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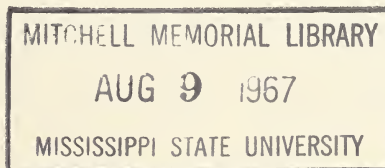
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Practices and Preferences of Teen-Age Girls in the Selection of Blouses, Skirts, Dresses and Sweaters

By

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MISSISSIPPI AGRICULTURAL EXPERIMENT STATION

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CONTENTS

	Page
INTRODUCTION	3
SCOPE AND METHODS	3
DESCRIPTION OF GIRLS	4
Race, Residence, Age, Schooling	4
Their Families	4
Home Activities in Connection with Clothing	5
Clothing Instruction in School and 4-H Club	5
Attitudes of Girls About Clothes	5
KNOWLEDGE OF FIBER CONTENT	7
SHOPPING FOR CLOTHES	8
IMPORTANT FEATURES IN CLOTHING	9
PRACTICES AND PREFERENCES REGARDING CLOTHING	10
INVENTORY OF GARMENTS OWNED	11
Blouses	12
Skirts	14
Dresses	16
Sweaters	18
SUMMARY	20
IMPLICATIONS	22
APPENDICES	24
I. Schools Included in the Study	24
II. Mail Order Catalog Descriptions of Sample Fabrics Used in Study	24
III. Tables	25

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PRACTICES AND PREFERENCES OF TEEN-AGE GIRLS IN THE SELECTION OF BLOUSES, SKIRTS, DRESSES, AND SWEATERS

By

Dorothy Dickins and Virginia Ferguson*

INTRODUCTION

The teen-age girl is a "high clothing spender". Little is known about her satisfaction and dissatisfaction with the outer garments she has. Basic information is needed regarding features she considers desirable and undesirable about cotton and other fabrics in specified garments. Such information is important to persons who assist in educational programs as well as to producers, retailers, and manufacturers. Satisfaction with textile goods available in the market have particular economic impli-

cations in the South. In addition, clothing satisfactory to the teenager contributes to her feeling of adequacy and hence to her adjustment in the family and in society.

The objectives of this study were to determine: (a) Kinds, amounts, and uses of selected outer garments owned by teen-age girls, by place of residence, race, social participation, and related factors; (b) Preferences for fibers in selected garments; and (c) Marketing factors affecting type and kinds of garments owned.

SCOPE AND METHODS

A sampling plan was developed to yield data from approximately 1200 girls. This plan was based on the number of white and Negro high school girls in urban and rural high schools of the State. There were twice as many girls in urban as in rural high schools.

Counties selected for the study were: Bolivar, Choctaw, Hancock, Hinds, Jones and Lee. Four schools in each county were selected for the study. These included two schools located in urban areas, one for white and one for Negro students; and two schools located in rural areas, one for white and one for Negro students. There were three exceptions to this: (a) In Choctaw County where there was no city of 2500 or more inhabitants, only children in rural schools were taken; (b) In Hancock County girls in two Catholic schools as well as in two public schools were in-

cluded in the urban samples. As there is no high school located in the rural areas of this county for Negro children, none is included in the rural sample; (c) Due to the fact that the number of schedules from white girls in urban schools obtained in Bolivar County was less than expected, eleventh grade girls in the Clarksdale High School were added. The names of the high schools included in the study are given in Appendix, Section I.

Girls in the eleventh grade in each of the 24 schools were included. In a few of these schools where there were fewer participants than had been estimated, girls in the twelfth grade were added.¹

¹Some girls in the 10th grade were also included due to the fact that they were in the same home room where tests were given to 11th grade girls. It was thought that giving tests to all in the room would result in more accurate data.

*Now a Graduate Student at the New York State College of Home Economics at Cornell.

A member of the Home Economics staff of the Mississippi Agricultural Experiment Station met with the girls at the schools and presented the purpose of the study. She passed around a sheet numbered consecutively on which girls recorded their names. She instructed the girls to use the number by which their name was recorded on all forms. No names appeared on the forms. She had them fill out the first schedule, explaining each question.

Inventory sheets (Schedule II) concerning number of dresses, blouses, skirts, and sweaters owned and fiber of which they were made were given girls to be filled out at home by wardrobe count.

DESCRIPTION OF GIRLS

Race, Residence, Age, Schooling

One or more schedules were filled out by 289 white girls living in rural areas and 551 white girls living in urban areas; by 163 Negro girls living in rural areas and 217 Negro girls living in urban areas.² Median age of both rural and urban white girls was 16 years; of both rural and urban Negro girls, 17 years. About three-fourths of the girls were either 16 or 17 years of age. Seventy-two percent of the girls were in the 11th grade, 19 percent in the 12th grade, and 9 percent in the 10th grade.

Their Families

The principal occupation of the main earner varied among the four groups. More white girls (both rural and urban) reported occupation classified as "skilled laborer" (36 and 31 percent respectively). More rural Negro girls reported "farmer" (51 percent) and more urban Negro girls reported occupation in the category "unskilled

The third and final schedule was filled out several days later at the school under the direction of the member of the Mississippi Agricultural Experiment Station staff who had assisted the girls with their first schedule. This third schedule sought information concerning specified garments on the inventory sheet.

Collection of data was started in October 1959 and completed in May 1960. The forms filled out were as follows:

Forms filled out	No. Girls
All 3	1029
1st only	128
1st and 2nd	13
1st and 3rd	50
Total	1220

laborer" (53 percent). "Professional worker, business owner, executive" was second in importance as a main occupation in families of white urban girls as was farming in families of white rural girls. Skilled laborer ranked second in importance as a main occupation of families of Negro urban girls while unskilled laborer ranked second as a main occupation of families of Negro rural girls.

The median number of members in households of white rural girls was 5; in households of white urban girls, 4; in households of Negro rural girls, 7; and households of Negro urban girls, 6.

When asked about sisters in high school the following percentages of girls reported having one and more than one:

Group	One sister*	More than one sister*
White rural	17	3
White urban	10	1
Negro rural	27	11
Negro urban	27	6

²Some rural girls attended urban schools.

*Sisters in Junior High not included.

Home Activities in Connection with Clothing

Washing and ironing their clothes was a regular activity for the majority of Negro girls but not for the majority of white girls. Ironing and pressing clothes was more often done by both groups than was washing of clothing.

The percentage of girls in the four groups reporting they had made one or more dresses for themselves during the past year was as follows:

Group	Percent
White rural	47
White urban	37
Negro rural	67
Negro urban	57

Fifty-one percent of the white rural girls and 41 percent of the Negro rural girls reported in addition that they had made clothing other than dresses for themselves during the past year. The percentage of urban white and Negro girls so reporting was 42 and 43 respectively.

Clothing Instruction in School and 4-H Club

Every girl was asked, "Have you taken home economics in school? Yes___ No___ . If Yes, number of years including this year." The girl was told to count home economics taken in Junior High as well as Senior High. There is some work done in clothing during the first year of home economics; so, if the girl had had home economics she had had some work in clothing. The percentage of girls having had home economics was high in all groups. It was as follows:

Group	Percent having had Home Economics
White rural	94
White urban	84
Negro rural	89
Negro urban	96

White girls who had taken home economics had had a median of two years; Negro girls, three years.

About three-fourths of the white and Negro rural girls had been members of a 4-H club at one time or another. Only one-third of the urban girls had been members. Of those rural white girls who had been members, 79 percent had worked on a clothing project; of those urban white girls who had been members, 84 percent had worked on a clothing project. The percentage of rural and urban Negro girls who had been members of the 4-H club and who had worked on a clothing project was 61 and 70 respectively. Clothing projects seemed to be relatively more attractive to urban girls.

Attitudes of Girls About Clothes

Each girl was asked two questions to determine how well dressed she thought herself to be. These were: (1) Think of the way your special friends usually dress. Would you say that you dress not as well as they do, better than they do, or about the same as they do? (2) Think of the way most of the girls in this high school dress. Would you say that you dress not as well as they do, better than they do, or about the same as they do? About 94 percent of the girls thought they dressed about the same as their friends and about 90 percent thought they dressed about the same as most girls in school. There was little difference in attitudes of the girls in the four groups. This seems to be a very healthy attitude on the part of these teen-agers.

To get the girl's evaluation of her knowledge about clothes, the following two questions were asked: (1) When it comes to

FIGURE I. The Way Girls in the Four Groups Describe Themselves When it Comes to Knowing About Clothes, Styles, and Fibers.

