

THE CLOTHING PRACTICES OF A SELECTED GROUP
OF
KANSAS SENIOR HIGH SCHOOL GIRLS

by

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INTRODUCTION

Clothing is one of the main areas of home economics and from the beginning has had an important place in home economics curriculums and programs in the schools. For a long time when home economics was introduced into a school it was done by offering a course or two in clothing. Sometimes it was added to the school curriculum simultaneously with foods, and in other instances it followed as a close second.

The term, clothing, as it designates one of the areas of home economics has changed somewhat in meaning during the years. At first it was used synonymously with sewing, and clothing courses then consisted of little more. Often these were given such names as Sewing I, II, and III or Beginning Sewing and Advanced Sewing. Generally the content of the courses corresponded to the name and were in fact no more than what the title indicated. Even today with the wide acceptance of the idea of broad general programs in home economics that include all areas, clothing still is given a major portion of the time allotment in many schools.

As home economics broadened and increased in scope so did each area, and clothing, as the others, came to include many phases. Gradually construction of clothing, laundering, dry cleaning and removal of stains, making over, altering, mending

and repairing clothing, selection and purchase of fabrics and ready made clothing, storage of clothing, planning wardrobes and clothing expenditures, and equipment for care, repair and storage of clothing were added to the courses and ere long the name, sewing, was no longer adequate nor appropriate.

Modern educational philosophy and practices, too, have exerted much influence upon high school clothing courses just as they have upon other home economics courses. The ideas of planning school courses, curriculums and programs in relation to the needs, interests, abilities and previous experience of pupils and of helping pupils to become worthy home and community members have had far reaching effects upon course content and methods of teaching in the clothing area.

Clothing practices of pupils and their families provide one of the most valuable sources of data for planning functional high school clothing courses in keeping with current educational trends. For this reason various studies have been made from time to time along this line. However, because of present economic and social conditions information concerning the clothing practices of high school girls in this state is much needed.

Since Manhattan is more or less typical of a large number of Kansas cities and the school administration and teachers were willing to cooperate, this study of clothing practices

was made with the girls in the Manhattan Senior High School. The purpose was to ascertain the present clothing practices of the girls of the Senior High School, Manhattan, Kansas, and those of their families as they were related to the girls and to make suggestions for the clothing courses in the Manhattan Senior High School as were indicated by the findings.

METHOD OF PROCEDURE

The data were obtained by means of a check list, which, in its preparation was checked by members of the Departments of Education and Clothing and Textiles at Kansas State College, by the Superintendent of Manhattan Schools, Manhattan, Kansas, and by the Principal and the members of the Home Economics staff of the Manhattan Senior High School. The check list was also tried out by several college freshman women. A final revision was then made (Appendix).

The revised check list was presented to all of the girls of Manhattan Senior High School with the assistance of the Home Economics staff and other teachers of Manhattan Senior High School.

REVIEW OF LITERATURE

A review of literature gave evidence of interest in the clothing practices of people both from the standpoint of factors in economic and social life and of use as bases for curriculum construction and revision in home economics. It appeared that clothing practices had been investigated in various ways. Some of the studies had been made of clothing practices alone. Others had included these in broader studies as home making practices or general economic and social practices. Different groups had also been included in the studies, as 4-H Club girls, high school girls and homemakers. The studies for the most part had been limited to a particular group in a specific locality or situation.

Jennings (1936) studied the out-of-school interests and activities of high school girls in rural and small town communities of Kansas. She found evidence of a need for placing much emphasis on clothing selection in home economics classes in these schools.

The activities of 400 high school girls in Kansas City, Kansas, with reference to clothing, were the basis of a study by Smith (1937) in connection with a general curriculum study and revision being conducted in the schools of this city. The following facts were revealed: few of the girls knew their fam-

ily income or had a regular clothing allowance; garments most commonly worn by the girls were dresses, brassieres, panties, slips, night pajamas, anklets and hose; slips, brassieres, and panties were usually bought ready made and not made at home; and mothers usually helped the girls buy their dresses, suits, coats and dress skirts. The low prices paid for garments indicated a poor quality. Although a large percentage of the girls had sewing machines in their homes, they seldom did their own personal sewing. Mothers did most of the sewing and helped the girls with what they did. Most of the dry cleaning was done outside the homes. About three fourths of the girls washed their own underwear and hose; more than half pressed their own clothes; and only half or less repaired and cared for their own clothing.

Smith recommended that though much clothing construction should be brought in the clothing courses other phases also should be given an important place. She further said that pupils should be encouraged to buy fewer and better quality garments and wear them longer, that they should be taught the possibilities of making over garments, that they should be encouraged to use their sewing machines and to make better quality garments for the same amount paid for ready made garments.

The home making experiences of 458 girls enrolled in home economics in 19 high schools in Kansas third class cities were investigated by Wilmore (1937). Only a small percentage of

these girls knew the amount of their family income and less than one-fourth of them had a regular monthly allowance. About one-third of the girls used electric or gasoline irons although these were in approximately two-thirds of the homes. The garments which were bought most often by the girls were under garments, pajamas, shoes, hose and cotton dresses. The sewing experiences of the girls were somewhat limited. From 42 to 62 per cent frequently or occasionally made slips, pajamas, cotton dresses, and over half never made shorts, skirts and rayon dresses. About half of the girls washed their own underwear and hose, occasionally patched garments, darned hose and sewed on buttons. She recommended that clothing selection, its care and renovation should be taught as essential parts of home economics and that the care and adjustment of the sewing machine also be emphasized.

The garments listed in the wardrobes of 200 4-H club girls in Kansas in a study by Linn (1939) included more ready made than home made items. Only three per cent or less of the girls made winter coats at home, and only 32 per cent made slips. One-fourth to one-third of the shopping for clothing was done in the home town, one-half was done in larger town and one-fifth by mail order. Approximately all of the girls studied catalogues and fashion magazines, and enjoyed "shopping around" before buying. To a great extent the girls alone selected cotton dresses, hose, slips, panties, foundation gar-

ments, pajamas, and accessories, and mothers helped with selecting coats, jackets, suits, wool and silk dresses. In many cases the prices paid for the garments suggested a low quality of goods purchased. Linn recommended that emphasis be given in 4-H club clothing projects to selection of ready made clothing, proper care of clothing, and its relation to wardrobe planning and to garment selection. Wardrobe planning should include an investigation of the price of garments, length of time they can be worn satisfactorily, and to what extent the clothing expenditures of the girls are well balanced.

The clothing practices of 212 high school girls in two southwestern Virginia high schools were studied by Krembs (1942). These practices were especially considered from these aspects: the girls' wardrobes, their personal appearance, and their buying habits.

Their garments on the whole were purchased ready made. Only a small amount of home sewing was done and the girls were not making their own garments. Some mail order buying was reported, one-fourth of their coats and one-sixth of their dresses being thus bought. The girls purchased new each year most of the articles in their wardrobes rather than rotating purchases from one year to the next, and were more concerned about the style and fashionableness of the garment when buying than the durability and quality of the cloth. They purchased

when they had the money or when something new caught their eye, without considering the possibilities for remodeling and reusing the garment. They had few remodeled garments in their wardrobes and did not like to wear made over garments.

In her conclusions Krembs stated that if more construction were to be carried on in the homes, then much more emphasis should be placed upon this phase in clothing classes. She suggested that clothing construction might well be taught from the standpoint of saving on those garments that are expensive when bought ready made, but inexpensive when made at home, as blouses, clothing accessories, dickies, collars, brassieres and other under garments. Selection of clothing, she believed, should include what to buy and how to buy it, and emphasis should be given to care of clothing, including such phases as home cleaning and laundering, mending and storage.

Home sewing was extensively done by the group of 25 home makers and their daughters cooperating in the study reported by Wagner (1943). The families lived in a Pennsylvania community where the majority of men were employed in a large ribbon factory, foundry, and brewery at home or large steel plants near by and were of the socio-economic level from upper middle class through the average and lower middle class to the working men's families. Many of the parents and grand parents were born in central and southern European countries. The homemakers realized the value of home sewing and were somewhat

skilled in this but more in way of the native countries. Approximately four-fifths of the families did sewing with new material and two-thirds of the families did some making over of used garments. Phases in which instruction was needed by the girls were making over of garments, care and repair of garments, wise use of money for clothing, and buying of garments as done in this country. There was a need for acquainting the girls with inexpensive available sewing equipment and teaching them how to use this equipment to save time and secure more professional results in home sewing.

Two hundred twenty-one ninth grade girls from nine high schools in an Iowa county indicated how they got and used the money which was theirs to spend (Burns, 1943). Most of the girls did some earning but the majority reported that these earnings were supplemented by money obtained by requests to their parents, by gifts, and by weekly allowances. Some of their money was spent for clothing. Articles bought independently and most frequently were anklets, accessories and underwear. In doing this they selected the less expensive and often replaced types of articles. They received advice from others when buying coats, suits, dresses, shoes, slacks, sweaters and house coats. Very few of the girls had no choice in the selection of their garments. Burns suggested that the girls be encouraged to assume more responsibility in making selection of goods and be aroused to a realization of need for

improving their money management, because of their apparent freedom in purchasing such articles of clothing as anklets, underwear and accessories.

Burtis (1944) investigated the clothing practices of 250 farm and village women of Kansas. About 85 per cent of the home makers sewed for their families with high school girls ranking third of those for whom clothing was most frequently made. Among garments most often listed as "always" made at home were cotton dresses, skirts, blouses and slips for girls. Of the girls above 14 years of age 61 per cent frequently helped with family sewing. Remodeling of garments, especially for children was done. One-third of the women found it necessary to rearrange their equipment before they could sew.

The garments most often purchased locally were underwear, hose, hats, and dresses. Labels on the garments were checked as influencing 44.8 per cent of the women in their choice of garments. Half of these women kept clothing records which was not surprising, since keeping expense records had been especially stressed in Extension Service during recent years. Fifty-seven per cent did not do dry cleaning at home. More closet space, more drawer space, and better winter storage were the most desired improvements for better care of clothing.

Though the findings of these studies varied in many respects there were a number of similarities. Apparently, high

school girls needed to do more making, making over and repairing of their clothing; to take more responsibility for the care of their clothing; to plan their buying of clothing, and to be better informed in regard to cost of clothing; and to buy better quality of ready made garments that would be replaced less frequently.

FINDINGS

This study was made upon the clothing practices of 195 girls enrolled in Manhattan Senior High School during 1943-1944. Of these 55 were seniors, 65 juniors, and 75 sophomores. Their ages varied from 14 to 19 years. Of the seniors 76.4 per cent were 17 years and 18.2 per cent 18 years. Sixty-one and five tenths per cent of the juniors were 16 years and 29.2 per cent were 17. Of the sophomores 65.3 per cent were 15 and 28.0 per cent were 16 years. A negligible number were in the highest and lowest ranges.

