THE ATTITUDES TOWARD THEIR 
CLOTHING OF A SELECTED GROUP 
OF EIGHT TO TWELVE-YEAR-OLD GIRLS 

by 

NANCY MARIE MILLER 

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APPROVED:

[Signature]

Associate Professor of Clothing, Textiles and Related Arts

In Charge of Major

[Signature]

Head of Department of Clothing, Textiles and Related Arts

[Signature]

Chairman of School Graduate Committee

[Signature]

Dean of Graduate School

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THE ATTITUDES TOWARD THEIR CLOTHING OF A SELECTED GROUP OF EIGHT TO TWELVE-YEAR-OLD-GIRLS

INTRODUCTION

Research investigators in recent years appear to be more and more interested in the effect of various psychological and sociological stimuli on the individual.

Such is true of the effect of color, line, design, appropriateness and interest in clothing on the pre-school child, the adolescent and the adult. Such information can be readily found. However, the age from kindergarten to adolescence appears truly to be "the forgotten ten years of childhood" and, as Reynolds states, "It is unfortunate that after all the years we have been studying children, we still have to call this the unknown age." (33, p. 169-170)

The eight, nine, ten, eleven and twelve-year-olds are an all important link in a chain of growth between the little child and the adolescent. Blair calls the age from nine until puberty, the "forgotten" period of childhood and a "no man's land" as far as research is concerned. (5, p. 5)

In searching the literature, one can see the great volume of information concerning the physical, emotional, intellectual, social and other such developments of this "middle-age" group, but very little, if any, can be found on their awareness of or interest in clothing.

According to Flugel, the clothing of young children is a
matter which has been totally neglected so far as the psychological and pedagogical points of view are concerned. (15, p. 199)

Historians tell us that clothing was originated as ornament and decoration to make the wearer appear more attractive; not for the sake of modesty as one is apt to think. A second function of clothing naturally evolved with the discovery of the protection clothes gave from the climate and environment. Ornaments were also used for the dual purpose of warding off disease and disaster as well as for comfort and beauty. The way in which they were worn, the type of ornament or number of ornaments worn, were often used by the group in these primitive cultures, to indicate the rank of the individual within the group.

Individuality of dress came about in many ways through the use of tattooing, ornaments and similar decoration. These were added to the simple garments or placed directly on the body in a manner determined by the culture and approved by the group.

If they were worn at all, clothes of children in ancient times are reported to have been designed in a fashion we would say today was sensible, allowing for plenty of movement and freedom for various activities.

During the middle ages, however, the concept was popularly accepted that children were not completely human in themselves, but were incomplete and inferior men and women, wicked by natural impulse and not yet capable of restraining their inevitable tendency to evil by the help of reason and experience. Therefore, the child was
forced to fit into a rigid social scheme and considered a "little or miniature man". And it naturally followed that in his clothing he was made a perfect replica of his parents. (h7, p. 12)

In this period of history, children took on the responsibilities of adult life very early; girls were married by fourteen and boys started apprenticeship for their life work at the age of seven or eight. Adult garments were therefore worn and favored by these early maturing children.

John Locke, in 1645, wrote this following advice to parents, but apparently received small recognition. He suggested that children's clothing should be light, warm and that the little bodies should not be burdened with heavy dress. He particularly stressed that clothing should not be tight but should allow for plenty of room for the chest to expand, a point which today is considered very important for growing children. (h7, p. 25)

It was not until after the French Revolution in the late 1700's and early 1800's, that children and their activities were considered in the selection of their clothing. Rousseau in "Emile" stressed that children were not miniature men and women. Because of the many interests of childhood, loose clothing was needed for health and comfort. He states, "their defects of body and mind all can be traced to the same source — the desire to make them men before their time." (24, p. 172)

Parental attitudes thus can be seen to have been the determining factor in fashions for children. Yet, today, we see where
youth is taking over the ruling of the world of fashion as teen-age or older daughters help, or even make the actual selection of their parents' clothing.

With the development of the science of psychology came studies of the importance of the effects of various factors of dress on the wearer.

Harmes believe that dress is founded primarily in the world of emotions. It is not only a kind of covering, says Harms, but also a kind of mimicry through which man expresses many of his subjective social sentiments. The development of dress proceeds from two poles; the cultural-psychological and the concrete psychological characteristics of men. That is, the first step in the development of the way we dress, comes from the environment and basic traits or attitudes of the human mind. Beyond this, the form of the clothing that we wear is further dependent upon (1) physical environment, (2) social conditions, including sex relations, costume (present), caste, class and religious, metaphysical or other super sensory relations. (18, p. 239-241)

Whatever the origin or origins of clothing, whatever purposes it serves in the different climates and cultures, there is little doubt that one of the chief functions of clothing is to extend the "self" of the wearer, to enhance his ego, to display his status and to make real the role that he is to play in life. (12)

The study reported here is concerned only with this middle-childhood age group which generally refers to that period of
childhood between the years of six and twelve. All groups referred to in the reporting of this study are of children of these ages unless specifically stated otherwise.
Psychologists feel that clothes affect the well-being of the child, making growing up easier or harder. Clothes "become a symbol of security, an extension of self, a way of identifying with someone, a means of real satisfaction", states Read. (32, p. 38)

Clothes can make childhood a delightful period. They may contribute to the developing character of the child and to his self-confidence and good character. They may influence his mental health by encouraging him to accept responsibility, to cooperate and contribute. To look fit is to feel fit, the first step toward any accomplishment whether on the playground or in the school room. (28, p. 585)

Children like clothes and find real satisfactions in them. Bright colors of gay materials, the feel of different textures in clothing, the comfortable, familiar garment as well as the new one: these are all things that bring pleasure to the child. Clothes make a positive contribution to this process of growing up when they are right from the standpoint of the child. (32, p. 350)

No garment is satisfactory if it interferes in any way with the welfare of the child. Children's garments should be designed so that the child is completely unconscious of them, for a garment that is on the child's mind is unsuitable for his body. If the child's garments are in keeping with his ideas about himself or what he wishes to become and if they meet the approval of his group, he feels
at ease and other things being equal, he behaves accordingly. (47, p. 67)

Hurllock feels that clothing has a great influence on the child. She thinks that a well-dressed child is more self-confident, better mannered and less rowdy than a poorly dressed one. (23, p. 512)

Margaret Story writes of an experiment tried out in one of the city slums. A ragged, dirty child from the street was taken to a welfare home. She was scrubbed, shampooed and dressed in clean, attractive clothes. The transformation was startling. She was changed almost immediately from a listless, broken-spirited child to a self-respecting and well-mannered little lady. (28, p. 585)

The basis of fashion for the young, appears to be the desire for conformity with the social group and the craving for social recognition. They feel the need of belonging to the group and when they are dressed like the group to which they desire to belong, they feel part of it. Therefore, these middle childhood children have anxieties that what they wear must be in the style that is acceptable to their classmates.

A contrasting view to this is made by Tanous who says, "You will find that your child genuinely likes to feel dressed as an individual and really does not care to meet half a dozen other boys and girls wearing identical clothes." (42, p. 12)

If the sensitive child wears clothing constantly in discord with that worn by his associates, he may develop a feeling of inferiority, often carried on to adult years; or the child who feels
neglected is apt to express the desire for recognition in a negative behavior pattern. (47, p. 68)

There may be some differences of opinion between parents and these children concerning the clothes they wish to wear. (43, p. 230) In the selection of clothing for children, the tendency now is to consider the needs of the child rather than the often superficial satisfaction of the adult. (39, p. 3)

Children, when they show an interest, should be encouraged to select their own clothes at an early age. It is well to allow the child to conform to the group standards by being encouraged to choose his own clothes, as far as circumstances will permit. (15, p. 199) Thoughtlessness on the part of the parents may permanently affect the social relationships of the child and build up resentments difficult to erase in later years. (43, p. 231) Such a child may become passively indifferent and have little concern about helping himself because of the type of clothes that are selected for him. This attitude may encourage dependence and lack of initiative, even causing undesirable habits of grooming and untidy practices in caring for clothes. (27, p. 3)

Along with an understanding of the importance of the many developing growth patterns, the adult must be willing to let the child try to dress himself and select his clothes, to have the patience to wait for the child to do these, and to give the child sufficient opportunity for practice.