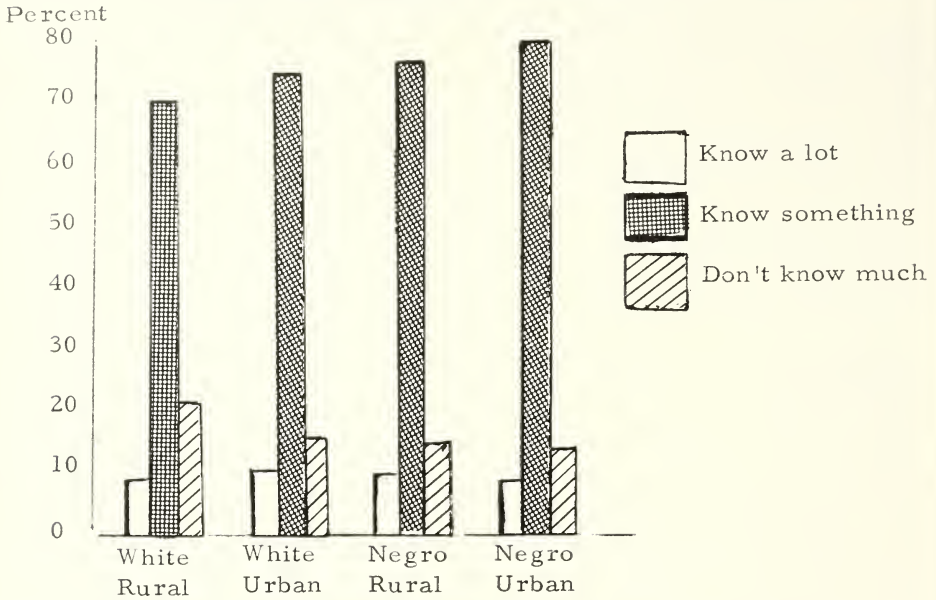
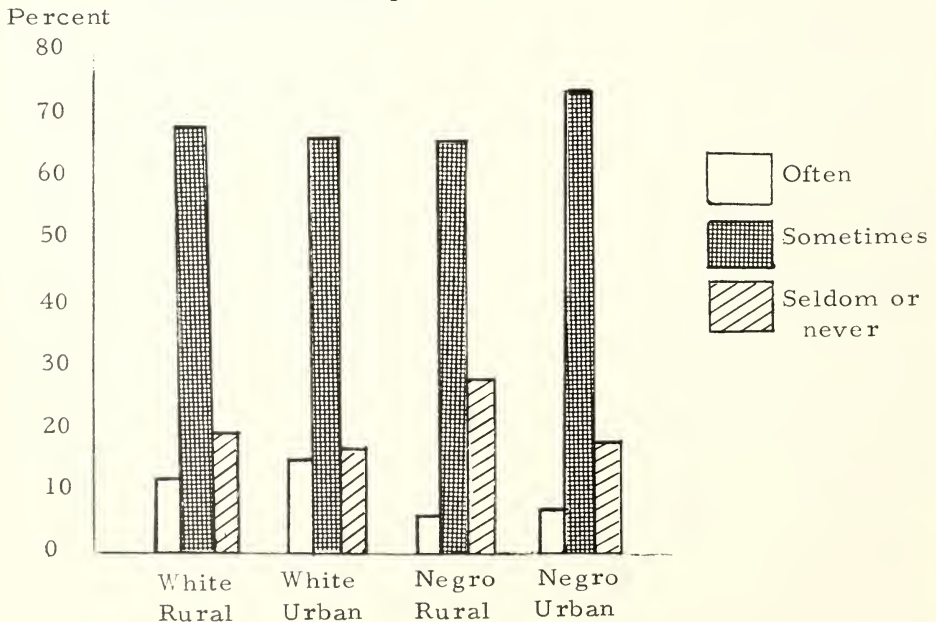


FIGURE II. Frequency Friends Comes to Girls in the Four Groups for Advice on Clothing.



"knowing" clothes, styles, and materials, how would you describe yourself: I know a lot about clothes; I know something about clothes; or I don't know too much about clothes; (2) Do your friends come to you for advice on their clothes: Often, sometimes, seldom or never.

About three-fourths of the girls in all four groups said they knew "something about clothes". Replies as to frequency of friends coming

to them for advice about clothes were somewhat similar. Two-thirds in all groups except urban Negroes said friends consulted with them "sometimes". Three-fourths of the Negro urban girls said friends consulted with them "sometimes". More reported they didn't know much and that friends seldom or never came to them for advice than reported they knew a lot and that friends often came to them for advice. (See figures 1 and 2).

KNOWLEDGE OF FIBER CONTENT

Every girl participating in filling out Schedule I was given a set of samples to determine her ability to judge fiber content.³ Samples were about 5 by 7 inches attached to a card and numbered. Girls were encouraged to feel the material between their fingers. Enough material was purchased to replace samples as they got dirty from handling. A chart appeared in the schedule with 10 possibilities for fiber content: all silk, all nylon, all cotton, all wool, all linen, all orlon, all rayon or acetate, all dacron, all acrilan, and a blend of one or more of these fibers (name the fibers). A description of the 8 sample fabrics used in the study is given in Section II of the Appendix. Samples 1 and 5 were blue organdy; sample 2 was red velvet and sample 6 was red velveteen.

The percentage of girls correctly identifying each of the 8 samples was as follows:

Description of sample	Percent correctly identifying
(1) Cotton organdy	17
(2) Rayon velvet	10
(3) Cotton glazed print	78
(4) Dacron cotton print	2
(5) Nylon organdy	60
(6) Cotton velveteen	12
(7) Cotton corduroy	28
(8) Orlon and wool blend	3

More of the girls correctly identified the glazed cotton print and nylon organdy; fewer identified fabrics of two fibers (dacron-cotton and orlon-wool). Seventy percent, however, called the dacron-cotton print, "cotton", and 75 percent called the orlon-wool blend, "wool".

In the case of the cotton organdy, the rayon velvet, the cotton velveteen, and cotton corduroy we got 9 percent, 32 percent, 22 percent and 29 percent fabric replies, such as organdy, velvet, velveteen, corduroy respectively. In other words, there were girls who did not distinguish between fiber and fabric. There was a wide variation in replies about the cotton organdy sample. From 7 to 17 percent of the girls identified this sample as being all cotton, all linen, orlon, rayon, dacron, or a blend of fibers.

Table 1 shows the percentage of girls in the four groups by the number of samples they correctly identified as to fiber content. The majority (86 percent) identified less than one-half the samples correctly. This included the one percent giving no report.

³Fabrics and fibers selected were those commonly used in wardrobes of teenagers.

Table 1. Percentage of girls in the four groups classified by number of samples they correctly identified as to fiber content.

Group	Number Samples										Total Girls
	None	1	2	3	4	5	6	7	8	No Report	
White rural	7	23	35	18	11	3	2	*	0	1	No.
White urban	6	27	34	18	10	4	1	0	0	*	289
Negro rural	7	25	38	18	9	1	1	0	0	1	551
Negro urban	6	26	43	15	7	2	0	0	0	1	163
Average	6	26	36	17	10	3	1	*	0	1	217
											1220

*Less than .5 percent

Until March 3, 1960, three months before the field work of this study was completed, only wool products and furs among textile products were required by law to carry proper descriptive labels. In the absence of regulations many labels were used which carried misleading implications for consumers. The Textile Fiber Products Identification Act which went into effect March 3, 1960, required that the relative proportion up to 5% or more of the fiber be indicated. Relatively speaking, the field of

synthetic fibers is still in the early stages of development. The number of potential chemical constructions is virtually unlimited. At the present stage of development, consumers (including teen-age consumers) cannot be expected to identify correctly some of these fibers. On the other hand, one might expect that a larger percentage of the teen-agers would have recognized cotton in materials which many use, such as organdy, velveteen, corduroy.

SHOPPING FOR CLOTHES

All girls were asked how often they were allowed to buy the clothes they would like, and a little more than four-tenths said, "almost all the time". A little more than three-tenths stated, "much of the time", and a little more than two-tenths said, "once in a while". Percentages in the four groups giving these replies were about the same. Very few said they were "seldom or never" allowed to buy the clothes they wanted.

Girls were asked who usually made decisions about whether to buy most of their clothes, and at what age they thought a girl was old enough to do her shopping and pick out her clothes. (See Tables 1 and 2 in Appendix). The following percentage said they themselves usually made the decisions:

White rural	73
White urban	74
Negro rural	68
Negro urban	57

The Negro girls more often reported that their mothers made the decisions than did the white girls. All groups most frequently picked 15-16 years as the age a girl is old enough to do her own shopping and pick out her own clothes. Those who did not mention 15-16 years usually mentioned 13-14 years.

In Schedule I girls were asked: **In the past year** have you bought any clothes (or material to make clothes) and paid for them yourself with your own money or money given to you? Only 13 percent checked "No". Those who had checked "Yes" were asked to think of the **last** thing they bought ready-

made or materials to make. Was it: (Check one or more, if bought more than one on the same day): A ready-made dress— A ready-made blouse— A ready-made skirt— A ready-made sweater— Something else ready-made— What?— Material to make something— What?—

The following stated that when they last purchased something with their own money or money given to them they had bought the following:

Item	Percent*
A ready-made dress	26
A ready-made skirt	30

A ready-made blouse	18
A ready-made sweater	31
Something else ready made	15
Material to make something	30
*Percentages total more than 100 as the last purchase was often of more than one item.	

Table 2 shows the way the girls got the money to buy the items of clothing reported bought during the past year. Most of the girls were either given the money especially to buy the items wanted, or used money they had earned. The percentage of Negro urban girls using money they had earned was considerably higher than for the other three groups.

Table 2. Way girl obtained money to purchase last items of clothing bought.