A majority of the girls lived in town. Only 21.5 per cent of the girls reported living in the country, while 78.5 per cent were urban. Of those girls living in the country, only 14.4 per cent reported farming as the occupation of their fathers. This difference between the number of girls living in the country and those whose fathers were farmers was due to the fact that many lived in country homes and the fathers drove to

their jobs. Since the number of girls who could definitely be classed as from the country was small, a grouping according to country and urban was not satisfactory. Most of the girls had had previous work in clothing, 61 per cent reported having had clothing in junior high only and 37.5 per cent in both junior and senior high schools. Of this group 41.8 per cent of the seniors, 47.7 per cent of the juniors and 25.3 per cent of the sophomores had studied clothing in both junior and senior high school. Only 2.0 per cent had no clothing in either junior high or senior high. No significant differences were observed among the girls studied. Therefore, grouping according to whether or not they had studied clothing was not made.

The number of girls who had completed 4-H club clothing projects was small. Twenty-six, or 13.3 per cent of the 195 girls, indicated the completion of 41 projects. Twelve and seven tenths per cent of the seniors, 15.4 per cent of the juniors and 12 per cent of the sophomores thus reported completed 4-H club clothing projects. Obviously 4-H club clothing work could not be used as a basis for dividing the girls into groups.

Grouping the girls according to school classification, senior, junior and sophomore seemed the best method for this study and was used in organizing and analyzing the data.

The fathers' occupations were varied and more or less typical of a college town in the middle west agricultural section of the United States with an army camp near by. The

69 different occupations were placed in nine groups.

Business administration: Persons having the exclusive title to a business, such as merchants, garage owners and lumber dealers.

Clerical: Those employed to keep records or accounts or to have charge of correspondence, such as salesmen, stenographers, cashiers and express agents.

Defense work: Those whose jobs are directly associated with providing the needs, other than food, of the armed forces.

Farming: Those who work or live on a farm for support.

Military service: Officers and enlisted men in the Army, Navy, or Marines.

Professional: Those whose occupations properly involve at least four years of college or its equivalent and a large amount of mental labor, such as physicians, lawyers and teachers.

Public administration: Those holding public office or performing duties of a public nature, such as post office employees, farm security supervisors and Civil Service employees.

Semi-skilled and unskilled: Common laborers who produce without special skill or training, such as truck drivers, gas station attendants and telephone foremen.

Skilled: Those who have such training in one occupation as would involve industrial loss in a transference to other

occupations, such as electricians, carpenters and mechanics.

According to Table 1, the semi-skilled and unskilled occupations ranked highest for the fathers of all of the girls and of the sophomores. Skilled occupations ranked highest for the fathers of the senior girls and professional ones for the fathers of the juniors. Those fathers in the military service included 10.9 per cent of the seniors, 9.1 per cent of the juniors, and 6.7 per cent of the sophomores. Defense work occupied 4.6 per cent of all the fathers. Five and six tenths per cent reported their fathers were not living, and 7.2 per cent did not list their fathers' occupation. The occupations listed indicated that the girls, as a whole, came from families of average incomes.

Table 1. Occupations of fathers (per cent).

Occupations	: Senior	: Junior	: Sophomore	:: Total
Semi-skilled and unskilled	7.3	20.0	21.3	16.9
Professional	10.9	21.7	12.0	14.9
Farming	16.4	9.1	17.3	14.4
Skilled	18.2	4.6	14.7	12.3
Military service	10.9	9.1	6.7	8.7
Business administration	9.1	6.2	6.7	7.2
Clerical	3.6	10.7	-	4.6
Defense work	3.6	6.2	4.0	4.6
Public administration	3.6	1.6	5.3	3.6
Not listed	9.1	6.2	6.7	7.2
Not living	7.3	4.6	5.3	5.6
Totals	100.0	100.0	100.0	100.0

The girls obtained their money for clothing mainly by asking their parents for it and by their own earnings. Table 2 showed that more of the senior girls earned their clothing money than did the other girls. However, only a small percentage of seniors earned more of their clothing money than they received from their parents as asked for. Juniors and sophomores received most of their clothing money by asking their parents for it. Only 16.4 per cent of the girls had a definite clothing allowance.

Table 2. Sources of clothing money (per cent).

Source	: Senior	: Junior	: Sophomore	: Total
Money from parents as asked for	78.2	73.8	66.7	72.3
Own earnings	80.0	56.9	53.3	62.1
Family charge account	21.8	23.1	13.3	19.0
Definite allowance	16.4	13.8	18.7	16.4
Gifts	5.5	9.1	-	4.6

Relatively few girls had kept a record of their clothing expenditures during the year. The classes were uniform throughout in this respect with a total of only 6.7 per cent who kept records and 88.2 per cent who did not keep clothing expense records of any kind. Sixty-five and six tenths per cent of the girls reported concerning the approximate amount per month spent for their clothing, 34.4 per cent gave no answer, while 10.3 per cent said they had no idea. The amount

spent ranged from \$4.00 to \$30.00 per month with a median of \$9.70. There was evidence that these girls did not know much concerning their clothing expenditures.

In general no particular room in the homes was reported as being used for sewing (Table 3). The dining room was used most frequently by all groups. Bed room, living room and sewing room followed closely in the order listed. Other rooms reported used were: own room, kitchen, basement, hall, breakfast room and study. Eleven and eight tenths per cent made no report and 2.1 per cent said they sewed anywhere. Apparently the room which seemed most convenient at the time was used for sewing, and it did not encourage efficiency and proficiency in sewing on the part of the girls.

Table 3. Rooms used for sewing (per cent).

Room	: Senior	: Junior	: Sophomore	: Total
Dining room	30.9	29.2	28.0	29.2
Bed room	20.0	16.9	18.7	18.5
Living room	16.4	18.5	9.3	14.4
Sewing room	10.9	10.8	13.3	11.8
Own room	3.6	4.6	4.0	4.1
Kitchen	5.5	3.2	4.0	4.1
Basement	5.5	3.2	-	2.6
Hall	1.8	-	5.3	2.6
Breakfast room	1.8	1.7	-	1.0
Study	-	1.7	1.3	1.0
Anywhere	3.6	3.2	-	2.1
No report	1.8	16.9	16.0	11.8

Tables 4 and 5 showed that 54.4 per cent or more of the girls had and used the following sewing equipment in their

homes: ironing board, tape measure, sewing scissors, sewing machine (particularly the treadle machine), electric iron, yard stick, thimble and pressing cloth. Ranking next in importance in descending order were: electric machine, tailor's chalk, skirt marker, pinking scissors, button hole scissors, button hole maker and sleeve board.

Table 4. Sewing equipment in homes of girls (per cent).

Equipment	: Senior	: Junior	:Sophomore:	:Total
Ironing board	96.4	100.0	100.0	99.0
Tape measure	92.7	100.0	98.7	97.4
Sewing scissors	98.2	98.5	96.0	97.4
Sewing machine	94.5	98.5	94.7	95.9
Electric iron	96.4	96.9	94.7	95.9
Yard stick	89.1	98.5	97.3	95.4
Thimble	90.9	93.8	92.0	92.3
Treadle machine	58.2	49.2	46.7	55.4
Pressing cloth	58.2	50.8	52.0	53.3
Electric machine	38.2	49.2	38.7	42.1
Tailor's chalk	30.9	29.2	36.0	32.3
Skirt marker	23.8	29.2	29.3	27.7
Pinking scissors	23.8	16.9	18.7	19.5
Button hole scissors	16.4	24.6	10.7	16.9
Button hole maker	13.2	12.3	20.0	16.9
Sleeve board	13.2	9.1	14.7	15.4
T square	5.5	7.7	18.7	11.3
Gasoline iron	5.5	1.7	5.3	4.6
Steam iron	1.8	3.2	4.0	3.1
Tracing wheel	5.5	3.2	1.3	3.1
Pinking machine	1.8	4.6	1.3	2.6
Mangle	1.8	3.2	2.7	2.6
Pressing cushion	3.6	1.7	2.7	2.6
Tracing board	-	1.7	4.0	2.1
Seam board	1.8	-	1.3	1.0

There were indications that the convenience and value of certain sewing equipment was not known in the homes of many of

the girls. Such equipment as pinking scissors or pinking machine, sleeve board, steam iron, pressing cushions and seam board were lacking in a majority of the homes. Yet they help much toward making garments in the homes which the girls would have been glad to own, and proud to wear.

Table 5. Sewing equipment used by girls (per cent).

Equipment	: Senior	: Junior	:Sophomore:	:Total
Ironing board	83.6	86.2	84.0	84.6
Tape measure	92.7	81.7	78.7	83.6
Electric iron	81.8	81.7	85.3	83.6
Sewing scissors	81.8	84.6	81.3	82.6
Sewing machine	78.2	76.9	74.7	76.4
Yard stick	74.5	70.8	73.3	73.3
Thimble	65.5	58.5	60.0	61.0
Treadle machine	49.1	44.6	46.7	46.7
Pressing cloth	49.1	38.5	44.0	43.6
Electric machine	32.7	33.8	30.7	32.3
Tailor's chalk	20.0	18.5	18.7	19.0
Skirt marker	12.7	18.5	20.0	17.4
Pinking scissors	18.2	9.1	12.0	12.8
Sleeve board	16.4	9.1	12.0	12.3
Button hole scissors	14.5	15.4	4.0	10.8
Button hole maker	10.9	7.7	4.0	7.2
T square	7.3	4.6	6.7	6.2
Steam iron	1.8	3.2	4.0	3.1
Gasoline iron	5.5	1.7	2.7	3.1
Mangle	1.8	3.2	2.7	2.6
Tracing wheel	5.5	1.7	-	2.1
Pressing cushion	1.8	-	2.7	1.5
Pinking machine	1.8	1.7	1.3	1.5
Seam board	1.8	-	-	0.5
Tracing board	-	-	1.3	0.5

An important part of this study was centered around the girls' wardrobes, what they wore, whether the garments were made or bought ready made, and what care was taken of those garments.

According to Table 7 long cotton hose were not worn by any of the juniors. Several garments were worn by all of one or more groups as follows: skirts and blouses by all of the junior and sophomore girls, panties by all of the senior and junior girls, sport shoes by all of the sophomore girls, and anklets by all of the junior girls.

There were seven garments listed that were not worn by 50 per cent of the girls. These included boots, neck scarfs, jerkins, cotton slippers, girdles, night gowns and long cotton hose. Fifty per cent of the seniors did not wear galoshes, boots, girdles, neck scarfs, jerkins, cotton slippers, night gowns and long cotton hose. The four garments which were not worn by 50 per cent of the junior girls were boots, jerkins, girdles and night gowns. Eleven garments were not worn by 50 per cent of the sophomore girls. These included galoshes, boots, bags, neck scarfs, wool dresses, winter rayon dresses, jerkins, cotton slippers, night gowns, girdles, and long cotton hose.