Wide variations in the child's ability to select his clothes
and dress himself are due to individual differences and may be expected. The general pattern which is followed by the child in this process is:

1. The parent does things for the child and "shows him how."
2. The child does things under the supervision of the parent.
3. The child requires little supervision, but still cannot assume all the responsibility of dressing himself.
4. Child assumes all the responsibility for dressing himself. (28)

There is a period of desire for complete independence in the selection of clothing during this middle childhood, but even so, these children also seek the parents' approval of the clothing which they select. Dorothy Baruch quotes this conversation between a daughter and her mother, "Look Mom, isn't this gorgeous. This is really my type of dress -- (then adds) -- I realize of course, that it doesn't suit your taste, but honestly, don't you think it suits mine?" (3, p. 190)

The type of garment worn can reflect the mood of the child. If he wears a garment that belongs to an older child or adult, the child tends to act as the person for whom the garment was intended. Hand-me-downs from brothers and sisters are taboo to many young minds, but borrowing is a wonderful experience of dressing and an opportunity to act as the person from whom the garment has been borrowed in the manner his imagination dictates. (3, p. 191-2)

In a recent unpublished thesis by Magdalen Louise Cassidy,
"Clothing Preferences of 150 Pre-adolescent Girls and 50 of Their Mothers," it was reported that style was more important in the upper grades, details more important in the lower grades. The older girls agreed with their mothers' preferences. The younger girls preferred brighter colors and decorative effects in clothes, while the older chose pale colors and plain designs.

The majority of girls in Miss Cassidy's study reported that what they disliked most was a garment that did not fit them well. Girls seemed to like clothes better when they had a part in their selection. The importance of conforming to the group was shown by their wanting to wear garments such as their girl friends were wearing. When choosing from photographs, the styles they liked best, the prevailing styles were most generally selected rather than the new or not yet widely accepted. These girls wanted more independence in selecting their clothing, yet they still desired their mothers' help. (7)
STATEMENT OF THE PROBLEM

The purpose of this study is to observe the trends in attitudes toward their clothing of eight through twelve-year-old girls in both the Portland and Corvallis communities.

Particularly it was hoped to find:

1. Whether girls in this age group are interested in their clothing.
2. The degree to which they plan and select their own wardrobes.
3. The degree of their awareness in the appropriateness of dress.
4. The degree of their awareness of style in dress.
5. Any changes of attitude or interest in their clothing from year to year within this selected age group.
6. Their need and desire to dress as their group.
7. The degree if any, of attitude differences between girls of the Portland and the Corvallis communities.

This study can only report trends in attitudes of the eight to twelve-year-old girl toward her clothing. Because of the limited amount of time and personnel involved, it was necessary to limit the number of girls interviewed and the scope of the questionnaire.

It is felt by the author that this type of study would be of interest to parents, educators, group leaders, clothing manufacturers and other people who have contact with these middle childhood children.
PROCEDURE

A questionnaire was developed and designed with the goals and objectives of this study in mind. It was decided that personal interviews with the selected girls would be the most desirable method of obtaining this data.

In beginning the preparation of a questionnaire, visits were made to Brownie and Girl Scout group meetings in the Corvallis area where the interviewer talked with the girls as a whole group and then with them individually or in small groups of two or three. This was for the purpose of testing different questions and word usages in order to develop a workable questionnaire.

Following this, a formal questionnaire was devised (Appendix A) which was used in interviewing some of the twelve-year-old girls attending the 4-H Summer School at Oregon State College, 1956. The procedure and the questionnaire were pre-tested at this time with a total of 17 girls. From this pre-test, it was found that in order to get the desired responses to the questionnaire, only one girl should be interviewed at a time. The author had tried interviewing the girls in groups of two and three.

Because these 4-H girls volunteered to come for the interview, it was thought that they perhaps already had an interest in their clothing or they would not have volunteered. As one of the objectives of this study was to discover whether or not a girl was interested in her clothing, it was considered necessary that the girls be
chosen rather than have them volunteer for the interviews. (The data obtained from this pre-test are not included in this study.)

Further and final revision of the questionnaire was made at this time (Appendix B) in light of the results from the pre-test. Cooperation of the Campfire Girls of Corvallis and of the elementary schools of Corvallis and Portland was then secured. This was of great help in the saving of time for the interviewer as it was then possible to interview a larger group of girls in one place.

The general procedure followed was:

Either the interviewer, group leader or the teacher, depending on the situation, explained to the girls that a person had come to talk to them about their clothing. The girls who were selected were sent to the interviewer who was located in a private room away from the group.

The interview followed. Questions were the same for each child, with one exception. In interviewing the eight and nine-year-old girls, the word clothes was substituted for the word wardrobe in question number 6. If a girl failed to understand what was meant by one of the questions, it was then re-phrased slightly for her understanding.

Answers to the questionnaire were recorded during the interview by the interviewer on a check-list devised for this purpose (Appendix C). Permission to do so was obtained from each girl before the interview started.

Following the interview, the girls were thanked for
their time and cooperation. The check-lists were then
tallied and the results of the interviews recorded.

It was suggested that approximately 250 interviews would make
a statistically reliable study. This number was then divided between
the Portland and Corvallis communities allowing for approximately 125
girls to be interviewed in each community. In each community at
least 25 girls were interviewed in each of the age groups of the
eight, nine, ten, eleven and twelve-year-olds.

The schools chosen, with the aid of the school superintendents
in Portland and Corvallis, were planned to provide for a fairly good
cross-section of the socio-economic level of each community. The
teachers in the schools (if the whole class was not interviewed) also
selected the girls for the interviewer with this cross-sectioning in
mind. No specific method was developed to determine the socio-economic
level of each child interviewed.

Where the interviewer met with groups in after-school meetings,
a lottery drawing method was used as being the fairest way of se-
lecting the girls to be interviewed in the limited amount of time.

In general, the girls were very responsive in answering the
questions and appeared to be pleased that someone was interested in
what they thought about their clothing.
RESULTS

Two hundred sixty personal interviews were conducted, with 131 girls interviewed in the Corvallis community and 129 girls interviewed in the Portland community. A more complete classification of the schools represented and the exact number of girls interviewed in each age group, can be found in Appendix D.

Approximately 137 different occupations were represented. Because of the vagueness of some of the girls' replies to the question "What does your father do?", to which they answered with the name of the firm for which their father worked rather than the specific occupation, it was impossible to divide the different age groups into any special occupational groupings. These occupations as listed in the Appendix E, do show that the sample of girls interviewed came from a wide range of occupational backgrounds. This suggests that there was a good cross-section in the socio-economic levels represented by the girls included in this study. The occupation most often referred to was that of salesman, and 32 of the girls reported that their fathers were salesmen of one type or another.

In order to see whether there would be any difference at all between the replies of girls whose fathers belonged to the professional class and those of the other occupational groups, the following were chosen by the author as representing the professional class: Chemist, Doctor, Druggist, Lawyer, Minister and Teacher. (See Table I)
<table>
<thead>
<tr>
<th>PROFESSION</th>
<th>COMMUNITY</th>
<th>AGE GROUP OF GIRL</th>
<th>NUMBER OF GIRLS</th>
<th>TOTAL IN EACH PROFESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent of Music</td>
<td>Portland</td>
<td>9</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>College Teaching Staff</td>
<td>Portland</td>
<td>8</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corvallis</td>
<td>8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>5</td>
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<td>10</td>
<td>2</td>
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<td></td>
<td>11</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>School Teacher</td>
<td>Portland</td>
<td>8</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corvallis</td>
<td>8</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>3</td>
<td></td>
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<tr>
<td>Druggist</td>
<td>Portland</td>
<td>11</td>
<td>1</td>
<td>2</td>
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<td></td>
<td></td>
<td>12</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Chemist</td>
<td>Portland</td>
<td>12</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Minister</td>
<td>Portland</td>
<td>12</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Doctor</td>
<td>Portland</td>
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<td></td>
<td></td>
<td>11</td>
<td>1</td>
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<tr>
<td></td>
<td>Corvallis</td>
<td>8</td>
<td>2</td>
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<td>10</td>
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<tr>
<td></td>
<td></td>
<td>11</td>
<td>1</td>
<td>6</td>
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<tr>
<td>Lawyer</td>
<td>Portland</td>
<td>10</td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td>Corvallis</td>
<td>8</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>
From Table I it can be seen that 36 girls represented the professional families. Of this total, 11 were Portland girls and 25 were from Corvallis. Of the total 17 girls who reported that their fathers were college teachers, one was an eight-year-old Portland girl and the remaining 16 were from Corvallis. Thus college teaching is the largest single profession represented in this study.

In comparing this professional group with the remaining 22 girls interviewed, there appears to be very little difference in girls' attitudes toward their clothing. For example, in reply to question number 4, "Do you enjoy shopping for new clothes?", 3 of the 36 interviewed from the professional group, or 8.5 per cent said that they did not always enjoy shopping, and, in the remaining group, 9.8 per cent reported that they did not care to go shopping.

It was originally believed that perhaps there would be a relationship between having older brothers and/or sisters and the girls' interest in their clothing. However, results did not appear to substantiate this viewpoint. This can be seen in answers given to question number 4, "Do you enjoy shopping for new clothes?", of the 115 girls reporting they had older brothers and/or sisters, 13 said they did not always enjoy shopping. Of the remaining 115 girls, 12 said they did not care for shopping for clothes all the time.