Group	Took from allowance	Parents gave to buy this	Took from money earned	Someone outside family gave	Other as took from savings	More than one way	No report	Did not buy	Total Girls
White rural	8	43	29	2	2	1	*	14	289
White urban	11	32	30	5	4	3	*	14	551
Negro rural	6	48	26	4	0	4	1	11	163
Negro urban	6	38	42	2	*	3	*	9	217
Average	9	38	31	4	2	3	*	13	1220

*Less than .5 percent

IMPORTANT FEATURES IN CLOTHING

Girls were asked to check things important to them in the clothes they wear. Fit, becomingness, and color were the three features checked by most girls in all four groups. (Table 3 in Appendix). The fiber and the weave were checked by fewest girls in all groups. Fit was checked by rela-

tively more in all four groups than was becomingness and color.

When asked to check the most important feature, most girls in all four groups checked "fit" (Table 3). Color was of first importance to about one-third of the Negro girls; becomingness, to nearly a

Table 3. The features checked as most important in clothing they wear, by white and Negro rural and urban girls.

Group	Color	Fit	In fashion	Weave	Fiber	Becomingness	No report	Total Girls
White rural	9	56	6	0	2	27	0	289
White urban	5	53	7	0	1	33	1	551
Negro rural	37	43	7	1	1	9	3	163
Negro urban	28	43	2	1	2	23	2	217
Average	14	51	6	*	1	26	1	1220

*Less than .5 percent

third of the white girls. While becomingness was more important to Negro urban than to Negro rural girls, color was more important to Negro rural than to Negro urban girls.

PRACTICES AND PREFERENCES REGARDING CLOTHING

All girls were asked about the clothes they liked best to wear to school, Sunday School or church, and to dress-up parties in cold and warm weather — whether skirts and blouses, skirts and sweaters, or dresses. In the first draft of the schedule, during pre-testing, the term parties rather than dress-up parties was used. A number stated they wore "blue jeans" to parties. In revising the schedule for use in the study it was decided to limit the question to the dress-up type of party. One hundred and fifty-two girls or about 13 percent stated they never went to dress-up parties.⁴

Both white and Negro girls liked skirts and sweaters best to wear to school in cold weather. In warm weather dresses or skirts and blouses were favored about equally by white girls for school. Negro girls, however, favored skirts and blouses over dresses for school in warm weather (see Table 4 in Appendix).

Dresses were preferred in both cold and warm weather by girls in all four groups for wear to Sunday School or church and to dress-up parties. However, there was a considerable number in all groups who preferred skirts and sweaters for these occasions in cold weather. Also, a number of Negro girls stated they preferred blouses and skirts for these occasions in warm weather (see Table 4 in Appendix).

⁴This included 14 percent of the rural whites, 7 percent of the urban whites, 22 percent of the rural Negroes, and 16 percent of the urban Negroes.

When asked about the fiber they liked best for specified garments for school in cold weather all groups expressed preference for wool skirts, cotton blouses, orlon sweaters. White girls expressed preference for cotton dresses and Negro girls for wool dresses for school in cold weather. Fiber preference for skirts, blouses, and dresses for school in warm weather was, in all cases, for cotton. (See Appendix Tables 5, 6, 7 and 8).

When asked about the fiber they liked best for specified garments for Sunday School or church, girls most often named fibers which were similar to those named in connection with these types of garments for school. There was one exception — all groups named wool dresses for Sunday School or church more often than they did cotton dresses, but a higher percentage of Negro than white girls named wool dresses. Only two girls, one rural and one urban white, reported they never went to Sunday School or church.

Fibers preferred for the four types of garments to wear to dress-up parties were also similar to those in garments preferred for school and Sunday School or church. One exception was for dress-up parties in cold weather, especially in the white rural and urban groups. Here we had many non-fiber replies, such as velveteen, velvet, taffeta, chiffon. (See Table 5 in Appendix for fiber preferences of four groups of girls).

On the first schedule the girls were asked not only about prefer-

ences in outer garments and fiber content but also about garments and fiber content of the garments they had on (whether a sweater, skirt, blouse, or dress), had worn last time they went to Sunday School or church, and had worn the last time they went to a dress-up party. It might be well at this point to compare what they said they preferred with what they actually wore.

There was close agreement in

what the girls said they liked best to wear to school and what they had on at the time of the first interview. Likewise, a close agreement was found in what they said they wore the last time they went to Sunday School or Church and the last time they went to a dress-up party and what they said they preferred. In other words, the girls prefer what they wear, or what they think they wear.

INVENTORY OF GARMENTS OWNED

After the girls had filled out Schedule I they were given inventory blanks on which to list the dresses, blouses, skirts, and sweaters they owned. They were instructed to take these blanks home, fill them out by wardrobe count, and return them to the representative of the Experiment Station who would meet with them again at the school. There was a blank for each of the four outer garments being studied (dresses, blouses, skirts, and sweaters). These blanks asked for (1) a description of each garment owned; as, for example, plaid skirt, white short-sleeved blouse; (2) the fiber of each garment, whether all cotton, all man-made fiber (nylon, rayon, orlon,

etc.), all wool, all linen, all silk, or a blend of one or more fibers (if blend, name the fibers). Each inventory form stated that those garments shared with others should be recorded.

Of the 1220 girls included, 178 did not return inventories. Relatively more rural than urban girls returned inventories. There were many extra curricula activities going on, especially in urban schools. Then, too, the study was more of a novelty in rural schools. Thirty-nine girls turned in incomplete inventories. Thirteen who were ill or who, for other reasons, were not at school during the second visit, returned their inventories through friends.

Table 4. Number of blouses owned by white and Negro rural and urban girls.

Group	Number Blouses				Total* Girls
	Less than 10	10 - 19	20 - 29	30 and over	
	Percent				No.
White rural	13	53	28	6	232
White urban	9	45	32	14	424
Negro rural	37	53	8	2	153
Negro urban	22	52	22	4	194
Average	17	50	25	8	1003

*Two hundred and seventeen did not turn in an inventory or turned in an incomplete inventory.

Blouses

Girls in all four groups most frequently owned from 10 - 19 blouses. White girls owned more blouses than Negro girls and urban girls more than rural girls. The white urban girl had most blouses; the Negro rural girl the least (Table 4).

Only 5 of the 1003 who turned in complete inventories on blouses did not own a blouse. One girl owned 82 blouses, but these were shared with others in the family. The following reported that they shared blouses with other girls, their mother, or both:

	Percent sharing*
White rural	27.5
White urban	27.9
Negro rural	26.5
Negro urban	22.5

*This is a report from 990 girls and excludes those not turning in an inventory or complete inventory, as well as the 13 girls returning a complete inventory but not Schedule III on which data about sharing garments were recorded.

Sharing garments with others meant that someone else in the family could wear the garment without asking permission. Nearly three-fourths of the girls sharing blouses with another shared them with one other person. About one-fifth shared them with two other persons. The remainder shared them with 3 persons or more.

Sixty-four percent of those sharing blouses with others shared from 1 - 9 blouses; 14 percent, 10 - 19 blouses; and 9 percent, 20 or more blouses. Thirteen percent did not report the number shared. Only 19 percent of those sharing blouses shared all blouses. The pattern was to share certain blouses, but not all of them.

Only five girls did not have a cotton blouse and these were the girls who did not own a blouse.

This means, in brief, that if girls have blouses they usually have cotton blouses. Man-made fibers were next in importance in blouses owned by all four of these groups of teen-agers (See Table 11 in Appendix). About one-half had one or more blouses of man-made fiber. One-eighth reported wool; one-eighth, linen; and one-third, silk blouses in their inventory. It seems likely, in view of the fiber tests given the girls that some of the blouses which were classified as cotton in the inventories were blends of man-made fibers with cotton. About one-fifth of the girls reported having blouses of blends of one or more fibers. One in five reported the fiber in one or more blouses as "unknown" or gave no report on the fiber. Only one-tenth gave fabric rather than fiber replies on one or more blouses listed.⁵

At the time the inventory blanks were given the girls they were told when they would be expected to fill them out and return them. On this day they met again at school with the representative from the Home Economics Department of the Experiment Station, who passed out the third and last form (Schedule III) to be filled out. This form pertained to their favorite blouse, skirt, sweater, and dress, and the one they liked least on the inventory. "Favorite" was defined as the one you would keep if you had to give all you had

⁵When a fiber reply was desired, examples were given such as cotton, wool, linen. However, on the inventory pages, the question read, "What material is it? Check one." Columns to be checked were as follows: All cotton; all man-made fiber; all linen; all silk; or a blend of one or more fibers. (Name the fibers). The term 'material' is used by a number of girls to indicate either fiber or fabric.

away except one. The one liked least was defined as the one you would give away if you had to give away only one.

One hundred and twenty-eight girls did not give information on their favorite blouse and the blouse they liked least nor any information concerning the blouse bought most recently. The 13 girls who returned their inventories through friends also did not give this information. This makes 141 of the 1220 not furnishing these data.

About three-fourths of the blouses named as favorites by girls in all four groups were cotton blouses. About one-tenth were of man-made fibers such as nylon and rayon. These were the kinds of blouses most often found in inventories of these teen-agers.

