing	59	57	59	2	6	4	16	13	14
Airing	53	50	52	3	11	7	10	12	11
Altering	15	13	14	20	27	23	32	26	29
Remodeling	10	13	12	22	26	24	32	33	32
Making-over	12	15	13	29	27	28	30	32	31
Mending	23	20	21	18	23	20	33	31	32
Cleaning	24	29	27	18	21	20	27	23	25

Table XVII (u)

21. What procedure do you follow when you care for your clothing seasonally?

	: Fresh.: Soph.: Total		
a-Hang clothes in closet when season is over	12	18	15
b-Cleaned & hung in moth proof bags	38	36	37
c-Cleaned & stored in a cedar chest	40	35	38
d-Cleaned and stored in boxes wrapped in newspapers	10	15	12
e-Cleaned & stored in trunks with moth balls	23	23	23
f-Washed & put away "rough dry"	24	22	23

Table XVII (v)

22. Check as many subdivisions of "21" as you think will protect clothing from moths or insects.

a-Hang clothes in closet when season is over	7	6	7
b-Cleaned & hung in moth proof bags	66	73	69
c-Cleaned & stored in a cedar chest	57	67	62
d-Cleaned & stored in boxes wrapped in newspapers	17	16	17
e-Cleaned & stored in trunks with moth balls	53	64	59
f-Washed and put away "rough dry"	10	9	9

Table XVII (w)

23. I discard a garment when:

	Fresh.	Soph.	Total
a-It needs repair	3	2	2
b-It is out of style	27	25	26
c-My friends are tired of it	2	1	1
d-I have worn it for a season	-	-	-
e-The garment cannot be remodeled or made-over	72	79	76
f-When it is worn beyond repair	86	84	85
g-I am tired of it	17	20	19

Table XVII (x)

24. When doing work which may soil your clothing do you:

a-Remove your dress and put on a house dress	69	74	71
b-Put on a smock over a dress	52	37	45
c-Wear a "cover-all" apron	17	9	13
d-Put on an apron which protects only the front of your dress	10	13	12
e-Wear a smock in the Art Laboratory	50	43	46
f-Always put on a chemistry apron in Chemistry Laboratory	75	80	77
g-Avoid handling things which may soil your clothes	18	21	20
h-Avoid doing work when your clothing is not protected in some way	30	41	36

Table XVII (y)

25. How do you care for your clothes when removing them?

	: Fresh.: Soph.: Total		
a-Throw clothes in a heap on the chair	3	4	3
b-Hang them up where they will air	50	38	44
c-Put soiled clothes in a laundry bag after the perspiration has dried	61	55	58
d-Place garments on hangers and hang in clothes closet as soon as the garments have been removed	59	65	62
e-Hang soiled clothing in closet	5	5	5
f-After airing garments on hangers hang them in clothes closet	45	29	37
g-Place soiled clothes in laundry basket or bag as soon as removed from body	33	19	26
h-Throw soiled clothes on the floor of room	3	2	3
i-Put soiled garments in a corner in clothes closet	6	10	8
j-Put shoe trees in shoes and let moisture dry before putting shoes away	50	41	45
k-Throw hat, coat, and outer wraps on bed, table or chair	10	8	9
l-Put shoes, when dry in a shoe bag	13	14	13
m-Throw shoes on the closet floor	29	29	29
n-Put hats in hat sacks or hat boxes	49	45	47
o-Throw shoes and hose under the bed	5	5	5

Part IV, Table XVII shows that:

1. Forty-three per cent of the girls frequently dry cleaned dresses; 35 per cent dry cleaned collar and cuff sets; 35 per cent dry cleaned slips, and 28 per cent dry cleaned scarfs. Thirty-seven per cent occasionally dry cleaned coats; 36 per cent occasionally dry cleaned dresses and 31 per cent occasionally dry cleaned hats; 25-27 per cent never dry cleaned coats and hats. Seventy-six per cent frequently pressed dresses; 58 per cent frequently pressed slips; 50 per cent pressed scarfs and 46 per cent pressed collars and cuffs. Thirty-six per cent occasionally pressed coats; 28 per cent occasionally pressed suits and 17 per cent pressed scarfs; 15 per cent never pressed coats.
2. Sixty-eight per cent of the girls frequently pressed cotton garments; 55 per cent frequently pressed linen garments and 55 per cent pressed silk garments. Forty-six per cent occasionally pressed wool garments and 40 per cent pressed silk garments. Less than 10 per cent never pressed wool garments.
3. Ten to 23 per cent of the girls desired to know

more of methods of cleaning and pressing, what agents to use for cleaning and how to remove stains and spots.