The results that follow are presented in answer to each of the questions asked in the interviews.
QUESTION 1: "Do you enjoy shopping for new clothes?"

In both the Portland and Corvallis communities, girls of each age largely enjoyed shopping for new clothes. Only 25 of the 260 interviewed said no or that they liked to shop only sometimes. These girls gave the following replies and explanations:

Eight-year-olds: A total of 3 girls, 1 in Portland and 2 in Corvallis.

Portland — — —: "Sometimes."

Corvallis — — —: "No."
   "Sometimes, would rather play than try on clothes."

Nine-year-olds: A total of 7 girls, 6 in Portland and 1 in Corvallis.

Portland — — —: "Sometimes."
   "No, don't like to try on."
   "Sometimes, don't like to stay down and try on."
   "Sometimes, mother takes too long shopping for other things."
   "Sometimes, too many dresses to decide."
   "No, I like to make them."

Corvallis — — —: "No, not as much as shopping for toys."

Ten-year-olds: A total of 4 girls, 2 in Portland and 2 in Corvallis.

Portland — — —: "Takes too long, gets too boring."
   "Don't have enough time to play."

Corvallis — — —: "No."
   "Sometimes."
Eleven-year-olds: A total of 6 girls, 3 in Portland and 3 in Corvallis.

Portland - - - : "Mother makes all my clothes and does all the selecting." (All 3)

Corvallis - - - : "Think I would enjoy it, but I never go."
"Sometimes, there are just too many people."
"Hardly ever go shopping cause there is no money."

Twelve-year-olds: A total of 5 girls, all in Corvallis.

Corvallis - - - : "Not especially."
"Oh, it's all right."
"Just go along for the walk -- depends on what I get whether I like or not."
"Sometimes."
"If doesn't take too long."

It would seem that there was little difference in the attitudes of these girls toward this question in either of the communities, as 12 of these girls were in the Portland community and 13 were from Corvallis. Further, there does not appear to be very much difference in comparing the attitudes of these girls toward this question. A complete compilation of answers to this question can be found in Appendix G.

QUESTION 2: "When you go shopping for new clothes, does someone usually go with you? Who, usually?"

In both communities, in all age groups, the majority of girls went shopping with their mothers, 239 of the 260 or approximately 92 per cent. Twenty girls reported that they went shopping with some other adult member of their family, such as an aunt, grandmother, father or older sister. Those who said they went shopping with a
girl friend were: one Corvallis ten-year-old, with a girl friend of the same age; one Portland eleven-year-old, with a thirteen-year-old girl friend; and two Portland twelve-year-olds with girl friends the same age.

Only three girls reported that they went shopping alone. These three girls were from Portland and were eleven and twelve years of age. A complete compilation of answers to this question can be found in Appendix G.

**Question 3:** 'When you go into the store, who selects the garments from the rack to look at?'

Table II shows the number of girls in each community who either stated that their mother, themselves alone, or both the daughter and her mother selected the garments from the rack in the store.
### TABLE II

**WHO SELECTS GARMENTS FROM THE RACK IN THE STORE**

<table>
<thead>
<tr>
<th>AGE</th>
<th>PERSON WHO SELECTS</th>
<th>NUMBER OF GIRLS CORVALLIS</th>
<th>NUMBER OF GIRLS PORTLAND</th>
<th>TOTAL NUMBER IN BOTH COMMUNITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Mother</td>
<td>15</td>
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<tr>
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<td>Both</td>
<td>9</td>
<td>7</td>
<td>16</td>
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<tr>
<td></td>
<td>Other people</td>
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<td>7</td>
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<td>10</td>
<td>Mother</td>
<td>10</td>
<td>12</td>
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<td>11</td>
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<td>17</td>
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<td>Self</td>
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<td>3</td>
<td>4</td>
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<td>12</td>
<td>Mother</td>
<td>8</td>
<td>5</td>
<td>13</td>
</tr>
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<td>Self</td>
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<td>20</td>
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<tr>
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<td>Other people</td>
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</tr>
<tr>
<td></td>
<td><strong>Totals</strong></td>
<td><strong>131</strong></td>
<td><strong>129</strong></td>
<td><strong>260</strong></td>
</tr>
</tbody>
</table>

Mothers alone selecting garments from the rack in the store, appeared to decrease as age of the girl increased. In Portland ten and eleven-year-olds appeared to prefer to select alone rather than with their mother. The twelve-year-olds, however, appeared to prefer their mothers' help. In Corvallis, a larger group of girls reported
that both they and their mothers made the selection together than in Portland.

Those listed as other people in Table II are other adult members of the family or the saleswoman, who selected the clothes from the rack for the girls.

3 b. "Who makes the final decision of what you are going to buy?" -- "Would you prefer doing this alone or would you rather your mother made the final decision?"

Table III-A and Table III-B shows the total number of girls reporting that either they themselves, their mother, or both the daughter and her mother made the final decision. It also lists how many of these girls would prefer making this final decision alone or would rather have their mother continue to make this decision for them. The last column refers to the number of girls who usually agree with their mothers' selection although they would prefer making this final decision as to what is to be purchased alone.
TABLE III - A

WHO MAKES THE FINAL DECISION AS TO WHAT IS PURCHASED.*
WHOM WOULD THE GIRL PREFER TO MAKE THIS DECISION.

<table>
<thead>
<tr>
<th>AGE</th>
<th>PERSON WHO HAS MADE FINAL DECISION</th>
<th>TOTAL NUMBER OF GIRLS</th>
<th>RATHER MOTHER MADE DECISION</th>
<th>RATHER MOTHER DID NOT MAKE DECISION</th>
<th>USUALLY AGREES WITH MOTHERS' DECISION*</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Mother</td>
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<td>9</td>
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<td>10</td>
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<td></td>
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<td>12</td>
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<td>Both</td>
<td>4</td>
<td>4</td>
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</tbody>
</table>

* Even though these girls would prefer to make this decision alone, they usually agree with mothers' selection.
TABLE III - B

WHO MAKES THE FINAL DECISION AS TO WHAT IS PURCHASED.
WHOM WOULD THE GIRL PREFER TO MAKE THIS DECISION.

<table>
<thead>
<tr>
<th>AGE</th>
<th>PERSON WHO HAS MADE FINAL DECISION</th>
<th>TOTAL NUMBER OF GIRLS</th>
<th>RATHER MOTHER MADE DECISION</th>
<th>RATHER MOTHER DID NOT MAKE DECISION</th>
<th>USUALLY AGREES WITH MOTHERS' DECISION</th>
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</thead>
<tbody>
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<td>8</td>
<td>Mother</td>
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<td>6</td>
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<td></td>
<td>Self</td>
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<td>1</td>
<td>4</td>
<td></td>
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<tr>
<td></td>
<td>Both</td>
<td>4</td>
<td>1</td>
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<td>Both</td>
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<tr>
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</tr>
<tr>
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<td>2</td>
<td>1</td>
</tr>
<tr>
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<tr>
<td></td>
<td>Both</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

* Even though these girls would prefer to make this decision alone, they usually agree with mothers' selection.
The majority of reasons why the girls preferred to have their mothers continue to make, or help in the making of, the final decision of what they were to purchase, were that they felt that their mothers knew best and had good judgment. The girls who would like to make the final decision themselves usually commented that their mothers selected things that the girls did not like or that were not in style right now. Table III also shows that several of these girls usually agreed with their mothers' selection, even though they would prefer to make the final decision alone.

There again appeared to be a decrease in the number of mothers making the final decision as the age of the girl increased. In Portland more girls selected their own clothes at the eleven and twelve year level than do those of the same combined age group in Corvallis. However, in Corvallis, there were more ten-year-olds who made the final decision alone. At the eleven-year-old level in Corvallis, the number of girls doing this decreased slightly and then increased again for twelve-year-olds. There was no apparent reason for this according to the data collected, but it could be just the characteristic of this particular group of girls interviewed.

The number of girls saying that both the girl and her mother made the final decision together, remained fairly constant throughout all age groups and the number is slightly higher in Portland. It is

1Style referred to here is what the girl herself considers is the accepted "style" in the particular group she belongs or wants to belong. It is not directly related to the fashion, selected for the season by designers, although it might well coincide.
interesting to note that the ten-year-olds in Portland reported the highest number of both daughter and mother making the final decision as to what they are going to purchase. This might show the transition between selection by the mother and the girl herself. Other than this, age appeared to have no effect. The number of girls reporting that both they and their mothers made this decision together ranged from 4 to 11 girls.

It would appear from Table III that more Portland girls preferred to select garments alone than did the girls in Corvallis. A complete compilation of answers to this question can be found in Appendix G.

**QUESTION 4:** "When buying a dress, what makes it just the right one to buy?"

The desire for a certain design of dress or a particular design feature increased with the age of the girl and at a slightly higher rate in Portland. However, the kind of trim they admired was most important to the eight-year-old. This reason decreased in importance as age increased. The eight and nine-year-olds were the only age groups reporting they did not know what they liked best or what they looked for when buying a dress.