The features most frequently mentioned in connection with their favorite blouse were:⁶ (1) the style, cut or trimming; (2) the color, and (3) the fit. The greatest difference in the four groups was in the percentage naming color. More Negro than white girls mentioned color, especially Negro rural girls as compared with white rural girls. Few in any of the four groups mentioned the fiber or fabric.

About three-fourths of the blouses liked least by white teen-agers were cotton; about two-thirds liked least by Negro teen-agers were of this fiber. Negro girls named somewhat more man-made fiber blouses as the one they liked least than did the white girls.

The big difference in blouses liked best and least was in the

person who selected it. About two-thirds of the blouses liked most had been picked out by the girls themselves; only about one-third of the blouses liked least had been picked out by the girls themselves.

Qualities disliked about the blouse favored least were similar to qualities in the most popular blouse. What the girls didn't like about the blouse in order of importance was (1) style, cut, or trimming; (2) color; and (3) fit. Here, too, color was mentioned more by Negro than white girls as a feature not liked about blouse liked least.

Nine hundred and ninety-four girls reported on their newest blouse.⁷ About three-fourths of these blouses had been purchased within the past 3 months. Ninety percent were purchased ready-made; median price paid was \$4; about 80 percent were cotton; and about three-fourths had been bought in a store in the county where the girl attended school. Only 5 percent had been purchased by mail order. Sixth-tenths of the girls had picked out the last blouse bought themselves.

The last question on Schedule III, pertained to the qualities which the girl thought blouses, skirts, sweaters and dresses of different fibers had. Each girl was questioned about only one type of garment. Two hundred and sixty-four gave information on blouses. The following number said they had worn at one time or another:

	No. who had worn
A cotton blouse	262
A nylon blouse	217
A rayon blouse	167

⁶Questions concerning what the girls liked most about their favorite blouse, skirt, dress, and sweater, and what they disliked about the particular one of these garments they liked least were of the "open-end" type. Content analyses were later made of the replies.

⁷Under last blouse bought several girls listed a number bought on one day. These were told to tell about only one bought. When they did not follow these instructions and told about several, the first one mentioned was used.

Table 5. Specified qualities which 264 teen-agers thought cotton, rayon, and nylon blouses had.

Qualities	Most cotton blouses have these qualities	Percent	
		Most rayon blouses have these qualities	Most nylon blouses have these qualities
Hold their shape	94	31	42
Won't shrink	74	28	41
Won't fade	40	33	50
Real shiny	9	42	38
Gives warmth	53	25	37
Cool	70	35	40
Doesn't pick up dirt easily	38	31	35
Doesn't wrinkle easily	26	35	59
Will wear a long time; strong and durable	83	30	30
Easily washed	82	39	64
Require little or no ironing	23	41	73
Feels good to the skin	78	38	48

These 264 girls were asked to check the qualities they thought most cotton, most rayon, and most nylon blouses had. As will be noted (Table 5) one-half or more of the girls said: most cotton blouses hold their shape; won't shrink; give warmth; are cool; will wear a long time; are easily washed; and feel good to the skin.

Three qualities were named by 50 percent or more in connection with nylon blouses. These were: don't wrinkle easily; are easily washed; require little or no ironing.³ No quality was named for rayon blouses by as many as 50 percent of the girls.

Skirts

The majority of girls in all four groups owned from 10 - 19 skirts. Patterns of ownership of skirts of the Negro urban girl were similar to those of the two white groups

³A new chemical finishing process devised by USDA scientists to give cotton improved wash-wear characteristics is currently under evaluation by the textile finishing industry. This new process uses formaldehyde to bind together cotton's cellulose molecules. Fabrics given the finish in pilot-plant tests rated high (4 plus or 5) in the standard wash-wear rating scale of 1 through 5.

rather than of the Negro rural girl (Table 6). All girls showed skirts in their inventories. The smallest number of skirts owned was three and this was by four Negro girls — two rural and two urban.

Sharing skirts with others was not quite as common as sharing blouses with others. About three-fourths of the girls sharing skirts with another shared them with one other person. About one-sixth shared them with two other persons. The remainder shared them with 3 persons or more.

Sixty-three percent of those sharing skirts with others shared from one to nine skirts, 17 percent shared 10 - 19 skirts, and 7 percent shared 20 or more skirts. Thirteen percent did not report the number shared. One-fourth of those sharing skirts shared all skirts; three-fourths shared some skirts.

The following reported that they shared skirts with other girls, their mother or both:

	Percent sharing*
White rural	21.8
White urban	17.9
Negro rural	20.4
Negro urban	17.3

*A report from 990 girls. See explanation in connection with sharing blouses.

Table 6. Number of skirts owned by white and Negro rural and urban girls.

Group	Number Skirts				Total* Girls
	Less than 10	10 - 19	20 - 29	30 and over	
	Percent				No.
White rural	8	55	34	3	232
White urban	7	56	29	8	424
Negro rural	24	57	15	4	153
Negro urban	9	47	34	10	194
Average	10	54	29	7	1003

*Two hundred and seventeen did not turn in an inventory or turned in an incomplete inventory.

Only 37 girls did not own a cotton skirt. Nineteen of these were white urban; 9, Negro rural; 5, Negro urban; 4, white rural (Table 9 in Appendix). Nearly three-fourths of the group owned 1 - 9 cotton skirts; nearly one-fourth, 10 - 19 cotton skirts.

Girls owned about the same number of wool as cotton skirts. There were only 24 girls who did not own a wool skirt. Three-fourths owned from 1 - 9 wool skirts and a little more than one-fifth owned 10 - 19 wool skirts. Skirts of other materials were owned by relatively few girls. Inventories reported by about two-thirds of the girls had no skirt of man-made fiber, linen, or of a blend of fibers. About one-third reported the fiber in one or more skirts as "unknown" or gave no report on fiber. About 40 percent gave a fabric rather than a fiber reply in one or more skirts they owned. These replies included fabrics such as corduroy, gabardine, taffeta.

On Schedule III the girls were asked about their favorite skirt and the one they liked least. There were 1079 girls who furnished information about these particular skirts. About two-thirds of the skirts named as favorite by girls in all four groups were wool skirts, and about one-sixth were cotton skirts.

The things liked about this favorite skirt were in order of importance: (1) the fit; (2) the color; (3) the style, cut, or trimming. More Negro than white girls mentioned color, especially rural Negro girls. Only 5 percent mentioned fiber or fabric.

Thirty-five percent of the skirts liked least were cotton; 33 percent were wool. The big difference in skirts liked best and least was in the person who picked it out. Seventy percent of the girls themselves had picked out their favorite skirt, but only 37 percent had picked out the skirt they liked least.

Qualities disliked about the skirt favored least were similar to qualities in the most popular skirt. What girls disliked about these skirts were in order of importance: (1) the fit; (2) color; (3) style, cut, or trimming. Here, too, color was mentioned more by Negro than white girls as a feature not liked about skirt liked least.

Nine hundred and eighty girls reported on their newest skirt.⁹ About three-fourths of these had been purchased within the past three months. Ninety percent were purchased ready-made with a median price of \$6. Fifty-six percent of these were wool skirts and 21 percent were cotton skirts. About

⁹See footnote 7. The same procedure was followed for skirts as for blouses.

Table 7. Specified qualities which 275 teen-agers thought cotton, wool and rayon skirts had.

Qualities	Most cotton skirts have these qualities	Percent	
		Most wool skirts have these qualities	Most rayon skirts have these qualities
Hold their shape	83	57	21
Won't shrink	69	46	20
Won't fade	35	75	21
Real shiny	12	6	44
Gives warmth	19	95	14
Cool	79	4	22
Doesn't pick up dirt easily	43	51	25
Doesn't wrinkle easily	22	81	16
Will wear a long time; strong and durable	60	84	21
Easily washed	94	3	13
Require little or no ironing	25	37	23
Feels good to the skin	77	28	33

three-fourths of these skirts had been bought in a store in the county where the girl attended school. Only 4 percent had been purchased by mail order. Sixty-three percent of the girls themselves had picked out the last skirt bought.

Two hundred and seventy-five girls were questioned about qualities they thought skirts of specified fibers had. The following number said they had worn at one time or another:

	No. who had worn
A cotton skirt	274
A wool skirt	270
A rayon skirt	83

The 275 girls were asked to check the qualities they thought most cotton, most wool, and most rayon skirts had. As will be noted (Table 7), one-half or more of the girls said: most cotton skirts hold their shape; won't shrink; are cool; will wear a long time; are easily washed; and feel good to the skin.

When asked about wool skirts 50 percent or more of the girls mentioned the following six qualities; will hold shape; won't fade; give warmth; don't pick up dirt easily; don't wrinkle easily; will wear a long time. No one quality

for rayon skirts was mentioned by 50 percent or more of the girls.

Dresses

From 45 to 55 percent of the girls in the four groups owned from 10 - 19 dresses (Table 8). The fewest dresses owned by those who turned in complete inventories were two. Four girls had this number.

The following reported that they shared dresses with other girls, their mother or both:

	Percent sharing*
White rural	14.4
White urban	10.7
Negro rural	11.3
Negro urban	11.0

*A report from 990 girls. See explanation in connection with sharing blouses.