Two-thirds of the girls wore the following garments: skirts and blouses, panties, anklets, sport shoes, sweaters, winter coats, head scarfs, rayon slippers, brassieres, pajamas, gloves and mittens, dress shoes, handkerchiefs, cotton dresses, suits, long rayon hose, slacks, house coats, costume jewelry, dickies and collars, hats, jackets, bed room slippers, play suits, spring coats, formal dresses, evening shoes or sandals, rain coats and spring or summer rayon dresses.

The 27 garments which two-thirds of the seniors wore were: panties, skirts and blouses, sweaters, anklets, head scarfs, rayon slips, long rayon hose, sport shoes, winter coats, suits, brassieres, pajamas, slacks, dress shoes, gloves and mittens, hats, handkerchiefs, cotton dresses, spring coats, jackets, house coats, dickies and collars, formal dresses, play suits, spring or summer rayon dresses and costume jewelry.

The 30 garments which two-thirds of the juniors wore were: skirts and blouses, panties, anklets, winter coats, head scarfs, sweaters, brassieres, sport shoes and dress shoes, gloves and mittens, slacks, cotton dresses, pajamas, suits, rayon slips, costume jewelry, handkerchiefs, house coats, dickies and collars, hats, jackets, bed room slippers, long rayon hose, wool dresses, formal dresses, rain coats, play suits, evening shoes or sandals, and spring coats.

Two-thirds of the sophomores wore 30 of the garments listed. These included: skirts and blouses, sport shoes, panties, winter coats, sweaters, anklets, rayon slips, pajamas, gloves and mittens, head scarfs, brassieres, handkerchiefs, dress shoes, slacks, cotton dresses, costume jewelry, house coats, dickies and collars, jackets, hats, long rayon hose, bed room slippers, jumpers, suits, play suits, spring coats, rain coats, spring or summer rayon dresses, and evening shoes or sandals.

Sports garments were more generally worn by the younger

Table 7. Garments worn by girls (per cent).

Garments	: Senior	: Junior	: Sophomore	: Total
Hats	78.2	81.7	73.3	77.4
Head scarfs	94.5	95.4	89.3	92.8
Coats				
Winter	92.7	96.9	96.0	95.4
Spring	74.5	67.7	69.3	70.3
Rain coat	56.4	72.3	69.3	66.7
Suits	92.7	89.2	70.7	83.1
Skirts	98.2	100.0	100.0	99.5
Blouses	98.2	100.0	100.0	99.5
Sweaters	98.2	95.4	96.0	96.4
Jerkins	32.7	35.4	37.3	35.4
Jackets	72.7	80.0	77.3	76.9
Dresses				
Wool	63.6	75.2	41.3	59.0
Winter rayon	65.5	58.5	40.0	53.3
Spring or summer rayon	67.3	63.1	69.3	66.7
Cotton	76.4	92.3	84.0	84.6
Jumper	54.5	50.8	72.0	60.0
Formal	70.9	75.2	65.3	70.3
Underwear				
House coat	72.7	86.2	80.0	80.0
Slips				
Cotton	25.5	47.7	32.0	35.4
Rayon	94.5	89.2	94.7	92.8
Brassieres	92.7	95.4	89.3	92.3
Panties	100.0	100.0	97.3	99.0
Girdle	45.5	29.2	10.7	26.7
Night gowns	21.8	27.7	22.7	24.1
Pajamas	89.1	92.3	93.3	91.8
Slacks	87.3	93.8	85.3	80.7
Play suits	70.9	72.3	70.7	71.3
Hose				
Anklets	96.4	100.0	96.0	97.4
Long hose				
Cotton	1.8	-	4.0	2.1
Rayon	94.5	78.5	73.3	81.0
Shoes				
Dress	87.3	93.8	86.7	89.2
Sport	94.5	95.4	100.0	96.9
Bed room slippers	63.6	80.0	73.3	72.8
Evening shoes, sandals	65.5	70.8	66.7	67.7
Galoshes	49.1	52.3	48.0	49.7
Boots	49.1	43.1	46.7	46.2
Accessories				
Bags	61.8	58.5	44.0	53.8
Handkerchiefs	78.2	87.7	88.0	85.1
Gloves and mittens	85.5	93.8	92.0	90.8
Neck scarfs	34.5	50.8	42.7	43.1
Dickies and collars	72.7	81.7	78.7	77.9
Costume jewelry	67.3	89.2	81.3	80.0

girls than by the older ones. Anklets were reported as worn by about the same percentage of each group, yet more sophomores checked long cotton hose than did the juniors or seniors. Long rayon hose were worn by more seniors than either juniors or sophomores. Sport shoes were worn by all of the sophomores and fewer of them were worn by the juniors and seniors. Play suits were worn equally by all of the girls. Jumpers were worn by two-thirds of the sophomore girls but were not so generally worn by junior and senior girls.

The older girls wore more suits than the younger girls. Seniors were first, juniors next, and sophomores last in the wearing of suits. More seniors also checked sweaters than did sophomores and juniors. Girdles were more commonly worn by the older girls although less than one-half of the seniors indicated wearing them. Only one-tenth of the sophomore girls indicated wearing girdles. More junior and senior girls than did sophomore girls reported wearing formal dresses.

Rayon slips were the choice of most of the girls as compared with cotton slips. Pajamas were the choice of more of the girls as compared with night gowns which were checked by less than one-fourth of the girls. A higher percentage of junior and senior girls wore costume jewelry than sophomores.

A further check of the garments worn by the girls in regard to whether these were made at home or bought ready made revealed that fewer were made at home than bought ready made (Tables 8 and 9).

Twenty-five to 60.0 per cent of all the girls checked as made at home: skirts, cotton dresses, blouses, pajamas, spring or summer rayon dresses, and head scarfs. Senior girls checked skirts, cotton dresses, spring or summer rayon dresses, formal dresses, blouses, wool dresses and head scarfs. Juniors checked skirts, cotton dresses, blouses, pajamas, head scarfs, and spring and summer rayon dresses. And sophomore girls checked these items: skirts, blouses, cotton dresses, pajamas, formal dresses, jumpers and play suits as made at home.

The girls reported from one to nine skirts made with a median of three. One to 10 cotton dresses were reported with a median of three dresses. From one to six blouses were reported with a median of two. One to four pajamas were reported made at home with a median of two pajamas. One to six spring and summer rayon dresses were made at home with a median of two. The range of head scarfs made at home was one to three with a median of one. One to three jumpers were made at home with a median of one. And one to three formal dresses were made at home with a median of one. Although the range for some garments was wide the medians were small, which indicated only a small number of the girls' garments were made at home. No garments were reported as made at home by more than two-thirds of the girls who checked these items.

Garments which could have been made at home, but which

were bought ready made as indicated by two-thirds or more of all the girls were rayon slips, brassieres, blouses, head scarfs, winter coats, skirts and slacks. These garments were bought by two-thirds or more of the senior girls, rayon slips, brassieres, blouses, head scarfs, winter coats, suits, slacks and pajamas. Two-thirds or more of the junior girls bought brassieres, rayon slips, head scarfs, winter coats, blouses and slacks. More than two-thirds of the sophomore girls bought rayon slips, blouses, brassieres, head scarfs, winter coats, skirts, slacks, and dickies and collars.

The number of each type of garment bought for the girls which could have been made at home showed a wide range. The range for rayon slips bought during the year was from one to 10 with a median of four. The range of brassieres was one to 16 with a median of four. Blouses ranged from one to 12 with a median of four. Head scarfs ranged from one to six with a median of two. One or two winter coats were bought with a median of one. The range of skirts was one to 12 with a median of four. And from one to four slacks were bought with a median of two.

The girls estimates of the approximate cost of their garments made at home and their garments bought ready made were too inaccurate to be of value. A tendency toward low range prices with a few high ones was observed. Prices paid for suits ranged from \$3.00 to \$75.00, with the majority being

\$15.00 to \$25.00. Prices paid for cotton dresses ranged from \$1.50 to \$15.00, with the majority being \$3.00 to \$6.00. Blouses varied in price from \$1.00 to \$7.00, with the majority being \$3.00. These figures showed that recalling is not adequate for getting such data. Keeping records of expenditures would provide much more accurate data.

Making of garments was not so generally done by the girls. Only 39.0 per cent of the total number made cotton dresses, 25.1 per cent skirts and 20.0 per cent head scarfs. Coats were reported made by 1.5 per cent of the girls and suits by 7.2 per cent. There were some differences noted between the classes: more juniors and seniors made skirts, cotton dresses, head scarfs, slacks, and night gowns than did the sophomores. In contrast a higher percentage of sophomores reported making jerkins, cotton slips, pajamas, play suits and formal dresses. The garments most frequently made by the girls from new material as shown in Table 8 included: cotton dresses, skirts, head scarfs, blouses, play suits, jumpers, cotton slips, pajamas and rayon dresses.

The percentage of girls who bought garments for themselves was relatively higher than the percentage of girls who made garments for themselves from new material (Table 8). The 10 garments most frequently bought by the girls for themselves listed in order of frequency were brassieres, panties, skirts, coats, blouses, head scarfs, rayon slips, slacks,

pajamas and cotton dresses. A larger percentage of seniors bought the following 11 garments for themselves than did either the juniors or sophomores: coats, brassieres, skirts, head scarfs, panties, suits, slacks, pajamas, rayon dresses, formal dresses, and jumpers. A higher percentage of sophomores bought blouses and jerkins for themselves than did the other two groups. The juniors were in between, close to, or above the seniors in purchasing blouses, wool dresses, rayon dresses, cotton dresses, night gowns and a few other items of clothing. The juniors were similar to the sophomores in the percentage who purchased such articles as coats, jumpers, formal dresses and brassieres.

Very few home made coats were worn by the girls. Only 5.1 per cent of the girls reported their mothers made coats for them and none were made by some other person (Table 8). Twelve and three-tenths per cent reported their mothers made suits for them and 5.6 per cent reported suits made by some other person. Thirty-two and eight-tenths per cent of the girls reported mothers made skirts for them, 30.3 per cent cotton dresses, 26.7 per cent blouses and 24.1 per cent formal dresses. Rayon dresses, jumpers, pajamas and play suits came next among the garments made by mothers. Of articles reported made by some other person skirts appeared most often, but in only 9.2 per cent of the reports. Suits, cotton dresses, formals, head scarfs, blouses and rayon dresses were reported made for the girls in four or five per cent of the cases by

Table 8. Garments made or bought by girls (per cent).