Color seemed to be one of the more important factors to the Corvallis eleven-year-olds (14 of the total 28) and to the Portland twelve-year-olds (14 of the total 25). With the eight, nine and ten-year-olds, the reason most often given was that the dress was "the prettiest" or "the cutest" or "just what I wanted."
Fit or kind of fabric did not seem too important to any age group. One Corvallis eight-year-old said that she would buy the dress if it didn’t cost too much. A complete compilation of answers to this question can be found in Appendix G.

QUESTION 5: "Do you have any trouble finding garments to fit you in the stores?" "What seems to be the greatest difficulty?"

The majority of the eight, nine, and ten-year-olds and the Portland eleven-year-olds reported they had no difficulty in finding garments to fit them in the stores. However, about twice as many eleven-year-olds in Corvallis said that they had trouble in finding the correct size (18 of the total 28) than those who said they did not (10 of the total 28). At the ages of eight and twelve years in both communities about the same number of girls reported they had difficulty finding garments to fit in the stores as those who did not.

The greatest difficulty reported by the girls having trouble finding garments to fit them was that the girl found herself between two different sizes. They announced that the smaller size was too small and the larger size too big. Along with this and next in importance was that the dress was either too short or too long.

Corvallis eleven-year-olds reported that their greatest difficulty was that the waists of garments were either too big or too small (9 of the total 18). About 5 girls of the 260 interviewed, mentioned the fact that different dresses, even though marked the same size, would often be either too big or too small. A complete
compilation of answers to the question can be found in Appendix G.

**QUESTION 6:** "Who in your family decides when it is time to add something new to your wardrobe?"

Again, as the age of the girl increased, the decision of what was to be added to her wardrobe and when, made alone by the mother or an adult member of the family, decreased.

At the eight-year-old level, 48 of the total 51 girls, said some adult member of the family made this decision. This number gradually decreased at each age group, and of the twelve-year-olds, only 34 of the total 50 reported that either their mother or father decided when to purchase something new for the girls' wardrobe. A few girls in each age group said that they helped with this decision. The number increased from 1 eight-year-old to 8 twelve-year-olds giving this reply.

A total of 17 girls told the interviewer they alone decided when and what to purchase for their wardrobes. Of these, 8 were twelve-year-olds. The remaining 9 were scattered throughout the various age groups. The community appeared to be of no significance here.

A complete compilation of answers to this question can be found in Appendix G.

**QUESTION 7:** "What would you rather wear than anything else in the way of school clothes."

As age increased, the wearing of skirts, with blouses or sweaters, increased, and at just a slightly higher rate in Portland
than in Corvallis. It followed that the wearing of dresses by these girls decreased as the wearing of skirts and blouses increased. Again the incidence of this practice decreased at a slightly higher rate in Portland. Only 15 girls of the 260 reported they preferred to wear jumpers to school and 8 of these were eight and nine-year-old girls from Corvallis. A complete compilation of answers given to this question can be found in Appendix G.

**QUESTION 8**: "Why do you prefer wearing this garment?"

No one reason given stood out above the rest for those preferring to wear skirts and blouses, but such things as "just liking," "better on me," "my friends wear," etc., were mentioned. About 37 thought that it was "easier to wear" skirts and blouses and of these several said that this was particularly helpful on gym days as they did not have to change as much. Three girls commented that now they were too old for dresses and that older girls wear skirts and blouses. A few of the older girls (twelve-year-olds) mentioned the versatility of skirts and blouses in different combinations making fewer garments necessary.

Reasons most often mentioned by those preferring to wear dresses were "just liking," or "think they look better on me," or "are prettier." Further, some commented that blouses did not slip out of the skirt and the skirts did not fall down when wearing dresses (25 of the total 80). "Warmer" and "just liked" are the reasons given for preferring to wear jumpers. A complete compilation of answers given to this question can be found in Appendix G.
QUESTION 9:  "Who decides in the morning what you are going to wear for the day?"

The number of mothers who selected clothing for their daughters in the morning declined as the age of the girl increased. At each age more Portland girls reported that mothers decided for them than did the Corvallis girls. Stating this another way, the number of girls reporting that they alone decided what they would wear for the day, thus increased with their age. In each age group more girls in Corvallis stated they made this decision alone than the girls in Portland.

However, more Portland girls said they and their mothers both made this daily selection than did the Corvallis girls. It was found that only eight, nine, and ten-year-olds do this. The eleven and twelve-year-olds usually made their own selection of what they were going to wear for the day from their wardrobe (47 of the total 50). A complete compilation of answers to this question can be found in Appendix G.

Question 10:  "How do you decide what socks to wear with the garment you have selected to wear for the day."

One hundred per cent of the eleven- and twelve-year-olds selected their socks on the basis of matching the color of the socks with that of the garments they were wearing. There were only two exceptions. One eleven-year-old Corvallis girl and one twelve-year-old Portland girl informed the interviewer that they wore no socks.
at all. A total of 16 of the 158 eight, nine, and ten-year-olds said they would wear any socks that either their mother selected, which were clean or had no holes. Three of these sixteen said they did not know how they would select their socks. These girls were rather evenly divided between the Portland and Corvallis communities.

It is interesting to note here that 92 of the 260 interviewed said that they wore only white socks. Further, there were 31 girls of the 260 who gave their answers by giving a specific example of what they would be wearing and what color socks they would wear to match that garment, instead of saying "by color."

Often the girl told the interviewer that she would choose socks that matched. When asked what she meant by that, she would answer "match in color." There was no apparent difference between the communities of Portland or Corvallis. A complete compilation of the answers to this question can be found in Appendix G.

**QUESTION 11: If I said to you that I thought someone was well dressed, what do you think I'd mean?**

Examples of the negative answers referred to in the following Table IV were: "not sloppy," "no holes," "not too much jewelry," "not a plaid with a stripe." It was interesting to see how many girls answered this question with a negative statement. This table further shows the decrease in the number of girls who did not know what it meant to be well dressed, and more girls in Portland gave this answer than did those in Corvallis.
TABLE IV
WELL DRESSED: DIDN'T KNOW OR GAVE NEGATIVE ANSWERS

<table>
<thead>
<tr>
<th>AGE</th>
<th>TOTAL GIRLS INTERVIEWED</th>
<th>CORVALLIS</th>
<th>PORTLAND</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DIDN'T KNOW</td>
<td>NEGATIVE ANSWERS</td>
<td>DIDN'T KNOW</td>
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<td>53</td>
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</tr>
<tr>
<td>12</td>
<td>50</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

The answers were mostly that the clothes looked nice or were pretty and well chosen for the person wearing them. One girl thought that to be well dressed, the garments would be "from an expensive shop" (Portland, ten-year-old). Another that the person was "rich" (Portland, nine-year-old). Other reasons included: "she was dressed for church" (Portland, twelve-year-old). Nine girls thought that to be well dressed one should wear warm clothing. One Portland twelve-year-old said, "I would think you'd mean I wasn't well dressed." Generally, the twelve-year-olds felt that to be well dressed, clothes should be neat and clean, fit well, in good design and correct combination of color and becoming line for the person wearing them.
QUESTION 12: "Was there ever a time when you did not feel well dressed?"

In Table V, it would appear that eleven- and twelve-year-olds in both communities were more aware of not feeling well dressed, although the difference is very small.

**TABLE V**

<table>
<thead>
<tr>
<th>Community</th>
<th>Reply</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
</tr>
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<td>Corvallis</td>
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<td>19</td>
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<td>15</td>
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</tbody>
</table>

The majority of reasons were specific examples as when they were wearing "a pink blouse with a red jacket," had "jeans on when a guest came to the house," or "wore a dress to a birthday party when supposed to dress as a hobo," etc.

A larger group of Portland girls than from Corvallis reported that they felt that they were not well dressed when they were wearing garments that they did not like, either at the insistence of their mothers or because nothing else was clean. Further reasons were poor fit of a garment, that it was either too small, too big, or too short. A complete compilation of answers given to this question can be found in Appendix G.
QUESTION 13: a. "You wore a dress to a picnic and all the other girls had on shorts, how do you think you would feel?"
b. "What do you think you would do?"
c. "Would you have as much fun?"

Two hundred forty of the two hundred sixty girls interviewed stated they would feel "funny," "out of place," "silly," "stupid," or some other such descriptive phrase showing that they were aware of how the group was dressed and feeling separated from it when wearing a dress. Eleven girls, ten of whom were eight, nine, and ten-year-olds, stated that there would be no difference in their feeling, and they would stay and have as much fun. Of these 10 girls, 7 were from Portland.

The remaining 9 girls did not know how they would feel and were scattered throughout the various age groups in the two communities.

13 b. "What would you do?"