About three-fourths of the girls sharing dresses with another shared them with one other person. About one-fifth shared them with two other persons. The remainder shared them with 3 persons or more. Dresses were shared less with others than were blouses and skirts.

Sixty percent of those sharing dresses with others shared from 1 - 9 dresses; 12 percent, 10 - 19 dresses; 9 percent, 20 or more dresses.

ses. Nineteen percent did not report the number shared. Only 26 percent of those sharing dresses shared all dresses.

More than half of the girls (57 percent) owned 1 - 9 cotton dresses and more than one-third (34 percent) owned 10 - 19 cotton dresses (Table 9 in Appendix). Only 18 girls did not have a cotton dress. About two-thirds of the girls owned one or more dresses of man-made fiber and of all wool. Dresses of other types of fiber (linen, silk, blends of two or more) were reported by less than half the group. About one-third reported the fiber in one or more dresses as "unknown" or gave no report of the fiber. About the same proportion gave fabric rather than fiber re-

plies on one or more dresses listed.

The girls' favorite dress, "the one you would keep if you had to give all you had away except one", was cotton in 46 percent of the cases, wool in 13 percent of the cases, and a man-made fiber in 13 percent. About two-thirds of the girls (69 percent) in all groups had picked out this favorite dress themselves. Only thirty-nine percent of the girls had picked out the dress liked least.

The things liked about the favorite dress were in order of importance: (1) style, cut, or trimming; (2) color; (3) fit. The greatest difference in the four groups was in the percentage naming color. More Negro than white girls mentioned color. Only 6 percent men-

Table 8. Number of dresses owned by white and Negro rural and urban girls.

Group	Number Dresses				Total* Girls
	Less than 10	10 - 19	20 - 29	30 and Over	
	Percent				No.
White rural	14	49	30	7	232
White urban	16	51	25	8	424
Negro rural	40	46	11	3	153
Negro urban	19	55	19	7	194
Average	20	50	23	7	1003

*Two hundred and seventeen girls did not turn in an inventory or turned in an incomplete inventory.

Table 9. Specified qualities which 267 teen-agers thought cotton, wool, and rayon dresses had.

Qualities	Most cotton dresses have these qualities	Most wool dresses have these qualities	Most rayon dresses have these qualities
	Percent		
Hold their shape	86	51	33
Won't shrink	66	29	31
Won't fade	34	63	31
Real shiny	14	7	46
Gives warmth	24	91	21
Cool	81	3	36
Doesn't pick up dirt easily	51	37	35
Doesn't wrinkle easily	21	72	28
Will wear a long time; strong and durable	67	72	27
Easily washed	91	4	29
Require little or no ironing	27	36	43
Feels good to the skin	79	28	40

tioned fiber or fabric as characteristic liked best.

About 51 percent of the dresses liked least by teen-agers were cotton. There was little difference in the four groups in this respect. Qualities disliked about the dress favored least were similar to qualities in the most popular dress. What the girls didn't like about the dress in order of importance were: (1) style, cut, or trimming; (2) fit; (3) color. Here, too, color was mentioned more by Negro than by white girls as a feature not liked.

Nine hundred and fifty-three girls reported on their newest dress.¹⁰ About three-fourths of these dresses had been purchased within the past three months. Two-thirds were purchased ready-made with a median price of \$10. About 50 percent were cotton dresses, and about seven-tenths of these had been bought in a store in the county where the girl attended school. Only 5 percent had been purchased by mail order. Six-tenths of the girls had personally picked out the last dress bought.

Two hundred and sixty-seven girls were asked to state whether or not they had worn a dress made of cotton, a dress made of wool, and a dress made of rayon. The following number said they had worn at one time or another:

	No. who had worn
A cotton dress	266*
A wool dress	227
A rayon dress	146

*One girl did not report on whether or not she had worn a cotton dress.

The 267 girls were asked to check the qualities they thought most cotton, most wool, and most rayon dresses had. As will be

noted (Table 9), one-half or more of the girls said: most cotton dresses will hold their shape; won't shrink; are cool; do not pick up dirt easily; will wear a long time; are easily washed; and feel good to the skin. These five qualities were named by 50 percent or more of the girls in connection with wool dresses: hold their shape; won't fade; give warmth; do not wrinkle easily; will wear a long time. No one quality for rayon dresses was named by 50 percent or more of the girls.

Sweaters

The majority of girls in three of the four groups owned from 10 - 19 sweaters. In this other group, Negro rural, most of the girls owned 1 - 9 sweaters (see Table 10).

All 1003 girls giving information on number of sweaters owned had one or more sweaters in their wardrobes. In fact, there was only one girl who had only one sweater.

The following reported that they had shared sweaters with other girls, their mother, or both:

	Percent sharing*
White rural	21.4
White urban	23.6
Negro rural	18.5
Negro urban	14.1

*A report from 990 girls. See explanation in connection with sharing of blouses.

Nearly three-fourths of the girls sharing sweaters with another shared them with one other person. About one-fifth shared them with two other persons. The remainder shared them with 3 persons or more.

Fifty-eight percent of those sharing sweaters with others shared from 1 - 9 sweaters; 18 percent, 10 - 19 sweaters; and 3 percent, 20 or more sweaters. Twenty-one

¹⁰See footnote 7. The same procedure was used for dresses as for blouses.

percent did not report the number shared. Twenty-six percent of those sharing sweaters shared all sweaters.

About nine-tenths owned a sweater of man-made fiber (most often orlon) (Table 11 in Appendix), and about two-thirds owned an all-wool sweater (Table 10 in Appendix). About one-fourth owned a cotton sweater. Nearly one-fifth of the girls reported having sweaters of blends of two or more fibers. About the same proportion reported the fiber in one or more sweaters was "unknown" or gave no report on fiber. One-tenth gave fabric rather than fiber replies, such as bulky knit.

Fifty-seven percent of the sweaters named as the favorite sweater were orlon; 20 percent were wool. Only 4 percent named a cotton sweater as their favorite. Fifty percent of the sweaters liked least were orlon; 21 percent, wool; and 6 percent, cotton. Orlon and wool were the kinds of sweaters most often found in inventories.

About two-thirds of the girls in all groups had picked out their favorite sweater themselves; but only 40 percent had picked out the sweater in their wardrobe which they liked least. The things liked about this favorite sweater were in order of importance: (1) the color; (2) style or cut; (3) fiber or fabric. To be noted is the fact that fiber and fabric seem more important in sweaters than in the other three garments studied. The fiber and fabric was mentioned more by urban Negro girls than by those in the other groups. Here, too, color was mentioned by more Negro girls, especially Negro rural girls, than by girls in the other groups.

Things disliked about the sweat-

er were in order of importance: (1) color; (2) fit; (3) style or cut. Here style and cut were mentioned by Negro girls more often than by white girls; also, more Negro than white girls mentioned color.

Nine hundred and forty-one girls reported on their newest sweater.¹¹ Nearly 4 percent of these sweaters were cotton, about 60 percent were of man-made fiber, and 18 percent were all wool. Seventy-seven percent of these sweaters had been purchased within the past 3 months. Ninety-eight percent were purchased ready-made at a median price of \$8. About three-fourths of these sweaters had been bought in a store in the county where the girl attended school. Only 5 percent had been purchased by mail order. Six-tenths of the girls had picked out the last sweater bought themselves.

Two hundred and seventy-three girls were questioned about the experience they had had in wearing sweaters of cotton, wool, and orlon. The following number said they had worn at one time or another:

	No. who had worn
An orlon sweater	262
A wool sweater	242
A cotton sweater	140

These 273 girls were asked to check the qualities they thought most cotton, most wool, and most orlon sweaters had. As will be noted (Table 11), one-half or more of the girls said: most wool sweaters hold their shape; won't fade; give warmth; don't wrinkle easily; will wear a long time; require little or no ironing.

When asked about cotton sweaters, 50 percent or more of the girls

¹¹See footnote 7. The same procedure was followed for sweaters as for blouses.

named only two qualities (easily washed and feels good to the skin). Nine of the 12 qualities listed were named by this percentage in connection with orlon sweaters. These were: hold their shape: won't shrink; won't fade; give warmth; don't wrinkle easily; will wear a long time; are easily washed; require little or no ironing; feel good to the skin.

Table 10. Number of sweaters owned by white and Negro rural and urban girls.

Group	Number Sweaters				Total* Girls
	1 - 9	10 - 19	20 - 29	30 or more	
	Percent				No.
White rural	26	62	12	**	232
White urban	20	65	13	2	424
Negro rural	59	38	3	0	153
Negro urban	41	50	8	1	194
Average	32	57	10	1	1003

*Two hundred and seventeen did not turn in an inventory or turned in an incomplete inventory.

**Less than .5 percent.

Table 11. Specified qualities which 273 teen-agers thought cotton, wool, and orlon sweaters had.