Garments	: Made from new material ::				Bought ready made			
	: Sr. :	Jr. :	:Soph.:	Total:	: Sr. :	Jr. :	:Soph.:	Total
Head scarfs	18.2	24.6	17.3	20.0	50.9	36.9	40.0	42.1
Coats	1.8	3.2	-	1.5	58.2	38.5	38.7	44.1
Suits	3.6	9.1	8.0	7.2	43.6	21.7	28.0	30.3
Skirts	29.1	29.2	18.7	25.1	54.5	38.5	46.7	46.2
Blouses	21.3	16.9	17.3	18.5	40.0	35.4	50.7	42.6
Jerkins	1.8	3.2	9.3	5.1	3.6	6.2	4.0	4.6
Dresses								
Wool	12.7	4.6	4.0	6.6	21.8	23.1	10.7	17.9
Rayon	20.0	6.2	6.7	10.3	25.5	24.6	20.0	23.1
Cotton	38.2	41.5	37.3	39.0	30.9	32.3	28.0	30.3
Jumper	14.5	13.8	10.7	12.9	14.5	12.3	13.3	13.3
Formal	9.1	3.2	9.3	7.2	25.5	12.3	12.0	15.9
House coats	-	4.6	1.3	2.1	-	15.4	4.0	10.8
Slips								
Cotton	7.3	6.2	22.7	12.8	7.3	7.7	9.3	8.2
Rayon	3.6	4.6	2.7	3.6	43.6	32.3	45.3	40.5
Brassieres	1.8	-	-	0.5	58.2	49.2	49.3	51.8
Panties	1.8	1.7	-	1.0	50.9	46.7	50.7	49.2
Night gowns	3.6	4.6	-	2.6	5.5	13.8	6.7	8.7
Pajamas	10.9	12.3	13.3	12.3	34.5	16.9	26.7	30.8
Slacks	5.5	10.8	4.0	6.7	41.8	32.3	40.0	37.9
Play suits	9.1	12.3	18.7	13.8	21.8	24.6	20.0	22.1

some other person.

A larger percentage of the girls reported that their mothers did buying for them than reported that other persons did. Those garments most frequently bought by the mothers for the girls were: panties 43.6 per cent, rayon slips 42.6 per cent, skirts 42.6 per cent, coats 39.5 per cent, brassieres 35.9 per cent, house coats 34.4 per cent and pajamas 34.4 per cent. The following were most frequently bought by some other person: head scarfs 16.4 per cent, rayon slips

11.3 per cent, pajamas 11.3 per cent and coats 10.3 per cent. In many cases a smaller percentage of seniors reported garments bought by mother or some other person than did the juniors (Table 9). A greater percentage of sophomores reported garments bought for them by mother or some other person. It was evident that the girls as they became older assumed more responsibility for buying their clothing. The garments they bought also became more difficult to choose.

Very few garments made from old material were added to the girls' wardrobes during the 12 months studied. Neither the girls nor their mothers had done much remaking of garments. Skirts were the most frequently remade by the girls and their mothers, but this was done by only 7.7 per cent of the girls, 6.7 per cent of the mothers, and 2.6 per cent by other persons. Garments made from old material by the girls listed in the order of number made, were as follows: skirts, play suits, head scarfs and suits, blouses, summer rayon dresses and slacks, cotton dresses, jerkins, formal dresses, rayon slips and pajamas.

Garments made over for the girls by mothers were in order of per cent rank: blouses, suits, summer rayon dresses and slacks, pajamas, jerkins, cotton dresses and house coats. Ranking first among the garments made over for the girls by other persons were: suits, skirts, coats and rayon slips. A negligible number of the following were reported to have been

Table 9. Garments made or bought for girls (per cent).

Article:	Made from new material								Bought ready made							
	By mother				By some other person				By mother				By some other person			
	Sr.	Jr.	Soph.	Total	Sr.	Jr.	Soph.	Total	Sr.	Jr.	Soph.	Total	Sr.	Jr.	Soph.	Total
Head scarfs	7.3	3.2	8.0	6.2	1.8	6.2	6.7	5.1	21.8	24.6	26.7	24.6	16.4	18.5	14.7	16.4
Coats	9.1	6.2	1.3	5.1	-	-	-	-	29.1	46.7	41.3	39.5	10.9	10.8	9.3	10.3
Suits	9.1	13.8	13.3	12.3	3.6	4.6	1.3	5.6	23.8	27.7	34.7	29.2	7.3	9.1	4.0	6.7
Skirts	29.1	27.7	40.0	32.8	14.5	7.7	6.7	9.2	38.2	43.1	45.3	42.6	7.3	6.2	9.3	7.7
Blouses	34.5	21.7	25.3	26.7	3.6	4.6	4.0	4.1	29.1	27.7	33.3	30.3	3.6	10.8	10.7	8.7
Jerkins	3.6	6.2	9.3	6.7	1.8	3.2	1.3	2.1	3.6	4.6	6.7	5.1	3.6	1.7	4.0	3.1
Dresses																
Wool	18.2	9.1	8.0	11.3	3.6	-	2.7	2.1	14.5	15.4	17.3	15.9	5.5	7.7	8.0	7.2
Spring or summer																
rayon	21.8	13.8	13.3	15.9	1.8	4.6	5.3	4.1	18.2	30.8	22.7	24.1	3.6	4.6	13.3	7.7
Cotton	32.7	29.2	29.3	30.3	1.8	4.6	9.3	5.6	21.8	26.2	26.7	25.1	3.6	4.6	8.0	5.6
Jumper	7.3	9.1	18.7	12.3	1.8	3.2	4.0	3.1	14.5	6.2	22.7	14.9	3.6	4.6	8.0	5.6
Formal	27.3	18.5	26.7	24.1	7.3	9.1	-	5.1	20.0	27.7	22.7	23.6	5.5	6.2	5.3	5.6
Underwear																
House coat	7.3	1.7	8.0	5.6	1.8	1.7	-	1.0	20.0	32.3	46.6	34.4	9.1	13.8	6.7	9.7
Slips																
Cotton	5.5	9.1	5.3	6.7	1.8	-	-	0.5	10.9	15.4	13.3	13.3	-	1.7	1.3	1.0
Rayon	7.3	-	5.3	4.1	-	-	-	-	38.2	46.7	42.7	42.6	9.1	13.8	10.7	11.3
Brassieres	1.8	-	-	0.5	-	-	-	-	29.1	41.5	36.0	35.9	1.8	6.2	6.7	5.1
Panties	-	1.7	1.3	1.0	-	-	-	-	41.8	44.6	44.0	43.6	5.5	4.6	8.0	6.2
Night gowns	1.8	6.2	2.7	3.6	-	3.2	-	1.0	10.9	10.8	9.3	10.3	3.6	6.2	4.0	5.1
Pajamas	7.3	21.7	16.0	15.4	-	-	1.3	0.5	34.5	33.8	34.7	34.4	5.5	7.7	18.7	11.3
Slacks	7.3	6.2	9.3	7.7	-	3.2	1.3	1.5	18.2	30.8	32.0	27.7	7.3	7.7	13.3	9.7
Play suits	10.9	9.1	20.0	13.8	-	-	1.3	0.5	14.5	13.8	17.3	15.4	3.6	4.6	8.0	5.6

made over either by the girls, their mothers or other persons: head scarfs, coats, wool dresses, jumpers, formals, house coats, cotton slips, rayon slips, night gowns, play suits and dickies.

Old garments used for suits were men's suits, trousers, a coat and a jumper. For skirts a wider variety of garments were used including: other skirts, dresses, men's suits, a sport coat, a wool zipper lining for a coat, trousers and a play suit. Coats were made from other coats. Blouses were styled from: shirts, skirts, a white uniform, a smock, a dress and a blouse. Grandmother's suit was the source of one wool dress. The remaining dresses were made from other dresses. Play suits originated from dresses, play suits, a slack and a house coat. Juniors had the greatest number of garments made from old material, sophomores next and seniors last.

Of the total number of girls who reported garments made by themselves from old material the juniors ranked first, sophomores second and seniors third; made by mother were juniors first, seniors second, and sophomores third; and made by some other person sophomores and juniors the same and seniors least. The results of the study indicated that there was very little making over of garments by or for the group of girls studied.

Buying at home was the general practice of the girls as shown in Table 10. For each article of clothing listed a

higher percentage of the girls in each class and in the total group bought in the home town than from any other source. Those articles bought in other towns, in every case, ranked above those bought by mail order. A total of 85.2 per cent of all the girls reported buying shoes at home, 33.3 per cent in some other town and only 7.2 per cent by mail order. There was very little difference among the three classes in their purchasing in other towns. Slips were second among articles bought at home with the percentages among the groups practically uniform. Nearly twice as many seniors reported buying slips in other towns as did the others. Mail order was used most by sophomores and seniors. Blouses came third for the whole group, with 83.6 per cent for home town purchasing, 25.6 per cent other town, and 15.9 per cent by mail order. Seniors ranked first among the classes buying blouses in the home town, the percentage being 90.9; sophomores next with 84.0 per cent and juniors last with 76.9 per cent. Pajamas were bought by from 70.7 to 80.0 per cent of all the girls in the home town. The percentages that purchased these by mail order and in other towns were from 5.5 to 18.7.

Nearly three-fourths of the girls reported buying skirts at home, one-third in other towns and 13.3 per cent by mail order. Sixth among garments bought at home were cotton dresses with a percentage of 70.8 and 20.5 per cent for buying in other towns and 9.2 per cent for buying by mail order.

Coats and slacks were the same, 69.7 per cent for home town purchasing, but varied widely for purchasing in other towns with 41.0 per cent for coats and 16.9 per cent for slacks. Less difference was found in mail order purchases, coats being 11.3 per cent and slacks 8.7 per cent. Sixty-four per cent reported buying hats at home, 22.6 per cent in other towns, and only 3.1 per cent by mail order. Fifty-four and four-tenths per cent bought spring and summer rayon dresses at home, 20.5 per cent in other towns and 5.6 per cent by mail order. About half as many reported having bought suits away from home as at home with 52.3 per cent buying at home, 28.2 per cent in other towns and 9.2 per cent by mail order. One-half of the girls bought play suits at home, 19.0 per cent in other towns and only 3.1 per cent by mail order. Formals ranked, for all classes, thirteenth in the percentage bought in the home town, seventh for that bought in other towns, sixteenth for that bought by mail order. No juniors or seniors purchased formals through this latter source.

The articles reported purchased least at home were winter rayon dresses, 38.5 per cent and wool dresses, 34.4 per cent. Seventeen and nine-tenths per cent reported buying winter rayon dresses in other towns, and 20.2 per cent reported the same for wool. Only 3.1 per cent indicated winter rayon dresses were bought by mail order and only 2.6 per cent wool dresses.