4. Ninety-one per cent of the girls sent dresses to the cleaners; 52 per cent sent coats and only 20 per cent sent suits.
5. The median for the amount of the cleaning bills falls between the one and two dollars interval.
- 6 & 7. Sixty-six per cent felt the need of additional information on washing and ironing silk. Sixty-nine per cent thought additional information on the washing and ironing of rayon was essential.
8. Forty-one per cent of the girls did their own laundering; 32 per cent did some laundering and sent the rest home; 20 per cent sent all of their laundry home.
9. The median for the cost of the girls' laundry per month falls in the less than one dollar interval.
- 10 & 11. Eighty-seven per cent of the girls mended and repaired their own clothing. Of those who did not do their own mending 20 per cent said that their mothers do it for them.

- 12 & 13. Sixty-four to 75 per cent of the girls mended their clothes because the clothes appeared neater, mending was a necessity, and mending causes clothes to last longer; 21-25 per cent failed to mend their clothes because it took too much time and mending was unenjoyable.
- 14 & 15. Seventy-six per cent of the girls shined their own shoes; 5 per cent of those who did not thought it could be done better at the shoe shop and 5 per cent said that they were too busy to do it.
16. Sixty-eight per cent of the girls attended to the seasonal storage of their own clothing.
- 17 & 18. Sixty-nine per cent set aside a regular time for the care of their clothing; 27 per cent did it at odd times; 20 per cent did it on Saturdays; 20 per cent did it whenever necessary.
19. In caring for their own clothing needs 74 per cent of the girls enjoyed choosing their clothing; 67 per cent enjoyed purchasing clothing; 59 per cent enjoyed planning for their clothing needs; 36 per cent enjoyed constructing garments.



Few girls enjoyed cleaning garments, altering garments, removing spots from garments and storing clothing.

20. Fifty-two to 61 per cent of the girls said pressing, ironing, brushing, washing, and airing clothes were the easiest to do in caring for their clothing needs; 23 per cent said that the daily storage was the easiest to do of all types of clothing storage; 23 to 42 per cent of the girls said that stain removal, making-over garments, remodeling, and altering were the hardest to do in caring for their clothing needs; 25 to 42 per cent disliked removing stains, mending, remodeling, making-over, altering, and cleaning of clothing.
21. Thirty-eight per cent of the girls cleaned their clothes and stored them in a cedar chest; 37 per cent cleaned and stored them in moth proof bags; 25 per cent cleaned and stored them in trunks with moth balls; 23 per cent washed their clothes and put them away rough dry.
22. Fifty-nine to 69 per cent of the girls said that clothes could be protected from moths and insects by hanging the cleaned clothes in moth

proof bags, by cleaning and storing clothes in a cedar chest and by cleaning and storing clothes in trunks with moth balls.

23. Seventy-six to 85 per cent of the girls discarded garments when they were worn beyond repair and when they could not be remodeled or made-over.
24. Seventy-seven per cent of the girls always put on a chemistry apron in the chemistry laboratory; 71 per cent removed their dresses and put on house dresses when working at home; 46 per cent wore smocks in the art laboratory; 45 per cent wore smocks over their dresses whenever it was necessary to protect their clothing.
25. Sixty-two per cent of the girls placed their garments on hangers and hung them in the clothes closet as soon as garments had been removed; 58 per cent put soiled clothes in a laundry bag after the perspiration had dried; 47 per cent put hats in sacks or hat boxes; 45 per cent put shoe trees in shoes and let the moisture dry before putting shoes away; 44 per cent hung their clothes where they could air; 37 per cent said that after airing the garments they were hung on hangers in the clothes closet.

## PART V

## MISCELLANEOUS QUESTIONS

Table XVIII (a)

1. When do you do your sewing and remodeling?

	: Fresh.: Soph.: Total		
a-During the school session	17	21	19
b-During vacation	82	87	84

Table XVIII (b)

2. In caring for your clothing do you use:

A laundry bag	66	65	66
Covers for clothing	20	28	24
Shoe bags	11	13	12
Shoe trees	69	71	70
Dress hangers	90	90	90

Table XVIII (c)

3. Do you have any means of knowing how much you spend for clothing yearly?

Yes	43	52	47
No	50	40	45

Table XVIII (d)

4. What means do you use?

## The Four Most Frequent Answers (subjective)

Accounts	14	25	19
Allowance	2	3	2
Budget	8	12	10
Canceled checks	13	10	12

Table XVIII (e)

5. Is your clothing allowance adequate to meet the standards of your group?

	: Fresh.: Soph.: Total		
Yes	70	72	71
No	21	16	19

Table XVIII (f)