Six girls did not know what they would do, but the rest agreed that they would stay at the picnic. Of these, 18 per cent (47 girls) would go home and change if it were possible to do so.

13 c. "Would you have as much fun?"

Table VI shows that fewer girls in both communities at each age level would have as much fun as if they had been dressed as the group. Reasons usually given were that they could not have as much fun as the other girls who were wearing shorts, because they could not do all
the same things the other girls would be doing. A complete compilation of the answers given to this question can be found in Appendix G.

TABLE VI.

WOULD YOU HAVE AS MUCH FUN AT THE PICNIC

<table>
<thead>
<tr>
<th>Community</th>
<th>AGE</th>
<th></th>
<th></th>
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</tbody>
</table>

QUESTION 11: "Would you wear a foreign dress to school?"

More of the eight and nine-year-old girls gave a flat no in answer to this question than did any other age group in either community. The older girls appeared to want to wear such a dress. However, most of those saying yes connected such conditions as: "wear to show class one day;" "wear to costume parties;" "ask mother or teacher if it is all right to wear;" "will wear if other kids like;" "will wear if I like it and it suits me;" etc. One girl said she would wear it "if it were washable." A complete compilation of answers given to this question can be found in Appendix G.

QUESTION 15: "What do you think is in style for girls your age right now?" "How do you know this is in style?"

Approximately half of the eight-year-olds (22 of the 51 total),

1Style is used here by the interviewer to mean the design of the dress.
one-quarter of the nine-year-olds (16 of the 56 total) and one-fifth of the ten-year-olds (10 of the 50 total) did not know what style was.

Most often mentioned as what the girls thought was in style for girls of their age right now, were skirts with either sweaters or blouses, and as might be expected, the mention of them increased with the increase of age in both communities as did their interest in wearing them. The mention of dresses as a style declined similarly. Other items listed as what the girls thought was in style were long socks, low waists, warm clothes, full or tight skirts, etc.

In answer to where they would find out what was in style, again approximately half of the eight-year-olds (27 of the 51 total) and one-third of the nine-year-olds (19 of the 56 total) and one-sixth of the ten-year-olds (8 of 50 total) did not know where they would find style.

As age increased, so did the number of girls in both communities who explained that they knew a particular garment was in style right now because everyone they knew was wearing it. At all age levels in both Portland and Corvallis, this reply was given by the largest number of girls. This can be seen in Table VII.
TABLE VII.

STYLE IS WHAT EVERYONE WEARS

<table>
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<tr>
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<th>8</th>
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<th>10</th>
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<td>3</td>
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<td>4</td>
<td>7</td>
<td>16</td>
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</table>

Other places suggested where one could go to find what was in style were stores, newspapers, magazines, catalogs, fashion shows, and television.

Following these questions, the girls were given opportunity to make any comments they wished concerning anything they particularly liked or disliked about their clothing. Only 51 of the 260 interviewed made any such comments, which can be found in Appendix F.

A complete compilation of all the findings of this study can be found recorded in Appendix G.
CONCLUSIONS

From the results obtained in this study, it would appear that girls in the middle years of childhood, from eight through twelve years particularly, are interested in their clothing and have rather well-established likes and dislikes.

The younger group, eight and nine-year-olds, seemed to have less interest perhaps than the older girls, but this may well have been because the mother or some other adult member of the family made many of the decisions concerning clothing for these eight and nine-year-olds.

Also, several girls who were interviewed in this age group, had not yet added "well dressed" or "style" to their vocabulary. This is evidenced by the large number who reported they did not know the meanings of these words (51 of the 107 total).

In general, these eight and nine-year-olds liked to shop for new clothes. Mothers or some adult member of the family usually decided when to add something new to the girls' wardrobe and also made the final decision as to what would be purchased. However, more girls at this age preferred to make this final decision than those who preferred their mothers to continue making the decision. A reason for this might be that the girls had never done this before and believed they would like doing it.

Detail on a dress, or the belief that it is "cute" or "pretty," was more desired by this younger group than the design of the garment.
Those having trouble finding dresses to fit them in stores most commonly complained that it was because they were between two sizes. Dresses were preferred for school wear by this age group because they were considered easier to wear than skirts and blouses. That is, blouses could not slip out of skirts or skirts do not fall down when they wore dresses. A large number also mentioned that they just liked dresses best. It is interesting to see that, although these girls preferred to wear dresses, a majority of those answering said that skirts and blouses were in style for their age group and they knew that these were in style because other girls were wearing them. One might draw the conclusion that, to the eight and nine-year-old girls, the comfort of dresses outweighed the need of dressing as their friends by wearing skirts and blouses. Yet the answers given to question 14 by these eight and nine-year-olds was most often a definite no, they would not wear a foreign dress to school, which appeared to indicate that these girls desired to conform to their group. It could possibly be true that a large enough group in their class and school wore and accepted dresses as well as skirts and blouses so that, as long as the girls wore garments that were designed in the manner accepted by their group, they felt part of it.

A majority of these girls selected their own clothes in the morning for each day, and chose their socks by color. However, even though the number was low, there were more girls at the eight and nine-year-old level than the ten, eleven, and twelve-year-old girls who reported that their mother selected the garments for them to wear.
every day and that they did not care what socks they wore.

Again, although the number was low, more of these eight and nine-year-olds than the older girls said they did not know what was meant by the term "well dressed." Those of this age group who did define well dressed, most often defined it as "looking nice." It followed that comparatively few of these eight and nine-year-olds ever felt that they were not well dressed.

In contrast, the ten-year-olds seem to be at the age of breaking away from strict parental control and trying to do more for themselves. More girls at this age, as found in this study, desired to make the selection of their clothing independently. They identified themselves more with the older girls, and they desired to wear skirts and blouses "as older girls wear these, and dresses are for little girls."

They are still a little reluctant to try to wear clothing too different from their school group. The design of the dress, its color and detail they think is "cute" and "pretty," is more important to these ten-year-old girls.

They feel uncomfortable or not well dressed when their clothes are too small or short and when they are forced to wear clothes they do not like. To them, skirts and blouses are the style at present because "everyone" they know wears them.

The eleven and twelve-year-old girls are beginning to modify their attitudes somewhat. Even though many of these girls are allowed to select their own garments, they seem to desire their mothers'
advice on what is best for them. Design of the dress and a dress that is becoming to them is more important than it was for the younger girl. Even so, they prefer to wear skirts and blouses as "they are in style now and everyone else wears them."

In comparing the findings of this study with those of two other recent investigations along similar lines by Enty (12) and Cassidy (7), it may be seen that similar results have been obtained.

Enty found that the adolescent had a tendency to feel inferior if her dress were soiled, more practical than fashionable or extremely different from those of the rest of the group. Cassidy states that poor fit was expressed by the girls in her study as their greatest dislike. This study supports these findings in the results obtained from Question 12 and 13 (pages 33-34.)

Enty further concluded that the adolescent had some desire for group approval, but evidenced greater tendency to please her own tastes. This study shows a trend in this direction with the eleven and twelve-year-olds who are more interested in styles that are becoming to them, as well as the willingness to try something 'new.' Enty continues that the adolescent usually has help in selecting her clothes, but at the same time, is more conscious of becomingness than style.

Cassidy found that style was more important in the seventh and eight grades, as were pale colors and plain designs. Fifth and sixth graders preferred brighter colors and decorative effects in clothes with detail being most important. This study agrees that as the
girls' age increases, so do their interest in finding garments of color and design that look best on them. They grow in interest from a specific design detail or trim to the overall picture of how the clothes flatter and become them.

Cassidy also states that older girls agreed with their mothers' preferences and that girls in her study wanted more independence in selecting, yet still desired mother's help. Although this study did not include mother's preferences, it does agree with the latter statement that eleven and twelve-year-old girls seem to desire parental approval of their selections.

In Cassidy's study, the need to dress as the group was expressed by girls when they selected garments from photographs which exemplified the tried and accepted styles. This study also supports this result, but further shows that eleven and twelve-year-olds are willing to experiment with something new in hope of starting a 'fad.'

Beyond the foregoing findings, the results of this study from 260 personal interviews with girls from eight to twelve years in Portland and Corvallis show additional conclusions. As the girls' age increases, so does her independence in clothing selections. Parental occupation and the presence of older siblings do not appear to be factors that need be considered.

Also, as the girls increase in age, comfort and ease of wear of a garment appear gradually to give way to the wearing of garments that she feels are acceptable to her group whether they are comfortable to wear or not. To most of these girls interviewed, to be "in style" means that the garment is worn by a considerable number of their
All the girls interviewed in this study evidently had rather well-defined ideas of what garments should be worn for certain occasions. This was particularly apparent in Question 13 concerning wearing a dress to a picnic. Many girls told the interviewer it would be hard to imagine wearing a dress because they would always wear pedal pushers or shorts to a picnic. Several of the specific examples of occasions when they felt they were not well dressed, further substantiate this point.