Group	Most cotton sweaters have these qualities	Most wool sweaters have these qualities	Most orlon sweaters have these qualities
	Percent		
Hold their shape	37	59	74
Won't shrink	37	32	67
Won't fade	29	54	67
Real Shiny	13	5	29
Gives warmth	30	87	65
Cool	47	2	27
Doesn't pick up dirt easily	23	42	41
Doesn't wrinkle easily	20	57	58
Will wear a long time; strong and durable	33	74	62
Easily washed	61	24	77
Require little or no ironing	30	57	75
Feels good to the skin	53	24	83

SUMMARY

The objectives of this study were to determine (a) kinds, amounts, and uses of selected outer garments owned by teen-age girls; (b) preferences for fibers in selected garments; and (c) marketing factors affecting type and kinds of garments owned.

Twelve hundred and twenty high school girls (principally in the eleventh grade) in 24 schools for white and Negro children in rep-

resentative rural and urban areas in Bolivar, Choctaw, Hancock, Hinds, Jones and Lee Counties, Mississippi, were included.

The first and third schedules were filled out by girls at school under the supervision of a member of the Home Economics staff of the Mississippi Agricultural Experiment Station. The inventories (Schedule II) were filled out by

the girls at home by wardrobe count.

One or more schedules were completed for 289 white girls in rural areas, 551 white girls in urban areas, 163 Negro girls in rural areas, and 217 Negro girls in urban areas. Median age of both rural and urban white girls was 16 years; of both rural and urban Negro girls, 17 years.

The majority of girls in all four groups had had Home Economics in school which included some work in clothing. About three-fourths of the rural girls had been members of a 4-H club at one time or another. Seventy-nine percent of these had worked on a clothing project. One-third of the urban girls were or had been members of a 4-H club and 84 percent of these had worked on a clothing project.

About 94 percent of the girls thought that they dressed about the same as their friends and 90 percent thought they dressed about the same as most girls in school. There was little difference in attitudes of girls in the four groups. Only about 10 percent of the girls reported they knew a lot about clothes and that friends often came to them for advice.

A set of eight samples was given each girl to determine her ability to judge fiber content. The majority (86 percent) identified less than one-half the samples correctly. There was little difference in abilities of girls in the four groups in judging the samples.

The majority of girls in all groups said they usually made decisions about whether to buy most of their clothes. All groups picked 15 - 16 years as the age a girl

is old enough to do her own shopping.

Eighty-four percent of the girls said during the past year that they had purchased some clothes (or materials to make clothes) and paid for these with their own money or money given to them.

Fit, becomingness, and color were ranked by the girls as the most important features in the clothing they wore. Color was more important to Negro than to white girls. The fiber and weave ranked lowest in importance.

Both white and Negro girls liked skirts and sweaters best to wear to school in cold weather. In warm weather dresses or skirts and blouses were favored equally by white girls for school. Negro girls favored skirts and blouses over dresses for school in warm weather. Dresses were preferred in cold and warm weather by all groups for Sunday School or church and for dress-up parties.

Girls in all four groups preferred wool skirts, cotton blouses, and orlon sweaters for school in cold weather. Fiber preference for skirts, blouses, and dresses for school in warm weather was in all cases for cotton. Fibers most often named for specified garments for Sunday School or church and for dress-up parties were on the whole similar to fibers named in connection with these garments for school.

There was close agreement in what the girls said they liked best to wear to school and what they had on at the time of the first interview. Likewise, a close agreement in what they said they wore the last time they went to Sunday school or church or a dress-up par-

ty and what they said they preferred.

There were more similarities than differences in inventories of blouses, skirts, dresses, and sweaters of girls in the four groups. Most owned from 10 - 19 each of these four garments. But rural Negro girls had smaller inventories of the specified garments; urban white girls, larger. Rural white girls usually had more of the garments than urban Negro girls.

One-fourth shared one or more blouses, one-fifth one or more skirts and sweaters, and one-eighth one or more dresses with sisters or mothers. The pattern was to share certain of these garments but not all. Cotton played a leading role in blouses, dresses, and skirts owned by girls in all four groups. However, wool was about as important as cotton for skirts. Cotton was of minor importance in sweaters.

The favorite garments in inventories for the majority were: a cotton blouse, a wool skirt, a cotton dress, and an orlon sweater. The three characteristics liked most about these favorite garments were the style, color, and fit. But in the case of sweaters, more mentioned fiber and fabric than fit.

The garments liked least in inventories of the majority of girls were: a cotton blouse, a cotton skirt, a cotton dress, and an orlon sweater. The characteristic disliked most about these unpopular

garments were the same as qualities liked about the favorite garments. More girls had picked out their favorite blouse, skirt, dress, and sweater than had picked out the garments they favored least. Color was more important to the Negro than to the white girls, and to the rural Negro girls than to the urban Negro girls.

The newest of these four garments were generally ready-made, purchased at a store in the county in which the girl resided, and selected by the girl herself. The median amount paid for the garments ranged from \$4 for the blouse to \$10 for the dress. The majority of newest dresses and blouses were cotton; of newest skirts, wool; of newest sweaters, a man-made fiber.

When asked about the qualities most cotton, wool, rayon, nylon, and orlon garments had, the girls most often checked the following qualities for cotton: won't shrink; cool; easily washed; feels good to the skin. Wool and cotton received about the same rating on the following qualities: holds shape; will wear a long time; strong and durable. Wool garments rated higher than cotton on the following qualities: won't fade; gives warmth; doesn't wrinkle easily. None of the four cotton garments were rated by 50 percent or more girls as having qualities of: won't fade; doesn't wrinkle easily; requires little or no ironing.

IMPLICATIONS

There are some implications in this study for producers, manufacturers, and retailers as well as for home economists.

Some of the implications for producers, manufacturers, and retailers are:

(1) Teen-agers make decisions as to when and where to buy many outer garments, using their own money or money given to them by parents. They need constructive help in finding the qualities they want. Advertising should be di-

rected towards them and their needs.

(2) The fiber or fabric in a garment is relatively unimportant to the teen-ager. Color, becomingness, and fit are qualities they look for in clothes they wear. This is a fact deserving serious consideration by manufacturers and retailers.

(3) The majority of teen-agers think of themselves as in a large group of other teen-agers, dressing the same as these other girls. This fact signifies the need for many garments in the market similar in style and appearance but different in price range.

(4) Different types of garments are wanted for different occasions. This is another fact deserving consideration by manufacturers and retailers.

(5) Since identification of fibers is difficult, especially man-made fibers and blends of the same, it is important that labels be sewed to ready-made clothing so they can not be destroyed. Name of fibers in piece goods might well be woven into the selvage.

(6) Cotton garments were rated low by teen-agers in qualities such as "doesn't wrinkle easily", "requires little or no ironing". Teen-agers need to be aware of recent research in wash and wear cottons and where and when such materials will be available.

(7) Cotton garments were rated high by teen-agers in qualities such as holds shape; won't shrink; cool; will wear a long time, durable; easily washed; feels good to my skin. These are qualities that might well be used in advertising cotton garments to teen-agers.

Some of the implications of this

study for home economists are:

(1) Teen-agers do not think of themselves as different from their friends or other girls in school in regard to clothing. There must be a certain conformity in dress.

(2) The teen-ager considers she knows "a little about clothing". This probably means that she will be receptive to help if given in the right manner.

(3) Fiber identification does not seem possible for the majority due to wide range of textile fibers in the market. Therefore, emphasis should be placed by teachers on careful examination of all labels.

(4) Teen-agers make decisions about what clothes to buy and have experience in the buying process. They are better satisfied with the clothing they themselves pick out. Educational programs directed to this group of teen-age consumers should place greater emphasis on the selection of ready-made garments including color suitable for the particular girl and the fit of the garment.

(5) More information is needed on the number of garments that constitute a reasonable and acceptable wardrobe. With rapid growth of teen-aged girls and frequent change in style it would seem advisable to have smaller inventories with greater use per unit. The practice of owning certain garments with other members needs further study. It would seem an economical practice.

(6) It is important that research in wash and wear cotton garments be made available to teen-agers as soon as reported, and that merchants in the local community be asked to include these newer products in their stock.

(7) Qualities of the most com-

mon natural and man-made fibers should be basic information in including care of these and pur- clothing courses given to teen- poses for which each is best suited agers.

APPENDICES

I. Schools included in the Study

The schools included in this study were as follows: Central High School and Lanier Junior-Senior High School, both in Jackson; Clinton High School and Sumner Hill High School, Clinton; George S. Gardiner High School and Oak Park High School, Laurel; Glade High School, RFD, Laurel; Benson High School, RFD, Ellisville; Ackerman High School and Choctaw County Training School, Ackerman; Tupelo High School and Carver High School, Tupelo; Nettleton High School and Nettleton Line Colored High School, Nettleton; Bay High School, Valena C. Jones High School, St. Joseph's Academy, and St. Rose De Lima School, all of Bay St. Louis; North Central High School, RFD, Pass Christian; Cleveland High School and East Side High School, Cleveland; Shaw High School, Shaw; Mound Bayou High School, Mound Bayou; and Clarksdale High School, Clarksdale.

II. Mail Order Catalog Descriptions of Sample Fabrics Used in Study*

Sample No. 1

Domestic organdy. Permanently crisp, combed cotton. Washable; 38 inches wide. Catalog No. 36 Y 3135. Yard - 44c.