Table 10. Buying practices of girls (per cent).

Garments	Home town				Other town				Mail order			
	Sr.	Jr.	Soph.	Total	Sr.	Jr.	Soph.	Total	Sr.	Jr.	Soph.	Total
Coats	69.1	66.2	75.3	69.7	40.0	43.1	40.0	41.0	14.5	9.1	10.7	11.3
Suits	63.6	52.3	44.0	52.3	29.1	30.8	25.3	28.2	7.3	9.1	10.7	9.2
Skirts	74.5	66.2	82.7	74.9	34.5	33.8	36.0	34.9	9.1	10.8	18.7	13.3
Blouses	90.9	76.9	84.0	83.6	23.8	26.2	26.7	25.6	14.5	15.4	17.3	15.9
Dresses												
Wool	38.2	30.8	34.7	34.4	25.5	20.0	16.0	20.0	3.6	3.2	1.3	2.6
Winter rayon	43.6	46.7	28.0	38.5	21.8	15.4	17.3	17.9	3.6	3.2	2.7	3.1
Spring or summer rayon	56.4	52.3	54.7	54.4	29.0	18.5	22.7	20.5	7.3	4.6	5.3	5.6
Cotton	56.4	70.8	81.3	70.8	18.2	20.0	22.7	20.5	10.9	3.2	13.3	9.2
Jumper	40.0	36.9	42.7	40.0	20.0	15.4	13.3	15.9	3.6	-	8.0	4.1
Formal	56.4	43.1	37.3	44.6	14.5	27.7	22.7	22.1	-	-	1.3	0.5
Slips	85.5	86.2	84.0	85.1	23.8	15.4	14.7	17.4	10.9	6.2	12.0	9.7
Pajamas	80.0	78.5	70.7	75.9	10.9	9.1	18.7	13.3	5.5	4.6	13.3	8.2
Slacks	72.7	66.2	70.7	69.7	14.5	16.9	18.7	16.9	10.9	7.7	8.0	8.7
Play suits	61.8	49.2	44.0	50.8	18.2	18.5	20.0	19.0	3.6	3.2	2.7	3.1
Hats	65.5	61.5	65.3	64.1	25.5	27.7	16.0	22.6	3.6	1.7	4.0	3.1
Shoes	81.8	89.2	86.7	86.2	32.7	32.3	34.7	35.3	10.9	4.6	6.7	7.2

An analysis of these data generally showed buying clothing at home to be the custom of these girls. The percentages for purchasing in other towns were most frequently between 13 to 25 per cent. The exceptions were: coats, 41.0 per cent; skirts, 34.9 per cent; and shoes 33.3 per cent. For mail order buying only three items were above nine per cent: blouses, 15.9 per cent; skirts, 13.3 per cent and coats, 11.3 per cent.

Table 11 further indicates buying in the home town the prevailing custom of these girls. Store windows were reported as the most important source of ideas for clothing. Eighty-one and eight-tenths per cent of the seniors, 70.8 per cent of the juniors, 69.3 per cent of the sophomores and 73.3 per cent of the total girls placed store windows as the most important source of ideas for clothing. Sophomores ranked school mates' clothing and fashion magazines as the two most important influences, and juniors and seniors ranked them as second and third.

For the group as a whole, mothers' suggestions were listed by 63.1 per cent of the girls as a source of ideas for clothing. Fifty and three-tenths per cent listed motion pictures as a source. Home magazines, advertisements and newspapers were listed by 47.2 per cent to 48.2 per cent of the girls. Forty-two and one-tenth per cent used mail order catalogues for ideas. Clerks' suggestions were checked by 12.3 per cent, and teachers' suggestions by 2.6 per cent. Fourteen

and nine-tenths per cent of the girls added the statement that "Own ideas" were a source of ideas for clothing. Although a higher percentage of sophomores checked school mates' clothes, fashion magazines and mothers' suggestions, as source of ideas, they ranked store pattern books, motion pictures, advertisements, newspapers, and clerks' suggestions considerably lower than did the two upper classes.

Table 11. Sources of ideas for clothing (per cent).

Sources	: Senior	: Junior	:Sophomore:	: Total
Store windows	81.8	70.8	69.3	73.3
School mates clothes	69.1	58.5	78.7	69.2
Fashion magazines	70.9	58.5	73.3	67.7
Mothers' suggestions	61.8	56.9	69.3	63.1
Store pattern books	63.6	53.8	46.7	53.8
Motion pictures	65.5	47.7	41.3	50.3
Home magazines	54.5	36.9	53.3	48.2
Advertisements	60.0	52.3	34.7	47.7
News papers	56.4	47.7	40.0	47.2
Mail order catalogues	45.5	40.0	41.3	42.1
Own ideas	10.9	23.1	10.7	14.9
Clerks' suggestions	21.8	10.8	6.7	12.3
Teachers' suggestions	7.3	1.7	-	2.6

The girls' personal reactions influenced them most when they selected garments. Those most often checked were: liked the style and color of the garment; was needed in the wardrobe and for a special occasion; whether it should be laundered or dry cleaned; whether or not it would shrink; and the kind of material from which it was made. According to Table 12 the most important influences and the percentages were: the girl liked the style, 87.7 per cent; the garment was needed in the

wardrobe, 82.6 per cent; would the garment shrink, 82.6 per cent; the girl liked the color, 81.0 per cent; what kind of material was in the garment, 80.5 per cent; the garment was needed for a special occasion, 79.0 per cent; should the garment be laundered, 79.0 per cent; should the garment be dry cleaned, 78.5 per cent; would the garment fade, 72.8 per cent; mother liked it, 72.3 per cent; the clerk carefully showed its good points, 71.8 per cent; the girl liked the garment itself, 68.7 per cent; it was the right price to pay, 50.3 per cent; and the garment was just her size, 47.2 per cent.

Less than one-third of the girls indicated considering the following influences: mother wanted her to have it, 30.8 per cent; the garment was the latest style, 28.7 per cent; it was popular among her friends, 26.7 per cent; it was a bargain, 22.6 per cent; the clerk said it was the latest style, 17.9 per cent; and the clerk was especially eager to make a sale, 5.6 per cent.

That mother liked the garment and that the clerk showed its good points were the only significant influences of mothers and clerks on the girls in their buying. Style was important if the girls, themselves, liked the garments; but not because of style itself and its being popular among their friends. Bargain hunting was not reported generally done by the girls. Several girls reported "who styled by" and "trade mark name" also as influences when selecting their garments.

Table 12. Influences when selecting garments (per cent).

Influences	: Senior	: Junior	: Sophomore	: Total
Girl liked				
The style	89.1	86.2	88.0	87.7
The color	87.3	83.1	74.7	81.0
The garment itself	72.7	76.9	58.7	68.7
Mother				
Liked it	72.7	72.3	72.0	72.3
Wanted her to have it	25.5	36.9	29.3	30.8
The clerk				
Carefully showed its good points	70.9	64.6	78.7	71.8
Said it was the latest style	10.9	24.6	17.3	17.9
Was especially eager to make a sale	5.5	9.1	2.7	5.6
Garment was				
Needed in wardrobe	80.0	87.7	80.0	82.6
Needed for a special occasion	81.8	83.1	73.3	79.0
The right price to pay	52.7	46.7	52.0	50.3
Just her size	43.6	52.3	45.3	47.2
The latest style	27.3	35.4	24.0	28.7
Popular among her friends	21.8	32.3	25.3	26.7
A bargain	29.1	24.6	16.0	22.6
Considered information on label				
Will it shrink?	87.3	75.2	85.3	82.6
What kind of material?	81.8	80.0	80.0	80.5
Should it be laundered?	80.0	80.0	74.7	79.0
Should it be dry cleaned?	80.0	78.5	77.3	78.5
Will it fade?	67.3	69.2	80.0	72.8

The study of the clothing practices of this group of Senior High School girls and the clothing practices in their homes which affected the girls would not have been complete without a check upon the care, repair and storage of clothing. In Table 13 is recorded the home equipment for care and storage of clothing which the girls have in their homes. Over half of the girls listed the following articles for care and storage as most common in their homes: a hanger for each dress, 94.4 per cent; a hanger for each blouse, 92.8 per cent; closet rods for hangers, 90.3 per cent; separate underwear and hosiery drawers, 86.2 per cent; a hanger for each skirt, 83.6 per cent; shoe polishing sets, 83.1 per cent; clothes brushes, 81.0 per cent; closet shelves, 79.0 per cent; closet hooks, 77.4 per cent; separate accessories drawers, 76.4 per cent; separate cosmetics drawers, 70.3 per cent; and boxes for hats, 52.8 per cent. These articles along with the others checked seemed to indicate the majority of girls had clothes closets available in their homes. Juniors checked relatively higher on these items than did either the seniors or sophomores.

Forty-five and one-tenth per cent of the girls reported shoe racks in the closets and 35.9 per cent had shoe pockets. Shoe polishing sets were reported by 83.1 per cent, but only 15.9 per cent had shoe trees for each pair of shoes. Forty-five and one-tenth per cent had wardrobes for garments and 23.6 per cent had portable clothes closets. While 77.4 per

Table 13. Clothing care and storage equipment in homes of girls (per cent).

Equipment	: Sr.	: Jr.	:Sophomore:	Total
Hanger for each dress	92.7	98.5	92.0	94.4
Hanger for each blouse	87.3	98.5	92.0	92.8
Closet rod for hangers	90.9	93.8	86.7	90.3
Separate underwear and hosiery drawer	85.5	89.2	84.0	86.2
Hanger for each skirt	83.6	84.6	82.7	83.6
Shoe polishing set	90.9	86.2	74.7	83.1
Clothes brush	78.2	86.2	78.7	81.0
Closet shelf	56.4	92.3	84.0	79.0
Closet hooks	80.0	86.2	68.0	77.4
Separate accessories drawer	72.7	81.7	74.7	76.4
Separate cosmetics drawer	69.1	70.8	70.7	70.3
Box for hats	34.5	56.9	62.7	52.8
Shoe rack in closet	32.7	50.8	49.3	45.1
Built in drawers or cabinet	45.5	40.0	49.3	45.1
Wardrobe for garments	45.5	43.1	46.7	45.1
Hooks in room for garments	41.8	43.1	48.0	44.6
Cedar chest for woolens	43.6	43.1	44.0	43.6
Separate accessories box	30.9	60.0	37.3	43.1
Separate cosmetics box	32.7	49.2	42.7	42.1
Garment bags for dresses	27.3	50.8	41.3	40.5
Cedar bags for storage	45.5	36.9	38.7	40.0
Closet nails	40.0	33.8	38.7	37.4
Shoe pockets	32.7	43.1	32.0	35.9
Separate hosiery box	21.8	46.7	32.0	33.8
Portable clothes closet	21.8	21.7	26.7	23.6
Cedar lined closet	25.5	18.5	24.0	22.6
Shoe trees for each pair of shoes	12.7	13.8	20.0	15.9

cent reported closet hooks for garments 44.6 per cent also reported hooks in their own room. Cedar chests for storage of woolens were reported by 43.6 per cent, cedar bags by 40.0 per cent and cedar lined closets by 22.6 per cent. For the care and storage of dresses used occasionally, garment bags were reported by 40.5 per cent of the girls.