This study shows that clothes are of interest and importance to these middle childhood girls as they develop in their socialization and standards of judgment.
SUMMARY

Personal interviews were conducted with 260 girls in the Portland and Corvallis communities between the ages of eight through twelve years.

The results of these interviews showed that girls of this age group are interested in their clothes and have specific ideas of what they like and do not like.

The eight and nine-year olds seem to have more of their decisions concerning their clothing, made for them by their mothers, but would like to be more independent in the selection of their clothing. Conformity to the group is very important to this age group.

It appears that the age of ten is a transition year in regard to a girl's clothing. She is most independent and opinionated in her attitudes toward her clothing; even so, conformity to her group is still very important.

As the girl reaches the eleven and twelve-year-old mark, she is increasingly desirous of her mother's approval of the garments she selects for herself. She has much more confidence in regard to her clothing and is more willing to experiment with new ideas in dress for her group's approval.

There appears to be no relationship between the occupation of her father and the attitudes toward their clothing of the girls interviewed. Whether there are older brothers or sisters in the family,
does not seem to increase or decrease the girls' interest in their clothing. The size of the community apparently does not affect the attitudes toward their clothing of these eight to twelve-year-old girls who were interviewed in this study.
SUGGESTIONS FOR FURTHER STUDY

It is felt by this author that the scope of the study reported in this thesis could be increased to cover a larger group of eight to twelve-year-old girls as well as including more data concerning the different phases of their clothing.

A few of the questions the author suggests for further study are:

1. What clothing needs to be included in the wardrobe of the eight to twelve-year-old girl.
2. The degree of responsibility and the amount of interest a girl in this age group has in the care of her clothing.
3. How much notice the eight to twelve-year-old girl takes of the clothes being worn by other children.
4. The attitudes of the eight to twelve-year-old boy toward his clothing.
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APPENDIX A

Test Questionnaire

Background Data: Town and School
Age

1. Do you enjoy shopping for new clothes?

2. Do you usually go shopping alone or do you like someone to go with you?
   a. Who usually goes with you?

3. Do you select the garments from the rack by yourself in the store?
   a. Who helps you with the selection?
   b. Would you rather select them alone?
   c. Do you make the final decision as to what you are going to buy?

4. When buying a garment, how do you choose which to buy? What makes it the RIGHT ONE?

5. Do you have trouble finding garments in the stores to fit you?
   a. What seems to be the greatest difficulty?

6. In your family who decides when it is time to add to your wardrobe?

7. What do you like best to wear to school?

8. Why do you prefer to wear ________?

9. Do you decide alone what you are going to wear for the day?
   a. Who does?

10. When you select a ________ to wear, how do you decide which socks to wear?

11. What do you think I'd mean if I said I thought someone was well dressed?

12. Was there ever a time when you did not feel well dressed?
   a. When was this?
APPENDIX A, Test Questionnaire — Continued

13. If you attended a picnic and were wearing a dress and all the other girls were wearing shorts:
   a. How would you feel?
   b. What would you do?

14. If you had a garment that came from a foreign country that girls your age were wearing there, but was different from what you wear to your school, would you wear it to your school?

15. Can you tell me something that is in style for girls your age right now?
   a. How do you know it is in style at this time?
APPENDIX B

Final Questionnaire

(The following is actual procedure used in each interview.)

"Hello! I'm from Oregon State College and there we are studying all about girls' clothing and I'm particularly interested in finding out what you girls think about your clothing; things that you like or don't like. I have a few questions to ask you and they are really easy questions and there are no right or wrong answers, because after all it is just what you think. While you are answering my questions for me though, I'm going to have to write down your answers just as soon as you give them to me or else I'll forget. Is that all right? Fine!"

Background data: Town and School
Age
Any older brothers and/or sister
Father's occupation.

1. Do you enjoy shopping for new clothes?

2. When you do go shopping for new clothes does someone usually go with you?
   a. Who usually goes with you?

3. Let's say that you and _________ are going downtown just to buy you some new clothes. When you go into the store, who selects the garments from the rack to look at?

   Who then, makes the final decision as to what you are going to buy?

   If answer Mother (or another family member) or mother and daughter together, then ask, -- Would you prefer to do this by yourself?

   If answer Self, then ask, Would you prefer for your mother to make this decision?

4. Let's say you have decided to buy a dress. I say a dress because I think they are easier to imagine. What was there about this dress that made it just the right one to buy?

5. Do you have any trouble finding garments in the stores that fit you?
   a. What seems to be the greatest difficulty?
APPENDIX B, Final Questionnaire -- Continued

6. In your family, who decides when it is time to add something new to your wardrobe? (For the eight and nine-year-olds, used clothes for word wardrobe).

7. What do you like best to wear to school in the way of school clothes?

8. Why do you like _________ best?

9. Who decides in the morning what you are going to wear for the day?

10. Let's say you have picked out a _________ to wear on a certain day, how would you decide what socks to wear that day?

11. If I said to you that I thought someone was well dressed, what do you think I'd mean?

12. Was there ever a time when you did not feel well dressed?
   a. When was this?

13. You may have to use your imagination on this question. Let's say we are going on a picnic and at this particular picnic you wore a dress but all the other girls at the picnic had on shorts. How do you think you'd feel? What do you think you'd do? Would you have as much fun?

14. Well, let's imagine something else. Let's say you have friends traveling in foreign countries and in this one country they selected a dress and sent it to you. Well, it was a dress that the girls in that country wear everyday to school, but it looks a lot different from the dresses you wear here at _________, would you wear it to school?

   If yes, would you wear it often?

15. What do you think is in style for girls your age right now?
   a. How do you know this is in style right now?

"These are all the questions I have to ask unless there is something you would like to say about anything you particularly like or dislike about your clothing.

"Thank you very much for answering my questions for me. It has been nice to meet and to talk with you."
# APPENDIX C

## Interviewer's Check List

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<td>9. Self</td>
<td>Who</td>
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<tr>
<td>Age</td>
<td>Father's Occ.</td>
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<tr>
<td>1. Yes</td>
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<td>2. Alone</td>
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<td>Mother</td>
<td>Other</td>
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<td>Girlfriend</td>
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<td>3. Mother</td>
<td>Self</td>
<td>Clerk</td>
<td>Other</td>
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<td>Final D. Self</td>
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<td>Would rather mother did</td>
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<td>Would rather self did</td>
<td>Why</td>
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<td>4. Like it</td>
<td>Color</td>
<td>Style</td>
<td>What I need</td>
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<td>5. Yes</td>
<td>No</td>
<td>Difficulty</td>
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<td>6. Mother</td>
<td>Self</td>
<td>Other</td>
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<td>7. Dress</td>
<td>Shirt, blouse or sweater</td>
<td>Jumper, blouse or sweater</td>
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<td>8. Why</td>
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<td>Good style</td>
<td>Appropriate</td>
<td>Good combination</td>
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<td>Looks good</td>
<td>Other</td>
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GRAND TOTAL in both communities — 260 girls interviewed.
APPENDIX E

Fathers' Occupations

Salesmen — 32
College Staff — 16
Mechanic — 7
None — 7
Sawmill Worker — 7
Carpenter — 6
Doctor — 6
Electrician — 6
Railroad Worker — 6
Accountant — 5
School Teacher — 5
House Painter — 4
Logger — 4
Pacific Power and Light — 4
Service Station — 4
Truck Driver — 4
Banker — 3
Benton County Worker — 3
Baker — 2
Druggist — 2
Graduate Student — 2
Lawyer — 2
Minister — 2
Owns Business — 2
Owns Restaurant — 2
Telephone Employee — 2
Works at Lumber Company — 2
Albany Sand and Gravel
Am not supposed to say
Animal Keeper in Laboratory
Auto Parts Executive
Auto Repair
Barber
Benton-Lincoln Electric
Boiler Maker
Boss of Group Work at OSG
Book Binder
Builder
Building Inspector
Builds Bodies for Trucks
Cab Driver
Casket Corporation
Chemist

Chicken Farm Worker
Chrysler-Plymouth
City Maintenance
Coast Guard
College Physical Plant
Commercial Artist
Cuts Ties for Railroad
Dairy Farmer
Detective
Doesn't Work
Douglas Oil Company
Drives a Digger
Electric Steel Company
Engineer in a Building
Entomologist
Ericksen's Supply
Fenwick Company
Fireman
Foreman Physical Plant
Foreman Wilson Motor Shop
Forest Service
Freight Lines
Garbage Man
Gas Company
G. E. Supply Manager
General Petroleum
Greyhound Bus Driver
Government Worker
Grocery Store
Gunderson Brothers
In Alaska
In Forest Products Laboratory
Janitor
Junker
Just Junk
Kitchen's Incorporated
KION-TV
Leading Floral
License Bureau
Linoleum Company
Logger Superintendent
Log Sclaler
Lumber Gist Mill
Appendix E, Fathers' Occupations, — Continued