Sample No. 2

Dressweight Velvet. Transparent type. Lustrous rayon. Dry clean. Catalog No. 36 Y 9185. Yard - \$2.32.

Sample No. 3

Good quality easy care cotton. A wonderful buy at this low price. New prints and solids in washfast colors. Easy-to-care-for cottons need little or no ironing. Pre-shrunk, maximum shrinkage 2%. Catalog No. 36 Y 3348. Yard - 44c.

Sample No. 4

Dacron and Cotton. Permanent wash and wear blend of 65% dacron, 35% cotton. No-iron feature can't wash out. Crease-resistant, keeps pleats, won't cling. Drip-dry. For separates, dresses, sportswear. 36 inches. Catalog No. 36 Y 8580. Yard - 93c.

Sample No. 5

Nylon organdy. For bouffant dresses and petticoats. Permanently crisp. Hand washable, 44 inches wide. Catalog No. 36 Y 8294. Yard - 71c.

Sample No. 6

Velveteen. Washable lustrous combed cotton. Crush resistant. Twill-back weave fastens pile, never sheds. 36 inches. Catalog No. 36 Y 9175. Yard - \$2.76.

Sample No. 7

Perma-smooth corduroy is wash and wear, needs little or no ironing,

*Materials were purchased from Sears, Roebuck and Company, Memphis, Tennessee. They were selected from their 1959 Fall Catalog.

dries quickly, resists wrinkles. Soft combed cotton for longer wear, richer colors. Water-repellent; resists water-borne spots, soil. Machine washable; maximum shrinkage 2%. For children's wear, separates. 17 wales per inch. Catalog No. 36 Y 9160. 36 inches. Yard - \$1.57. Sample No. 8

Wash and wear orlon and wool blend. 65% orlon, 35% wool. Machine washable, drip dry (do not spin or tumble); shake or brush gently and wear. Crease-resistant. Maximum shrinkage 2%. 54 inches wide. Catalog No. 36 Y 7765. Yard - \$2.86.

III. Tables

Table 1. Persons whom the girls say usually make decisions about clothes they buy.

Group	I do	Mother does	Mother and I	Somebody else	No report	Total No. girls
	Percent					
White rural	72.7	17.6	8.3	1.4	0	289
White urban	74.6	21.8	2.0	.9	.7	551
Negro rural	68.1	30.1	0	1.2	.6	163
Negro urban	57.2	37.3	.5	4.1	.9	217
Average	70.1	24.7	3.0	1.6	.6	1220

Table 2. Age girls think a girl is old enough to do her shopping and pick out her own clothes.

Group	Under 13 yrs.	13-14 yrs.	15-16 yrs.	17-18 yrs.	19 yrs. & over	Qualified*	No report	Total No. girls
	Percent							
White rural	6.5	30.8	47.4	9.0	.7	4.2	1.4	289
White urban	6.9	37.6	40.6	5.6	.9	5.1	3.3	551
Negro rural	11.0	31.9	46.8	6.7	.6	.6	2.4	163
Negro urban	13.4	29.5	43.5	6.7	1.8	2.3	2.8	217
Average	8.5	33.8	43.6	6.7	1.0	3.8	2.6	1220

*Such as "depends on girl", "age isn't important", "when she's old enough to make decisions", "when earning own money".

Table 3. Things checked as important in clothes they wear by white and Negro rural and urban girls.*

Group	Color	Fit	In fashion	Weave	Fiber	Becomingness	Total No. girls
	Percent						
White rural	88.6	99.3	68.9	22.8	51.2	90.7	289
White urban	87.8	98.9	73.1	21.2	48.1	95.6	551
Negro rural	95.7	97.5	65.6	36.8	63.2	73.6	163
Negro urban	91.7	96.8	58.5	35.5	53.9	85.3	217
Average	89.8	98.4	68.5	26.2	51.9	89.7	1220

*From six items given girls were asked to check those they considered important in the clothes they wear.

Table 4. Kind of clothing 1220 girls like best in cold and warm weather to wear to school, Sunday School or Church, and to dress-up parties.*

Occasion, weather garment	289	551	163	217
	White girls* Rural	White girls* Urban	Negro girls* Rural	Negro girls* Urban
	Percent			
SCHOOL				
Cold Weather				
Skirts and blouses	5.2	6.5	6.1	8.7
Skirts and sweaters	93.8	91.5	90.2	90.3
Dresses	.3	1.3	2.4	0
Warm Weather				
Skirts and blouses	49.8	41.6	73.6	76.0
Skirts and sweaters	1.7	.4	6.7	2.8
Dresses	46.7	56.8	19.0	18.0
SUNDAY SCHOOL, CHURCH				
Cold Weather				
Skirts and blouses	9.0	10.5	3.7	5.5
Skirts and sweaters	30.4	22.3	41.1	28.1
Dresses	57.1	63.3	54.0	65.0
Warm Weather				
Skirts and blouses	8.0	5.6	30.1	23.5
Skirts and sweaters	1.7	.5	4.3	2.8
Dresses	88.9	92.4	63.8	70.5
DRESS-UP PARTIES				
Cold Weather				
Skirts and blouses	3.5	2.5	6.1	7.4
Skirts and sweaters	23.2	9.2	25.8	18.9
Dresses	64.0	82.4	57.1	64.5
Warm Weather				
Skirts and blouses	8.0	3.4	20.2	17.0
Skirts and sweaters	.3	.7	3.1	5.1
Dresses	82.4	89.7	64.4	68.2

*Does not add up to 100% since does not include those not going to Sunday School or Church and to dress-up parties; also a few who checked more than one type of clothing per season and occasion, or gave no report.

Table 5. Fiber preferences for dresses for school, for Sunday School or Church, and for dress-up parties in cold and warm weather, 1220 white and Negro rural and urban girls.

Occasion, weather garment	Cotton	Wool	Fabric & other fiber replies*	No preference	Don't go Don't wear or no report	Total No. Girls
Percent						
DRESSES - SCHOOL						
Cold Weather						
White rural	34.9	22.5	6.9	19.0	16.7	289
White urban	41.4	22.9	4.3	19.2	12.2	551
Negro rural	24.5	52.8	6.7	7.4	8.6	163
Negro urban	22.1	43.3	10.6	12.9	11.1	217
Warm Weather						
White rural	82.7	0	4.8	8.3	4.2	289
White urban	88.4	0	2.9	3.4	5.3	551
Negro rural	81.7	0	14.7	1.8	1.8	163
Negro urban	82.0	0	9.7	6.0	2.3	217
DRESSES - SUNDAY SCHOOL AND CHURCH						
Cold Weather						
White rural	13.1	49.1	16.3	15.9	5.6	289
White urban	9.2	45.6	15.8	25.2	4.2	551
Negro rural	12.9	69.3	11.7	5.5	.6	163
Negro urban	6.4	62.2	17.1	13.4	.9	217
Warm Weather						
White rural	54.3	0	24.2	17.0	4.5	289
White urban	63.5	0	15.9	16.2	4.4	551
Negro rural	60.1	0	31.8	6.1	2.0	163
Negro urban	53.4	0	32.8	11.1	2.7	217
DRESSES - PARTIES						
Cold Weather						
White rural	11.1	8.6	39.8	22.1	18.4	289
White urban	5.8	13.8	41.5	27.4	11.5	551
Negro rural	9.2	22.7	31.2	9.2	27.7	163
Negro urban	9.7	19.4	37.3	16.1	17.5	217
Warm Weather						
White rural	30.8	0	30.5	19.7	19.0	289
White urban	33.0	0	30.2	22.5	14.3	551
Negro rural	27.0	0	39.8	7.4	25.8	163
Negro urban	31.8	0	35.5	14.3	19.4	217

*Included in this group were items such as chiffon, velveteen, velvet, organdy, taffeta, jersey, linen, silk, nylon, rayon.

Table 6. Fiber preference for blouses for school, for Sunday School or Church and for dress-up parties in cold and warm weather, 1220 white and Negro rural and urban girls.

Occasion, weather, garment	Cotton	Man-made fibers	Fabric & other fiber replies*	No preference	Don't go Don't wear no report	Total No. Girls
Percent						
BLOUSES - SCHOOL						
Cold Weather						
White rural	86.3	3.1	1.3	5.5	3.8	289
White urban	83.5	1.6	2.0	8.0	4.9	551
Negro rural	79.1	7.4	4.9	3.7	4.9	163
Negro urban	81.1	4.1	5.1	7.4	2.3	217
Warm Weather						
White rural	85.9	4.8	2.8	5.5	1.0	289
White urban	88.7	3.9	1.8	3.6	2.0	551
Negro rural	77.4	5.5	12.9	2.4	1.8	163
Negro urban	83.5	6.4	4.6	4.1	1.4	217
BLOUSES - SUNDAY SCHOOL AND CHURCH						
Cold Weather						
White rural	51.2	14.5	5.9	11.1	17.3	289
White urban	46.5	15.9	4.7	14.7	18.2	551
Negro rural	63.8	13.6	9.2	6.7	6.7	163
Negro urban	49.0	14.6	12.9	10.1	13.4	217
Warm Weather						
White rural	56.9	13.4	3.1	9.3	17.3	289
White urban	61.2	8.4	2.2	12.2	16.0	551
Negro rural	58.9	23.5	6.1	6.7	4.8	163
Negro urban	59.0	18.4	3.2	7.4	12.0	217
BLOUSES - PARTIES						
Cold Weather						
White rural	23.2	15.0	10.4	10.4	41.0	289
White urban	21.1	16.2	8.3	16.3	38.1	551
Negro rural	30.1	17.1	12.3	.6	39.9	163
Negro urban	22.6	16.5	13.4	10.1	27.4	217
Warm Weather						
White rural	31.1	10.7	5.5	12.8	39.9	289
White urban	34.1	9.1	4.0	16.9	35.9	551
Negro rural	35.8	18.2	4.9	4.9	36.2	163
Negro urban	38.7	13.8	6.9	7.4	33.2	217

*Such as silk, velveteen, velvet, taffeta.