The equipment for care and storage of clothing used by the girls was the same for the first 11 articles though they were in a slightly different order (Table 14). None of the articles checked as being in the home were checked by the same percentage of girls as being used by them. Seventy-four and nine-tenths per cent of the girls reported using shoe polishing sets in contrast to 83.1 per cent that reported having sets in their homes. Twenty-five and one-tenth per cent reported using shoe pockets although 35.9 per cent had these in their homes. Shoe trees for each pair of shoes were used by only 9.2 per cent of the girls in comparison to the 15.9 per cent that had these in their homes. There were indications that more adequate equipment for the care of shoes and for the care and storage of woolens were needed in the homes and by the girls. Further, there was need for more information and understanding in regard to use of this equipment in the home, and its relation to the appearance, use and life of garments.

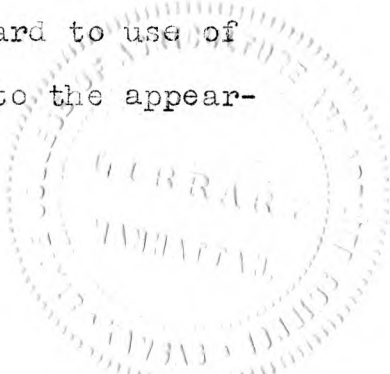


Table 14. Clothing care and storage equipment used by girls (per cent).

Equipment	: Sr.	: Jr.	:Sophomore:	:Total
Hanger for each dress	92.7	92.3	88.0	90.8
Closet rod for hangers	89.1	90.8	85.3	88.2
Hanger for each blouse	87.3	90.8	86.7	88.2
Separate underwear and hosiery drawer	83.6	81.7	81.3	82.1
Hanger for each skirt	83.6	76.9	77.3	79.0
Clothes brush	78.2	81.7	70.7	76.4
Shoe polishing set	70.9	80.0	73.3	74.9
Closet hooks	74.5	81.7	66.7	73.8
Closet shelf	56.4	83.1	78.7	73.8
Separate accessories drawer	72.7	75.2	72.0	73.3
Separate cosmetics drawer	67.3	66.2	69.3	67.7
Box for hats	34.5	44.6	45.3	42.1
Separate accessories box	32.7	55.4	37.3	42.1
Separate cosmetics box	34.5	49.2	42.7	42.1
Built in drawers or cabinet	45.5	36.9	42.7	41.5
Wardrobe for garments	43.6	41.5	40.0	41.5
Hooks in room for garments	36.4	40.0	45.3	41.0
Shoe rack in closet	29.1	41.5	44.0	39.0
Cedar chest for woolens	38.2	36.9	34.7	36.4
Garment bags for dresses	27.3	44.6	30.7	34.4
Closet nails	32.7	33.8	30.7	32.3
Separate hosiery box	23.8	43.1	26.7	31.3
Cedar bags for storage	36.4	27.7	28.0	30.3
Separate underwear box	20.0	26.2	30.7	26.2
Shoe pockets	16.4	30.8	26.7	25.1
Cedar lined closet	16.4	13.8	22.7	17.9
Portable clothes closet	20.0	10.8	21.3	17.4
Shoe trees for each pair of shoes	9.1	7.7	10.7	9.2

Table 15 shows that the girls did not take any great responsibility for the repair of their own clothing. The only practices checked as done more frequently by themselves than by their mothers or other persons were sewing on buttons, 70.3 per cent; repairing shoulder straps, 60.5 per cent; and letting

out hems, 59.0 per cent. Fifty-seven and four-tenths per cent stated that mothers darned anklets and hose while 52.8 per cent did this for themselves. Mending tears in cotton garments was reported done by 34.4 per cent of the girls as compared with that done by 53.8 per cent of the mothers. The kinds of repair most frequently done by mothers were: darning tears in wool garments, 59.0 per cent; darning anklets and hose, 57.4 per cent; letting out hems, 55.9 per cent; mending tears in cotton garments, 53.8 per cent; and patching tears in wool garments, 50.8 per cent. Repairs done most frequently by other persons were: letting out hems and darning tears in wool garments, each 7.2 per cent; and shortening sleeves, 5.1 per cent.

Seniors did more darning and patching wool, rayon and cotton garments, darning anklets and hose, repairing shoulder straps, letting out hems and changing necklines for themselves than did either the juniors or sophomores. The mothers of sophomores did more patching or darning tears in wool or cotton garments, repairing shoulder straps, and darning anklets and hose, than the girls did for themselves. In part of these items the juniors were like the seniors and in other items similar to the sophomores.

Only three garments were reported washed by the girls more frequently than washed for them by their mothers. These were anklets and hose, 74.9 per cent; underwear, 62.1 per cent; and sweaters, 57.4 per cent. Forty-two and six-tenths

per cent of the girls reported washing blouses; 37.4 per cent, cotton dresses; 28.7 per cent, cotton and rayon skirts; and 15.4 per cent, rayon dresses. The percentage of girls whose mothers washed garments for them were: 61.5 per cent, cotton dresses; 60.0 per cent, blouses; 41.5 percent, cotton and rayon skirts; and 28.7 per cent, rayon dresses. Though the girls said that they did a higher percentage of other washing for themselves, their mothers also did a comparatively large amount for them. The most frequently checked garments by the girls in regard to these were: anklets and hose by 48.7 per cent; underwear by 47.2 per cent; and sweaters by 30.3 per cent. The percentage of girls for whom washing was done by others included: 15.4 per cent, wool dresses; 11.8 per cent, rayon dresses; and 9.2 per cent, sweaters. Most of the washing of the girls' garments was done either by themselves or their mothers.

Senior girls did more washing of sweaters, rayon dresses and wool dresses than did the girls of the other two classes. Sophomore girls washed more of their blouses and cotton dresses. Junior girls did less of each than did the girls of the two other classes. Mothers of seniors did more washing of cotton dresses and blouses for them and mothers of junior girls washed more sweaters, rayon dresses and wool dresses. The mothers of sophomores did less of any of these for the girls.

Dry cleaning was done extensively outside the home.

Table 14 shows dry cleaning of the girls' clothing done by some other person than self or mother to be: skirts, 50.3 per cent; wool dresses, 47.2 per cent; rayon dresses, 42.6 per cent; sweaters, 34.9 per cent; and blouses, 17.9 per cent. A larger percentage of junior girls reported dry cleaning of the above garments done by some other person than did either of the other two groups. More of the girls dry cleaned their sweaters, wool dresses, rayon dresses and blouses than their mothers did for them. More mothers than girls were reported dry cleaning the girls' skirts.

Removing spots on the girls' garments with spot remover was done by 28.7 per cent of the girls and 28.2 per cent of their mothers. The girls did most of their ironing and pressing: 72.8 per cent ironed clothes after washing, 76.9 per cent pressed their skirts, 74.9 per cent pressed their blouses, and 71.3 per cent pressed their dresses. In these items seniors took more care of their clothes than did either of the two other groups. Their mothers did much more of the ironing and pressing of the girls' garments than was done by some other person. The percentages for these tasks were: ironing girls' clothes after washing, 47.7 per cent; pressing girls' dresses, 40.5 per cent; pressing girls' blouses, 37.9 per cent; and pressing girls skirts, 36.9 per cent.

Table 15. Home care and repair of girls' clothing (per cent).

Practices	By girl				By mother				By some other person			
	Sr.	Jr.	Soph.	Total	Sr.	Jr.	Soph.	Total	Sr.	Jr.	Soph.	Total
Let out hems	63.6	58.5	56.0	59.0	50.9	50.8	64.0	55.9	5.5	9.1	6.7	7.2
Make new collars and cuffs	9.1	3.2	9.3	7.2	23.8	33.8	33.3	30.8	-	4.6	6.7	4.1
Change necklines	5.5	3.2	2.7	3.4	27.3	40.0	37.3	35.9	3.6	1.7	6.7	4.1
Shorten sleeves	16.4	21.7	21.3	20.0	40.0	41.5	38.7	40.0	7.3	6.2	2.7	5.1
Dye garments	20.0	18.5	26.7	22.1	36.4	36.9	28.0	33.3	5.5	-	4.0	3.1
Darn anklets and hose	58.2	47.7	53.3	52.8	52.7	56.9	61.3	57.4	3.6	1.7	4.0	3.1
Patch anklets and hose	25.5	24.6	28.0	26.2	25.5	36.9	41.3	35.4	-	1.7	1.3	1.0
Sew on buttons and snaps	50.9	78.5	77.3	70.3	43.6	41.5	49.3	45.1	-	1.7	8.0	3.6
Repair shoulder straps	69.1	58.5	56.0	60.5	43.6	46.7	46.7	45.6	-	3.2	2.7	2.1
Darn tears in wool garments	23.8	21.7	10.7	17.9	65.5	55.4	66.7	62.6	9.1	7.7	5.3	7.2
Patch tears in wool garments	12.7	9.1	5.3	8.7	47.3	50.8	53.3	50.8	9.1	6.2	6.7	7.2
Mend tears in rayon garments	30.9	12.3	17.3	19.5	60.0	58.5	58.7	59.0	5.5	4.6	2.7	4.1
Mend tears in cotton garments	45.5	35.4	25.3	34.4	54.5	52.3	54.7	53.8	3.6	6.2	2.7	4.1
Wash												
Dresses												
Wool	5.5	1.7	2.7	3.1	7.3	12.3	10.7	10.3	12.7	26.2	8.0	15.4
Rayon	18.2	12.3	16.0	15.4	29.1	35.4	22.7	28.7	16.4	18.5	2.7	11.8
Cotton	32.7	29.2	48.0	37.4	67.3	66.2	53.3	61.5	7.3	6.2	5.3	6.2
Blouses	43.6	33.8	49.3	42.6	65.5	63.1	53.3	60.0	3.6	7.7	6.7	6.2
Sweaters	63.6	50.8	58.7	57.4	27.3	38.5	25.3	30.3	7.3	9.1	10.7	9.2
Skirts												
Wool	10.9	3.2	6.7	6.7	5.5	12.3	12.0	10.3	18.2	32.5	13.3	21.0
Cotton and rayon	32.7	20.0	33.3	28.7	40.0	49.2	36.0	41.5	5.5	6.2	10.7	7.7
Underwear	63.6	60.0	62.7	62.1	47.3	52.3	42.7	47.2	5.5	-	4.0	3.1
Anklets and hose	72.7	73.8	77.3	74.9	56.4	53.8	38.7	48.7	5.5	1.7	4.0	3.6
Dry clean												
Dresses												
Wool	12.7	4.6	14.7	10.8	9.1	7.7	6.7	7.7	40.0	58.5	42.7	47.2
Rayon	12.7	6.2	10.7	9.7	9.1	9.1	6.7	8.2	36.4	52.3	38.7	42.6
Blouses	10.9	7.7	5.3	7.7	-	7.7	5.3	4.6	18.2	21.7	14.7	17.9
Sweaters	12.7	16.9	13.3	13.3	9.1	6.2	13.3	9.7	30.9	43.1	30.7	34.9
Skirts	20.0	7.7	13.3	13.3	14.5	13.8	14.7	14.4	40.0	55.4	53.3	50.3
Remove spots with spot remover	32.7	26.2	28.0	28.7	27.3	29.2	28.0	28.2	14.5	12.3	10.7	12.3
Iron clothes after washing	78.9	63.1	77.3	72.8	50.9	47.7	45.3	47.7	9.1	7.7	2.7	6.2
Press												
Dresses	81.8	66.2	68.0	71.3	41.8	46.7	34.7	40.5	1.8	4.6	4.0	3.6
Blouses	80.0	70.8	74.7	74.9	38.2	46.7	30.7	37.9	1.8	4.6	2.7	3.1
Skirts	85.5	78.5	69.3	76.9	38.2	36.9	36.0	36.9	1.8	7.7	6.7	5.6