Makes Furnaces
Makes Machine Parts
Manager, Oil Heat Industry
   of Oregon
Marine Steam Fitter
Masonry
Meadowland Butter Maker
Milkman
Navy Commander
Nothing — Used to Work on Boat
N. W. Packing Company
Oregon Products Laboratory
Owns Building Supply
Owns Corvallis Tile
Owns Days Market
Owns Fix-It Shop
Owns Hardware Store
Owns Johnson's Saw Shop
Owns Meat Market
Owns Wilson Motors
Paramount Pictures
Part Owner Mutual Produce
Photographer
Portland Chain Factory
Portland Rendering Company
Portland Yacht Club
Portsmouth Club
Post Office Worker
Real Estate Broker
Refrigeration Man
Restaurant Worker
Richfield Corporation
Roofers
Sand Company
Service Manager in Motor Shop
Sign Painter
Stockroom at College
Superintendent Construction
   Company
Superintendent of Music
Superintendent in Pipe Factory
Title and Trust
Trims Trees and Repairs TV
Tool and Dye Company
Tugboat Captain
Valley Station
Western Auto
Willamette Iron and Steel
Works at Hise Studio
Works on Scale
Works at Veneer Plant
APPENDIX F

COMMENTS MADE BY GIRLS INTERVIEWED
Concerning Particular Likes and Dislikes
Toward Their Clothing

PORTLAND

Eight-year-olds:

"Don't like too short or long dresses -- want to fit me. Like designs on dresses."

"Like dresses, sweaters, skirts and blouses. In cold weather want something that keeps you nice and warm. Like petticoats and dresses that stick out."

Nine-year-olds:

"Mother gets me so well dressed I get too hot and want to take some off."

"Don't like tight clothes."

Ten-year-olds:

"Don't like short sleeves -- gets too cold."

"Don't like real tight skirts. Hard to walk in them."

"Pedal pushers sometimes too long and sometimes too short and mother doesn't always agree with me."

"Don't like hand-me-downs."

"Like full skirts with sweaters."

"Don't like real short dresses, but sometimes mommy makes me wear them."

Eleven-year-olds:

"Like white bucks, but not the old saddle shoes."

"Don't like stripes. Don't like plaids with lots of colors or big polka dots."

"Like to wear dress-up clothes."

"Don't like tight skirts cause can't run in them or anything."
Appendix F, Girls' Comments  (continued)

PORTLAND

Eleven-year-olds:  (continued)

"Think looks silly if tall gal wears short skirts and short gal long skirts."

"Don't like princess style dresses."

Twelve-year-olds:

"Would like more blouses. Have mostly sweaters. Because sweaters look mostly the same."

"I don't feel good in dresses. Some OK for teen-agers. Look OK on model, but not good on me."

"Don't like real tight skirts. Like Bermuda shorts with knee-hi's."

"Don't like fat girl in tight skirt and too skinny girl in full skirt — looks like barrel. Should wear garment that looks right. Should get clothes that you feel comfortable in."

"Am getting tired of blue. Like red, but don't look too good in red."

CORVALLIS

Eight-year-olds:

"I think all clothes are very nice."

"I like everything."

"When I go swimming, I have to wear a dress and rest wear shorts and some tease me, but I don't care."

"Have lace dress just love and cost quite a bit that Daddy bought. Don't like Bermuda shorts on boys."

Nine-year-olds:

"Blouse where all stripes except for place where buttons are. I think it looks funny, should be all one way. Don't like bare tops and too much decoration on skirts and feel must have something on top."
Appendix F, Girls' Comments (continued)

CORVALLIS

Nine-year-olds: (continued)

One girl had on a jumper with a red figure in it and a fuchsia sweater. She asked the interviewer:

"Do you think this sweater looks all right with this jumper? Some of the kids in class said that it didn't look good."

Intervieawer asked girl if the kids in class had said why it didn't look good.

"No. But maybe it is because the sleeves of the sweater weren't pushed up (cardigan type sweater with long sleeves) or the color not right or something."

"Like shorts and pedal pushers to play in and when in school or dressed up, wear dresses."

"Mom makes me wear old dresses." (Interviewer asked if they still fit all right.) "Yes, but some are a little tight."

"Don't like jumpers. Don't like slip-over things."

"I have asked mother for a full skirt. Black with flowers in it like the girls are wearing to school."

"I'm not much interested in clothes and my high school sister takes up all the room with all her clothes in our closets."

"Like Sunday dresses best cause have a real nice pink dress with a stand-out skirt. Like jewelry and particularly horses. Like Sunday shoes. They were real expensive and mother was real mad cause both bows came off the first time they were worn. We couldn't find ones with straps. Like to play in pedal pushers and like better than jeans. We give away old dresses that are outgrown."

"Just one dress I don't like cause button looks rusty and just doesn't look right on me."

"Like slacks best."

"Like clothes particularly where clothes come from stores and are homemade."

"Wonder what the style for girls will be next year."

CORVALLIS

Ten-year-olds:

"Like real full skirts, bright colors. Don't like dog tags."
Ten-year-olds: (continued)

"I have a horsehair slip and it scratches my knees."

"Don't like zippers up back of dresses."

Eleven-year-olds:

"When I pick out, I like — then afterwards couldn't stand it."

"Make blouses too short and they won't stay in skirt."

"Like things that make me look slim."

"Aunt likes to get dresses with big puffy sleeves and I don't like them at all. Like shirt-like sleeves. Don't like dresses too long. Like stiff petticoats, but don't stay stiff. Like belts rather than bows in back cause they look babish. Like solid colors more. Sizes seem to fit average person and I'm too small and all things have to be taken up and in at the waist. Outgrow slips too fast. They are always too short. Like adjustable straps. Like three-quarter sleeve blouses with ties and fur collars with sweaters. Like dotted swiss blouses (dresses are for little girls.)"

"Mommy doesn't like tight skirts, but I do."

"Think they should make clothes to fit everyone. When long enough, too big around."

"Like. pedal pushers and stuff best cause I am a tomboy. Like style, not plain things when I do wear dresses."

Twelve-year-olds:

"My favorite is a high-waist jumper."

"Don't like real dark colors in clothes — should wear some light, but nothing too fancy."

"Don't like barrel dresses. Skirt not very full and not fitted."

"Dislike red — not good on me."
### Compilation of Answers Given by 260 Girls, Eight to Twelve Years, in Personal Interviews Conducted in Portland and Corvallis, Oregon:

Number of Girls Reporting According to Community and Age

**APPENDIX G**

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
<th>AGE (YEARS)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>8 9 10 11 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P C P C P C P C P C</td>
</tr>
<tr>
<td>Total Number of Girls Interviewed</td>
<td>25 26 29 27 25 25 28 25 25</td>
<td></td>
</tr>
<tr>
<td>1. Do you enjoy shopping for new clothes?</td>
<td>Yes</td>
<td>24 25 23 26 23 22 25 25 20</td>
</tr>
<tr>
<td>2. Who usually goes with you when you go shopping for new clothes?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mother</td>
<td>24 25 27 24 25 23 20 26 21 25</td>
</tr>
<tr>
<td></td>
<td>Father</td>
<td>1 1 1 1 1</td>
</tr>
<tr>
<td></td>
<td>Whole Family</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Mother and Father</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Grandmother</td>
<td>1 1</td>
</tr>
<tr>
<td></td>
<td>Aunt</td>
<td>1 1</td>
</tr>
<tr>
<td></td>
<td>Older Sister</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Girl Friend—Same Age</td>
<td>1 2</td>
</tr>
<tr>
<td></td>
<td>Older</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alone</td>
<td></td>
</tr>
<tr>
<td>3. Who selects garments from the rack in the store?</td>
<td>Mother</td>
<td>9 15 15 10 12 10 8 9 5 8</td>
</tr>
<tr>
<td></td>
<td>Mother and Daughter</td>
<td>7 9 9 10 4 6 5 13 11 9</td>
</tr>
<tr>
<td></td>
<td>Self</td>
<td>2 1 2 4 9 7 9 5 9 7</td>
</tr>
<tr>
<td></td>
<td>Father</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Grandmother</td>
<td>1 1</td>
</tr>
<tr>
<td></td>
<td>Mother Sews all clothes</td>
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</table>