6. Do you have a definite amount allowed to you for clothing?

Yes	7	2	4
No	81	86	84

Table XVIII (g)

7. What is the amount per month?

The Eight Most Frequent Answers (subjective)

Five dollars	2	1	1
Seven to eight dollars	-	1	-
Ten dollars	3	3	3
Fifteen dollars	3	-	1
Twenty dollars	1	1	1
Twenty-five dollars	2	2	2
Thirty dollars	1	1	1
Forty dollars	-	1	-

Table XVIII (h)

8. How does it compare with the clothing allowance of your mother? Is it smaller--, is it larger--.

Same	3	3	3
Smaller	11	7	9
Larger	48	48	48

Table XVIII (i)

9. How does it compare with the clothing allowance of your sister? Is it smaller?, Is it larger--.

	: Fresh.: Soph.: Total		
Same	8	7	8
Smaller	6	8	7
Larger	23	24	23

Table XVIII (j)

10. Do you feel your clothing allowance is in keeping with the income of the family?

Yes	70	73	72
No	8	4	6

Table XVIII (k)

11. Is your clothing allowance (sufficient--, more than sufficient--, less than sufficient--) for your needs?

Sufficient	58	65	61
More than sufficient	3	5	4
Less than sufficient	18	13	16

Table XVIII (l)

12. Are you interested in how to use a clothing allowance to the best advantage?

Yes	68	71	69
No	8	4	6

Table XVIII (m)

13. What is the amount per month of your total allowance?

The Four Most Frequent Answers (subjective)

	: Fresh.:	Soph.:	Total
Ten to thirty dollars	5	2	4
Thirty to fifty dollars	10	11	10
Fifty to seventy dollars	5	4	4
Seventy to ninety dollars	3	8	5

Table XVIII (n)

14. In which are you more interested, planning a family budget--, or your own budget--?

Family	22	20	21
Own	61	59	60

Table XVIII (o)

15. Why?

The Ten Most Frequent Answers (subjective)

Family budget			
Home of own some day	3	4	4
Interested in it	1	2	1
Member of a family	2	5	3
Needed by all	2	2	2
Practical in value	5	2	3
Own Budget			
How to spend wisely	6	3	4
Interested in it	5	5	5
Needed now	13	16	15
No family now	7	4	5
Practical in value	2	2	2

Table XVIII (p)

16. Are you self-supporting in college?

	: Fresh.:	Soph.:	Total
Entirely	9	22	15
Partially	29	29	29
Not at all	57	39	48

Table XVIII (q)

17. Why are you in college?

The Six Most Frequent Answers (subjective)

Acquire knowledge	8	8	8
Because I want to be	10	6	8
Career preparation	23	30	27
Degree	2	5	3
Educational advantages	30	33	31
Self development	15	21	18

Table XVIII (r)

18. What is your aim in life?

The Six Most Frequent Answers (subjective)

Accomplish own desires	1	3	2
Career outside of homemaking	34	35	34
Homemaker	17	19	18
Self development	12	15	13
Success in life	11	5	8
To be of social help	10	16	13

Table XVIII (s)

19. What vocation do you expect to follow in life?

The Five Most Frequent Answers (subjective)

	:Fresh.Soph.Total		
<hr/>			
<u>a-For a time</u>			
Art career(commercial work or teaching)	4	4	4
Careers other than Art or Clothing	11	9	10
Home Economics career (general)	2	2	2
Home Economics instructor	4	4	4
Teaching (various kinds)	30	35	32

The Four Most Frequent Answers (subjective)b-Permanently

Art work	1	2	1
Career based on Home Economics training	6	10	8
Homemaker	17	25	20
Teaching (various kinds)	3	3	12

Table XVIII (t)

20. In a clothing course organized to meet your immediate needs which of these topics would you stress?

a-Color and design	63	72	67
b-Altering patterns	43	37	40
c-Recognizing fabrics	37	40	38
d-Selecting fabrics	47	55	51
e-Fitting garments	68	82	75
f-Altering garments	43	45	44
g-Constructing garments	54	46	50
h-Selecting clothing	56	55	56
i-Judging the fit of a garment	56	55	56
j-Care of clothing	57	59	59
k-Remodeling and making over garments	42	37	40
l-Clothing expenditures	43	52	47



Table XVIII (u)

21. Do you believe courses of this kind should be:

	: Fresh.: Soph.: Total		
a-Elective	52	57	55
b-Required	42	35	38

Table XVIII (v)

22. Should they be opened to all college women?

Yes	93	92	92
No	-	3	1

Table XVIII (w)