The girls preferred to work with their own clothing rather than with the clothing of others. Time was an important factor in what they did in relation to their own clothing and that of others. According to Table 16, 93.3 per cent of the girls liked to buy clothing for themselves, 73.8 per cent liked to care for their own clothing, and 44.6 per cent liked to make clothing for themselves. Fifty-one and eight-tenths per cent of the girls reported that they would make more of their clothes if they knew more about how to do it; 45.6 per cent would buy more of their own clothes; and 40.5 per cent would do more of the care of their clothes.

In doing things for others, the girls choices were buying clothes, 42.1 per cent; making clothes, 23.6 per cent; and care of clothes, 23.1 per cent. If they knew more about how to do them, they would do more of the following for others: buy clothing, 22.6 per cent; make clothing, 19.5 per cent; and care for clothing, 19.5 per cent.

The girls said that if they had more time they would do more of the following for themselves and others: 67.2 per cent would make their own clothing; 57.9 would care for their own clothing; 52.3 per cent would buy their own clothing; 40.0 per cent would make others' clothing; 37.4 per cent would care for others' clothing; and 33.8 per cent would buy others' clothing.

Sixty-nine and seven-tenths per cent of the girls did

not like to make clothing for others, 69.2 per cent did not like to care for clothing for others, and 50.7 per cent did not like to buy clothing for others. Even if they knew more about how to do them the girls would not do the following for others: 41.0 per cent would not make clothing for others; 36.4 per cent would not care for clothing for others; and 32.3 per cent would not buy clothing for others. Even if they had more time 31.3 per cent of the girls would not do more care of clothing for others; 27.2 per cent would not buy more clothing for others; and 26.2 per cent would not make more clothing for others.

A higher percentage of sophomores reported liking to make, buy, and care for their own clothing, and to make and buy clothing for others than reported from the other classes. Juniors were next with a higher percentage than the seniors for liking to make clothing for themselves, and for making and buying clothing for others. If they knew more about how to do them 53.3 per cent of the sophomores would make more of their own clothes, and 46.7 per cent would do more of the care of their own clothes. More senior girls than girls from the other classes would make and buy more clothes for others if they knew more about how to do it. With the exception of making clothing for others, seniors would assume more of these clothing responsibilities for others if they had more time.

According to Table 17, 36.9 per cent of the girls often and 35.9 per cent occasionally cared for the clothes of others;

24.6 per cent often and 42.1 per cent occasionally bought clothes for others; 4.6 per cent often and 31.8 per cent occasionally made clothes for others; and only 2.1 per cent often and 31.8 per cent occasionally made over and refreshed garments for others. Fifty-three and eight-tenths per cent reported that they never made clothing for others, 49.2 per cent never made over and refreshed garments for others, 24.6 per cent never bought garments for others, and 19.5 per cent never cared for garments for others.

Only a few more of the seniors indicated doing the following for others than did the other girls: 27.3 per cent buy clothing, 5.5 per cent make clothing and 3.6 per cent make over and refresh garments. Sophomores reported doing often the following for others more than did the other girls: 42.7 per cent cared for clothing; 25.3 per cent bought clothing; and 5.3 per cent made clothing. Of the girls who never did things for others, seniors were first: 63.6 per cent never made clothing; 58.2 per cent never made over and refreshed garments; 32.7 per cent never bought garments; and 29.1 per cent never cared for clothing. More sophomores than juniors, 50.7 and 24.0 per cent respectively never made nor bought clothing for others.

Table 16. Choice of clothing practices (per cent).

Practices	Liked to do them								If she knew more about how to do them								If she had more time to do them							
	Senior		Junior		Sophomore		Total		Senior		Junior		Sophomore		Total		Senior		Junior		Sophomore		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	Yes	No	Yes	No	Yes	No	
Make clothing for self	34.5	21.8	55.4	41.5	56.0	41.3	44.6	35.9	49.1	18.2	52.3	20.0	53.3	17.3	51.8	18.5	78.2	10.9	70.8	12.3	56.0	13.3	67.2	12.3
Make clothing for others	21.8	69.1	24.6	67.7	24.0	72.0	23.6	69.7	21.8	45.5	20.0	35.4	17.3	42.7	19.5	41.0	40.0	23.8	41.5	24.6	38.7	29.3	40.0	26.2
Buy clothing for self	92.7	3.6	92.3	10.8	94.7	2.7	93.3	5.6	40.0	14.5	47.7	7.7	48.0	12.0	45.6	11.3	63.6	10.9	55.4	9.1	41.3	8.0	52.3	9.2
Care for clothing for self	72.7	25.5	67.7	32.3	80.0	17.3	73.8	24.6	54.5	16.4	38.5	18.5	46.7	17.3	40.5	17.4	69.1	12.7	63.1	10.8	45.3	16.0	57.9	13.3
Buy clothing for others	38.2	50.9	43.1	47.7	44.0	50.7	42.1	49.7	23.8	32.7	21.7	32.3	22.7	32.0	22.6	32.3	40.0	34.5	36.9	26.2	26.7	22.7	33.8	27.2
Care for clothing for others	30.9	63.6	16.9	72.3	22.7	70.7	23.1	69.2	20.0	32.7	21.7	38.5	17.3	37.3	19.5	36.4	36.4	40.0	40.0	29.2	36.0	26.7	37.4	31.3

Table 17. Clothing practices for others (per cent).

Practices	Senior			Junior			Sophomore			Total		
	Occasion-			Occasion-			Occasion-			Occasion-		
	Often	ally	Never	Often	ally	Never	Often	ally	Never	Often	ally	Never
Make clothing	5.5	27.3	63.6	3.2	38.5	49.2	5.3	33.3	50.7	4.6	33.3	53.8
Make over and refresh garments	3.6	29.1	58.2	1.7	27.7	52.3	1.3	37.3	40.0	2.1	31.8	49.2
Buy clothing	27.3	32.7	32.7	21.7	53.8	18.5	25.3	38.7	24.0	24.6	42.1	24.6
Care for clothing	30.9	36.4	29.1	35.4	41.5	21.7	42.7	30.7	10.7	36.9	35.9	19.5

SUMMARY

The 195 girls of the Senior High School, Manhattan, Kansas, who participated in this study of clothing practices comprised most of the girls enrolled in this school. They consisted of 55 seniors, 65 juniors and 75 sophomores, nearly all of whom were town girls from families with moderate incomes. Most of the girls had studied clothing, but only a few had done 4-H Club clothing projects.

About nine-tenths of the girls kept no expense records and knew little about the cost of their clothing.

Over 90 per cent of the girls wore the customary clothing of high school girls in the Middle West.

Sewing was not done extensively at home for or by these girls, although skirts, cotton dresses, blouses, pajamas, spring or summer rayon dresses or head scarfs were made at home for from 25 to 60 per cent of them.

Buying in the home town was the general practice of the girls. From 52 to 86.2 per cent bought most of their garments there.

The most important source of ideas for clothing selection was the store window display. Other important sources, especially for seniors were store pattern books, motion pictures, advertisements, newspapers and mail order catalogues.

The girls were more interested in making, buying and caring for their own clothing than in performing these tasks for others. However, they did little of the altering and mending of their garments except sewing on buttons and snaps and repairing shoulder straps.

The girls' washing was done mostly by the mothers and girls, the former doing the dresses, skirts and blouses, and the latter the underwear, anklets, hose and sweaters. Most of the dry cleaning was done outside the home.

The girls were largely responsible for the ironing and pressing of their own garments.

Equipment for care and storage of clothing was inadequate in many of the girls' homes, and in no instance did a girl use all that was available.

Sewing equipment, on the whole, was limited and inadequate for efficient practices in sewing and a good quality of workmanship.

From this study several points have arisen that might be considered by the Manhattan Senior High School in further adapting the clothing courses to the needs of the high school girls. The following are suggested:

That special emphasis be given in the courses to construction of clothing; making over, altering, mending and repairing of clothing; selection and purchase of fabrics and ready made clothing; laundering and dry cleaning of clothing; the removal of stains; storage of clothing; planning of ward-

robes and clothing expenditures; and cost of clothing.

That construction, selection, and care of clothing be planned in relation to the garments worn by the girls and to the amount of money available for their clothing.

That the clothing laboratory be adequately furnished with equipment needed for efficient work and good results.

That the pupils be given ample opportunity for use and care of the sewing equipment.

That the pupils be encouraged to keep clothing expense accounts and make clothing budgets; and to practice making, making over, selecting, buying, laundering, cleaning, repairing, storing and keeping in good condition their own clothing and that of other family members.

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Please place in the appropriate box (V), number of words

Please write the number of words in the box

Number of words in this passage (including words in italics)

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APPENDIX

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THE CHECK LIST

The Clothing Practices of Senior High School Girls

Please place in the blanks the suitable answer: check (✓), number (1,2,3,), or word.

Please read carefully and answer all the questions.