Table 7. Fiber preference for skirts for school, for Sunday School or Church, and for dress-up parties in cold and warm weather, 1220 white and Negro rural and urban girls.

Occasion, weather, garment	Cotton	Wool	Fabric & other fiber replies*	No preference	Don't go, Don't wear or no report	Total No. Girls
Percent						
SKIRTS - SCHOOL						
Cold Weather						
White rural	1.4	86.2	5.2	5.9	1.3	289
White urban	2.3	85.5	3.5	7.2	1.5	551
Negro rural	3.7	82.8	9.2	3.7	.6	163
Negro urban	.9	85.3	7.8	5.5	.5	217
Warm Weather						
White rural	86.2	0	2.8	9.0	2.0	289
White urban	82.2	0	6.2	8.9	2.7	551
Negro rural	84.8	0	11.0	1.8	2.4	163
Negro urban	84.8	0	9.8	4.1	1.3	217
SKIRTS - SUNDAY SCHOOL AND CHURCH						
Cold Weather						
White rural	1.7	81.4	4.8	6.2	5.9	289
White urban	2.4	73.5	4.0	10.3	9.8	551
Negro rural	3.7	81.0	7.4	3.7	4.2	163
Negro urban	.9	73.4	12.0	6.4	7.3	217
Warm Weather						
White rural	55.1	0	12.8	13.1	19.0	289
White urban	57.2	0	10.2	12.8	19.8	551
Negro rural	70.7	0	15.3	6.7	7.3	163
Negro urban	61.8	0	15.1	9.2	13.9	217
SKIRTS - PARTIES						
Cold Weather						
White rural	1.0	34.6	15.9	10.0	38.5	289
White urban	3.4	30.7	16.7	15.4	33.7	551
Negro rural	3.7	38.6	16.5	3.7	37.5	163
Negro urban	5.1	34.6	17.0	7.4	35.9	217
Warm Weather						
White rural	28.0	0	12.7	17.0	42.3	289
White urban	32.8	0	11.7	18.0	37.5	551
Negro rural	41.1	0	17.7	4.3	36.9	163
Negro urban	39.2	0	16.1	9.2	35.5	217

*Such as velveteen, taffeta, velvet, tweed, corduroy, denim, gabardine, rayon, linen, nylon, silk.

Table 8. Fiber preference for sweaters for school, for Sunday School or Church and for dress-up parties, cold weather*, 1220 white and Negro rural and urban girls.

Occasion - Garment	Wool or cashmere	Orlon	Other man-made fibers and blends**	No preference	Don't go, Don't wear or no report	Total No. Girls
Percent						
SWEATERS - SCHOOL						
White rural	11.1	32.9	41.9	13.1	1.0	289
White urban	17.6	31.9	29.6	17.2	3.7	551
Negro rural	23.9	31.4	36.2	6.7	1.8	163
Negro urban	24.4	41.4	24.0	8.8	1.4	217
SWEATERS - SUNDAY SCHOOL AND CHURCH						
White rural	11.8	27.7	39.7	11.8	9.0	289
White urban	15.6	22.3	32.0	16.2	13.9	551
Negro rural	19.6	31.9	36.9	4.9	6.7	163
Negro urban	19.8	39.7	25.3	6.9	8.3	217
SWEATERS - PARTIES						
White rural	4.5	17.3	29.5	9.3	39.4	289
White urban	6.0	12.9	28.4	13.4	39.3	551
Negro rural	7.4	24.5	28.2	2.4	38.5	163
Negro urban	11.1	28.6	19.4	6.9	34.0	217

*No cotton sweaters mentioned in fiber preference.

**Such as banlon, nylon, rayon, acrilan, dacron.

Table 9. Number of cotton blouses, skirts, and dresses in inventories of 1003 white and Negro rural and urban girls.*

Garment and Group	None	1 - 9	10 - 19	20 or more	Total No. girls**
Percent					
COTTON BLOUSES					
White rural	0	26.3	53.9	19.9	232
White urban	.5	15.1	53.5	30.9	424
Negro rural	1.3	63.4	29.4	5.9	153
Negro urban	.5	45.9	39.7	13.9	194
Average	.5	31.0	47.3	21.2	1003
COTTON SKIRTS					
White rural	1.7	72.8	23.7	1.7	232
White urban	4.5	68.9	24.8	1.8	424
Negro rural	5.9	75.8	17.6	.6	153
Negro urban	2.6	67.5	28.4	1.5	194
Average	3.7	70.6	24.1	1.6	1003
COTTON DRESSES					
White rural	1.7	44.8	44.0	9.5	232
White urban	1.2	48.3	42.0	8.5	424
Negro rural	3.3	83.7	12.4	.6	153
Negro urban	2.1	71.6	23.2	3.1	194
Average	1.8	57.4	34.3	6.5	1003

* Twenty-three percent of white rural, 13 percent of white urban, 44 percent of Negro rural and 28 percent of the Negro urban girls reported 1 - 4 cotton sweaters in inventory. Three percent in each white group and 5 percent in each Negro group reported 5 or more cotton sweaters.

**Two hundred and seventeen did not return inventory or turned in an incomplete inventory.

Table 10. Number of wool skirts, sweaters, dresses, and blouses in inventories of 1003 white and Negro rural and urban girls.

(a) Garment and Group	None	1 - 9	10 - 19	20 or more	Total No. girls*
Percent					
WOOL SKIRTS					
White rural	.9	74.1	24.6	.4	232
White urban	2.4	73.3	23.1	1.2	424
Negro rural	4.6	81.7	12.4	1.3	153
Negro urban	2.6	76.8	19.1	1.5	194
Average	2.4	75.5	21.0	1.1	1003
WOOL SWEATERS					
White rural	42.2	54.8	3.0	0	232
White urban	35.8	58.3	5.4	.5	424
Negro rural	32.7	64.1	3.2	0	153
Negro urban	21.1	72.7	5.7	.5	194
Average	34.0	61.1	4.6	.3	1003
(b) Garment and Group	None	1 - 4	5 or more		Total No. girls*
Percent					
WOOL DRESSES					
White rural	40.5	56.5	3.0		232
White urban	41.5	54.0	4.5		424
Negro rural	35.3	54.9	9.8		153
Negro urban	32.0	59.8	8.2		194
Average	38.5	55.8	5.7		1003
WOOL BLOUSES					
White rural	88.4	11.6	0		232
White urban	83.7	15.8	.5		424
Negro rural	81.8	17.6	.6		153
Negro urban	79.9	18.0	2.1		194
Average	83.7	15.6	.7		1003

*Two hundred and seventeen did not return inventory or turned in incomplete inventory.

Table 11. Number of man-made fiber sweaters, blouses, dresses and skirts in inventories of 1003 white and Negro rural and urban girls.

(a) Garment and Group	None	1 - 9	10 - 19	20 or more	Total No. girls*
Percent					
MAN-MADE FIBER SWEATERS					
White rural	3.4	49.6	43.6	3.4	232
White urban	5.7	43.6	46.0	4.7	424
Negro rural	22.9	68.6	8.5	0	153
Negro urban	13.4	70.1	14.4	2.1	194
Average	9.3	53.9	33.6	3.2	1003
(b) Garment and Group	None	Less than 5	5 - 9	10 and over	Total No. girls*
Percent					
MAN-MADE FIBER BLOUSES					
White rural	46.6	46.1	6.0	1.3	232
White urban	51.6	42.9	5.0	.5	424
Negro rural	38.6	57.5	3.3	.6	153
Negro urban	52.1	40.7	6.7	.5	194
Average	48.5	45.5	5.3	.7	1003
(c) Garment and Group	None	1 - 4	5 or more	Total No. girls*	
Percent					
MAN-MADE FIBER DRESSES					
White rural	34.5	53.4	12.1		232
White urban	40.6	49.8	9.6		424
Negro rural	38.6	51.0	10.4		153
Negro urban	33.0	55.2	11.8		194
Average	37.4	51.8	10.8		1003
MAN-MADE FIBER SKIRTS					
White rural	61.2	37.1	1.7		232
White urban	64.7	31.1	4.2		424
Negro rural	68.0	30.7	1.3		153
Negro urban	66.5	29.9	3.6		194
Average	64.7	32.2	3.1		1003

*Two hundred and seventeen did not return inventory or turned in an incomplete inventory.