23. Do you think prerequisites should be required?

Yes	36	54	44
No	50	34	42

Table XVIII (x)

24. If so would you require as prerequisites:

a-Design I	14	8	11
b-Costume Design I	18	14	16
c-Both	22	41	31

Part V, Table XVIII shows that:

1. Eighty-four per cent of the girls did their sewing and remodeling during vacation and only 19 per cent during the school year.
2. In caring for their clothing 90 per cent of the girls used dress hangers; 70 per cent shoe trees, and 66 per cent a laundry bag. Only 24 per cent used covers for clothing and 12 per cent used shoe bags.
3. Forty-seven per cent of the girls had a means of knowing how much they spent for clothing yearly and 45 per cent did not.
4. Subjective answers showed that 19 per cent of the girls used accounts; 12 per cent used canceled checks; and 10 per cent used a budget to show them how much they spent in the year for clothing.
5. Seventy-one per cent of the girls said that their clothing allowance was adequate enough to meet the standards of their group.
6. Eighty-four per cent had no definite amount allowed for clothing and 4 per cent did.
- 7-11. The median for the amount spent by the girls was 15 dollars per month; 48 per cent said their

clothing allowance was larger than that of their mother's; 23 per cent said theirs was larger than their sister's clothing allowance; 72 per cent believed their clothing allowance was in keeping with their family income.

12. Sixty-nine per cent of the girls were interested in learning how to use a clothing allowance to the best advantage.
13. The median for their total allowances per month falls in the 30 to 50 dollars interval.
- 14 & 15. Sixty per cent of the girls were most interested in planning their own budgets. Of these 15 per cent said they needed that help now; 21 per cent were interested in the family budget; 3 to 4 per cent of these gave as their reasons that they hoped to have a home of their own some day, that they were members of a family now, and that family budgets had a practical value.
16. Forty-eight per cent of these girls were not self-supporting; 29 per cent were partially self-supporting, and only 15 per cent were entirely self-supporting.
17. Thirty-one per cent of the girls gave education-

- al advantages as the reason for being in college; 27 per cent said they were in college to prepare for a career, and 18 per cent said they were in college for self-development.
18. Thirty-four per cent of the girls gave a career outside of homemaking as their aim in life; 18 per cent said their aim in life was homemaking; 13 per cent said self-development, and 13 per cent said to be of social help.
19. Thirty-two per cent of the girls expect to follow for a time the vocation of teaching; 10 per cent expect to follow careers other than those in art or clothing; 20 per cent hope to have homemaking their permanent vocation and 12 per cent hope to have teaching for theirs.
20. In the organization of a clothing course to meet the immediate needs of the girls, 75 per cent checked fitting garments; 67 per cent checked color and design; 59 per cent, care of clothing; 56 per cent, judging the fit of a garment; 56 per cent, selecting clothing, and 47 per cent, clothing expenditures as topics which should be stressed.
21. Fifty-five per cent of the girls believed a

clothing course which meets the immediate needs of the girls should be elective and 35 per cent believed it should be required.

22. Ninety-two per cent believed this course should be open to all college women.
23. Forty-four per cent thought prerequisites should be required and 42 per cent thought they should not.
24. Thirty-one per cent of the girls would require Design I and Costume Design I as prerequisites to an introductory clothing course.

## CONCLUSIONS

The conclusions based upon the findings of this study are:

1. College freshman and sophomore girls have definite clothing needs and interests.
2. These needs and interests include the selection of garments, garment construction, the fitting of garments, care of clothing, remodeling and making over of clothing, storage of clothing, and the planning of clothing expenditures. A large number were interested in appearing appropriately and becomingly dressed.
3. Freshman and sophomore college clothing courses repeat much of the work taught in high school clothing courses.
4. Lack of interest in college clothing courses is due to poor organization, needs not met, and poor teaching.
5. That clothing courses as taught in colleges today have little relation to the needs and interests of college freshmen and sophomore girls is revealed in this study.
6. A careful reorganization and revision of college clothing courses for freshmen and sophomores should be

made.

7. Freshman and sophomore clothing courses should be based upon the needs and interests of the girls taking these courses.

8. Certain necessary duties which are not common practices of the girls are justified from an economic standpoint in being included in clothing courses. Lack of interest in doing and failure to know how to do are closely related.

9. Since over one-half of the girls indicated that they could do most of the common construction processes before entering college, some means or method of checking their ability should be used.

10. A similar study with senior college girls should be made. Upper class girls are probably better able to judge the value of their previous course and to recommend desirable changes.

11. Further studies of this nature with a number of groups are recommended as a basis for college clothing curriculum making.

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