1. Date _____
2. Your age _____
3. Grade in school _____
4. Do you live in town? _____ In the country? _____
5. What is your father's occupation? _____
6. Ages of family members living at home:
 - Father _____ Mother _____
 - Boys _____, _____, _____, _____, _____
 - Girls _____, _____, _____, _____, _____
 - Others: (Indicate whom) _____

7. Check grades in which you have studied clothing:

:	5:	6:	7:	8:	9:	10:	11:	12:	never studied clothing:
:	:	:	:	:	:	:	:	:	:

8. Have you been a member of a 4-H club? Yes _____ No _____
 List clothing projects you have completed in 4-H clubs:
 1. _____
 2. _____
 3. _____
 4. _____

9. What is the source of your clothing money?

Definite allowance _____	Money from parents as asked for _____
Own earnings _____	Family charge account _____
Other _____	

10. Approximately how much do you spend for clothing per month? _____

11. Do you keep a clothing expense record? Yes _____ No _____

12. In what room at home do you sew? _____

13. What sewing equipment do you have and use at home?

	We have:	I use:		We have:	I use:
Sewing machine	:	:	Tracing board	:	:
Electric	:	:	Tailor's chalk	:	:
Treadle	:	:	T square	:	:
Steam iron	:	:	Skirt marker	:	:
Electric iron	:	:	Tape measure	:	:
Gasoline iron	:	:	Yard stick	:	:
Ironing board	:	:	Thimble	:	:
Sleeve board	:	:	Scissors for sewing	:	:
Seam board	:	:	Pinking scissors	:	:
Pressing cushion	:	:	Pinking machine	:	:
Pressing cloth	:	:	Button hole scissors	:	:
Tracing wheel	:	:	Other	:	:
Button hole maker	:	:		:	:

14. What does your wardrobe include? (During the past 12 months)

	I wear:	No. made:	Approximate : cost of each :	No. bought:	Approximate cost of each :
Hats	:	:	:	:	:
Head Scarfs	:	:	:	:	:
Coats	:	:	:	:	:
Winter	:	:	:	:	:
Spring	:	:	:	:	:
Rain coat	:	:	:	:	:
Suits	:	:	:	:	:
Skirts	:	:	:	:	:
Blouses	:	:	:	:	:
Sweaters	:	:	:	:	:
Jerkins	:	:	:	:	:
Jackets	:	:	:	:	:
Dresses	:	:	:	:	:
Wool	:	:	:	:	:
Winter rayon	:	:	:	:	:
Spring or summer rayon	:	:	:	:	:
Cotton	:	:	:	:	:
Jumper	:	:	:	:	:
Formal	:	:	:	:	:
Underwear	:	:	:	:	:
House coat	:	:	:	:	:
Slips	:	:	:	:	:
Cotton	:	:	:	:	:
Rayon	:	:	:	:	:
Brassieres	:	:	:	:	:
Panties	:	:	:	:	:
Girdle	:	:	:	:	:
Night gowns	:	:	:	:	:
Pajamas	:	:	:	:	:
Slacks	:	:	:	:	:
Play suits	:	:	:	:	:
Hose	:	:	:	:	:
Anklets	:	:	:	:	:
Long hose	:	:	:	:	:
Cotton	:	:	:	:	:
Rayon	:	:	:	:	:
Shoes	:	:	:	:	:
Dress	:	:	:	:	:
Sport	:	:	:	:	:
Bed room slippers	:	:	:	:	:
Evening shoes, sandals	:	:	:	:	:
Galoshes	:	:	:	:	:
Boots	:	:	:	:	:
Accessories	:	:	:	:	:
Bags	:	:	:	:	:
Handkerchiefs	:	:	:	:	:
Gloves and mittens	:	:	:	:	:
Neck scarfs	:	:	:	:	:
Dickies and collars	:	:	:	:	:
Costume jewelry	:	:	:	:	:
Others	:	:	:	:	:

15. During the past twelve months what garments of yours were made at home by yourself, by your mother, by some one else, or bought ready made?

A. Garments made from new material.

	Home made by			Bought ready made by		
	:Self:	Mother:	Other person:	:Self:	Mother:	Other person:
Head scarfs	:	:	:	:	:	:
Coats	:	:	:	:	:	:
Suits	:	:	:	:	:	:
Skirts	:	:	:	:	:	:
Blouses	:	:	:	:	:	:
Jerkins	:	:	:	:	:	:
Dresses	:	:	:	:	:	:
Wool	:	:	:	:	:	:
Spring or summer rayon	:	:	:	:	:	:
Cotton	:	:	:	:	:	:
Jumper	:	:	:	:	:	:
Formal	:	:	:	:	:	:
Underwear	:	:	:	:	:	:
House coat	:	:	:	:	:	:
Slips	:	:	:	:	:	:
Cotton	:	:	:	:	:	:
Rayon	:	:	:	:	:	:
Brassieres	:	:	:	:	:	:
Panties	:	:	:	:	:	:
Night Gowns	:	:	:	:	:	:
Pajamas	:	:	:	:	:	:
Slacks	:	:	:	:	:	:
Play suits	:	:	:	:	:	:
Others	:	:	:	:	:	:

B. Garments made from old material by

	:Self:Mother:Other person:			Made from what garment :
	:	:	:	:
Head scarfs	:	:	:	:
Coats	:	:	:	:
Suits	:	:	:	:
Skirts	:	:	:	:
Blouses	:	:	:	:
Jerkins	:	:	:	:
Dresses	:	:	:	:
Wool	:	:	:	:
Spring or summer rayon	:	:	:	:
Cotton	:	:	:	:
Jumper	:	:	:	:
Formal	:	:	:	:
Underwear	:	:	:	:
House coat	:	:	:	:
Slips	:	:	:	:
Cotton	:	:	:	:
Rayon	:	:	:	:
Brassieres	:	:	:	:
Panties	:	:	:	:
Night gowns	:	:	:	:
Pajamas	:	:	:	:
Slacks	:	:	:	:
Play suits	:	:	:	:
Others	:	:	:	:

16. Where do you buy your clothing?

	Home town	Order from catalogue	Other town
Coats	:	:	:
Suits	:	:	:
Skirts	:	:	:
Blouses	:	:	:
Dresses			
Wool	:	:	:
Winter rayon	:	:	:
Spring or summer rayon	:	:	:
Cotton	:	:	:
Jumper	:	:	:
Formal	:	:	:
Slips	:	:	:
Pajamas	:	:	:
Slacks	:	:	:
Play suits	:	:	:
Hats	:	:	:
Shoes	:	:	:
Others	:	:	:

17. What influences your choice when buying garments?

I like

- The color
- The style
- The garment itself

Mother

- Likes it
- Wants me to have it

The clerk

- Is especially eager to make a sale
- Carefully shows me its good points
- Says it is the latest style.

It is

- Needed in my wardrobe
- Needed for a special occasion
- Popular among my friends
- The latest style
- A bargain
- The right price for me to pay
- Just my size

I consider what the label tells me about the garment.

- What kind of material?
- Will the garment shrink?
- Will the garment fade?
- Should the garment be laundered?
- Should the garment be dry cleaned?

Others _____

18. Where do you get ideas for your clothing?

_____ Home magazines	_____ Mother's suggestions
_____ News papers	_____ Teacher's suggestions
_____ Advertisements	_____ Clerks suggestions
_____ Fashion magazines	_____ Motion pictures
_____ Mail order catalogues	_____ Others
_____ Store pattern books	_____
_____ Store windows	_____
_____ School mates clothes	_____

19. Which of the following are done in your home?

A.

	I do	Mother does	Some one else does
Let out hems	:	:	:
Make new collars and cuffs	:	:	:
Change necklines	:	:	:
Shorten sleeves	:	:	:
Dye garments	:	:	:
Darn anklets and hose	:	:	:
Patch anklets and hose	:	:	:
Sew on buttons and snaps	:	:	:
Repair shoulder straps	:	:	:
Darn tears in wool garments	:	:	:
Patch tears in wool garments	:	:	:
Mend tears in rayon garments	:	:	:
Mend tears in cotton garments	:	:	:

B.

Wash my			
Dresses			
Wool	:	:	:
Rayon	:	:	:
Cotton	:	:	:
Blouses	:	:	:
Sweaters	:	:	:
Skirts	:	:	:
Wool	:	:	:
Cotton and rayon	:	:	:
Underwear	:	:	:
Anklets and hose	:	:	:
Dry clean my			
Dresses			
Wool	:	:	:
Rayon	:	:	:
Blouses	:	:	:
Sweaters	:	:	:
Skirts	:	:	:
Remove spots with spot remover	:	:	:
Iron my clothes after they are washed	:	:	:
Press my			
Dresses	:	:	:
Blouses	:	:	:
Skirts	:	:	:

20. What equipment for storage and care of clothing do you have and use at home?

	We have:	I use:
Clothes closet with	:	:
Cedar lining	:	:
Hooks	:	:
Nails	:	:
Rod for hangers	:	:
Shoe rack	:	:
Shoe pockets	:	:
Shelf	:	:
Built in drawers or cabinet	:	:
Portable clothes closet	:	:
Wardrobe for hanging garments	:	:
Hooks in my room for hanging garments	:	:
Hanger for each dress	:	:
Hanger for each blouse	:	:
Hanger for each shirt	:	:
Shoe trees for each pair of shoes	:	:
Cedar bags for storage of wool garments	:	:
Garment bags for dresses used occasionally	:	:
Box for hats	:	:
Cedar chest for storing woolens	:	:
Separate dresser drawer for		
Underwear and hose	:	:
Accessories	:	:
Cosmetics	:	:
Separate boxes for		
Underwear	:	:
Hose	:	:
Accessories	:	:
Cosmetics	:	:
Clothes brush	:	:
Shoe polishing set	:	:

21. Do you do the following for others?

	Often:	Occasionally:	Never:
Make clothing	:	:	:
Make over and refresh garments	:	:	:
Buy clothing	:	:	:
Care for clothing	:	:	:

22. Do you like to do the following?

Make clothing for yourself	Yes _____	No _____
Make clothing for others	Yes _____	No _____
Buy clothing for yourself	Yes _____	No _____
Buy clothing for others	Yes _____	No _____
Care for clothing for yourself	Yes _____	No _____
Care for clothing for others	Yes _____	No _____

23. Would you do more of the following if you knew more about how to do them and had the time to do them?

	If I knew more about how to do them :	If I had the time to do them :
Make clothing for yourself	Yes _____ No _____	Yes _____ No _____
Make clothing for others	Yes _____ No _____	Yes _____ No _____
Buy clothing for yourself	Yes _____ No _____	Yes _____ No _____
Buy clothing for others	Yes _____ No _____	Yes _____ No _____
Care for clothing for yourself	Yes _____ No _____	Yes _____ No _____
Care for clothing for others	Yes _____ No _____	Yes _____ No _____