* Portland  ** Corvallis
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>8     9     10  11  12</td>
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<tr>
<td></td>
<td></td>
<td>P     C     P   C   P   C   P   C   P   C   P   C</td>
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<tr>
<td>Total Number of Girls Interviewed</td>
<td></td>
<td>25    26    29  27  25  25  25  26  25  25  25</td>
</tr>
<tr>
<td>3. Cont.</td>
<td>Saleslady</td>
<td>5     1     3   2   2   1   1</td>
</tr>
<tr>
<td></td>
<td>Don't know</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No answer</td>
<td></td>
</tr>
<tr>
<td>Who makes the final decision as to what you are going to buy?</td>
<td>Mother</td>
<td>15    18    17   11  9   11  7  15  6  6</td>
</tr>
<tr>
<td></td>
<td>Mother and Daughter</td>
<td>4  4  6  4  11  4  6  6  7  4</td>
</tr>
<tr>
<td></td>
<td>Self</td>
<td>5     4     5   9   5  10  13  7  12  15</td>
</tr>
<tr>
<td></td>
<td>Older sister</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Father</td>
<td></td>
</tr>
<tr>
<td>Would you rather your mother make the final decision?</td>
<td>Yes</td>
<td>8     5     15  11  9  9  12  18  11  12</td>
</tr>
<tr>
<td>Would you rather make the final decision by yourself?</td>
<td>Yes</td>
<td>13    10    13  6  13  7  13  10</td>
</tr>
<tr>
<td></td>
<td>Reasons*</td>
<td></td>
</tr>
<tr>
<td>4. What makes the dress you buy just the &quot;right one&quot;?</td>
<td>Design of dress</td>
<td>5     3     13  11  14  12  14  21  25  23</td>
</tr>
<tr>
<td></td>
<td>Trim</td>
<td>5     7     2   2  4  2  2  1  1</td>
</tr>
<tr>
<td></td>
<td>Fabric</td>
<td>2     2  5  4  2  3  5  2  5  1</td>
</tr>
<tr>
<td></td>
<td>Color</td>
<td>6     4     4  5  7  2  7  11  14  14</td>
</tr>
<tr>
<td></td>
<td>Just like best, is pretty or what wanted</td>
<td>10  12  6  11  20  8  8  10  5  7</td>
</tr>
</tbody>
</table>

* Reasons why girls prefer mothers to make final decision and reasons why they prefer to make this decision alone can be found at end of this chart.
<table>
<thead>
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<th>ANSWER</th>
<th>AGE (YEAR)</th>
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<tr>
<td>Total Number of Girls Interviewed</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>4. Cont.</td>
<td>Fit</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Didn't cost much</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Don't know</td>
<td>4</td>
</tr>
<tr>
<td>5. Do you have trouble finding garments to fit you?</td>
<td>Yes</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>13</td>
</tr>
<tr>
<td>What seems to be the greatest difficulty?</td>
<td>I'm too little to find dresses</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Didn't have my size or style didn't suit</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Length, too short or too long</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Waist, too bit or too small</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Shoulder, too big or too small</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>In between two sizes</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Two dresses in same size fit different</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>I'm too heavy</td>
<td>1</td>
</tr>
<tr>
<td>6. Who in your family decides when it is time to add to your wardrobe?</td>
<td>Mother</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Father</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Mother and Father</td>
<td>2</td>
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<tr>
<td></td>
<td>Whole Family</td>
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<tr>
<td></td>
<td>Grandmother</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aunt</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Mother and Daughter</td>
<td>1</td>
</tr>
<tr>
<td>QUESTION</td>
<td>ANSWER</td>
<td>AGE (YEARS)</td>
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<td>8</td>
</tr>
<tr>
<td>Total Number of Girls Interviewed</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>6. Cont</td>
<td>Self</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Don't know</td>
<td></td>
</tr>
<tr>
<td>7. What would you rather wear to school?</td>
<td>Skirts with blouses or sweaters</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Jumpers with blouses or sweaters</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Dresses</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Doesn't matter, like all. Don't know</td>
<td>1</td>
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<tr>
<td>Why do you prefer to wear skirts and blouses?</td>
<td>Dresses get short too fast</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Like—they are pretty and stylish</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Warmer</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Easier to wear</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Older kids wear</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Friends wear</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Are cooler</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can wear in different combinations</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>No buttons</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Don't know</td>
<td>3</td>
</tr>
<tr>
<td>Why do you prefer to wear jumpers and blouses?</td>
<td>Warmer</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Skirt stays up</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Like to wear blouses</td>
<td>1</td>
</tr>
<tr>
<td>QUESTION</td>
<td>ANSWER</td>
<td>AGE (YEARS)</td>
</tr>
<tr>
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<tr>
<td></td>
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<td>8</td>
</tr>
<tr>
<td>Total Number of Girls Interviewed</td>
<td></td>
<td>P</td>
</tr>
<tr>
<td>7, Cont.</td>
<td>Just like</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Cooler in summer</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>without blouses</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Don't know</td>
<td>1</td>
</tr>
<tr>
<td>Why do you prefer to wear dresses?</td>
<td>Just like, are pretty</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>or stylish</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Easier to wear</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Blouses pull out</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Not as hot</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Skirts don't fall down</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Don't know</td>
<td>1</td>
</tr>
<tr>
<td>8. Who selects clothes to wear for</td>
<td>Father</td>
<td>1</td>
</tr>
<tr>
<td>the day?</td>
<td>Mother</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Self</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Mother and Daughter</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Any socks will do</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Don't wear socks</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Don't know</td>
<td>1</td>
</tr>
<tr>
<td>10. What does the word &quot;well</td>
<td>Don't know</td>
<td>6</td>
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<tr>
<td>dressed&quot; mean?</td>
<td>Looks nice, pretty</td>
<td>10</td>
</tr>
<tr>
<td>QUESTION</td>
<td>ANSWER</td>
<td>AGE (YEARS)</td>
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<td>8</td>
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</table>

Total Number of Girls Interviewed: 25 26 29 27 25 25 28 25 25

10. Cont.

| Good color combination | 3  | 1  | 4  | 4  | 8  | 9  | 9  | 8  |
| Good combination of clothes | 1  | 2  | 3  | 3  | 5  | 6  | 1  | 4  |
| Felt good in clothes | 2  |
| Sufficient clothes | 3  | 2  | 1  |
| Good style | 1  | 2  | 1  | 1  | 4  | 2  | 11 | 2  |
| Good fit | 3  | 3  | 2  | 10 | 5  | 2  | 8  |
| Neat and clean | 1  | 5  | 7  | 3  | 6  | 5  | 6  | 11 | 17 |
| Appropriate clothing | 4  | 1  | 5  | 3  | 3  | 1  | 2  |
| New clothing | 1  |
| Person is rich | 1  |
| Clothes come from a good shop | 1  |
| Specific things* | 3  | 5  | 1  | 2  | 2  | 1  | 7  | 10 | 18 | 20 |

11. Time you didn't feel well dressed?

| Yes | 10 | 13 | 11 | 16 | 10 | 14 | 18 | 19 | 16 | 15 |
| No | 15 | 10 | 18 | 11 | 15 | 11 | 7  | 9  | 9  | 10 |
| Don't know | 3  |

When:

| Too small | 2  | 4  | 2  | 3  | 1  | 5  | 2  | 4  | 5  | 4  |
| Too big | 3  | 1  | 2  | 1  | 2  | 1  | 2  | 1  |
| Didn't like garment | 3  | 2  | 2  | 3  | 1  | 4  | 2  | 2  | 3  |
| Didn't like fit | 1  | 1  |
| Specific things** | 2  | 7  | 5  | 11 | 5  | 6  | 12 | 13 | 7  | 7  |

* Listed at end of chart.
** Listed at end of chart.
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
<th>AGE (YEARS)</th>
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<tr>
<td></td>
<td></td>
<td>8 9 10 11 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P C P C P C P C P C</td>
</tr>
<tr>
<td>Total Number of Girls Interviewed</td>
<td></td>
<td>25 26 29 27 25 25 25 25 25 25</td>
</tr>
<tr>
<td>12. If you wore a dress to picnic and other girls had on shorts:</td>
<td></td>
<td></td>
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<tr>
<td>How would you feel?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate</td>
<td></td>
<td>18 21 20 24 24 25 24 26 25 23</td>
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<tr>
<td>No different</td>
<td></td>
<td>5 2 1 2 1 1 1 1 1 2</td>
</tr>
<tr>
<td>Don't know</td>
<td></td>
<td>2 3 1 1 1 1 2 2 2 2</td>
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<tr>
<td>What would you do?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stay—have fun</td>
<td></td>
<td>10 9 7 13 10 14 11 13 5 13</td>
</tr>
<tr>
<td>Stay—no fun</td>
<td></td>
<td>13 14 22 12 15 11 14 16 20 12</td>
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<tr>
<td>Change if could</td>
<td></td>
<td>5 7 5 8 1 4 3 3 8 4</td>
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<tr>
<td>Don't know</td>
<td></td>
<td>1 3 2 3 2 2 2 2 2 2</td>
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<tr>
<td>13. Would you wear foreign dress to school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes—often</td>
<td></td>
<td>3 4 2 5 5 5 5 5 2 4 5</td>
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<tr>
<td>Yes—not often</td>
<td></td>
<td>6 3 7 5 10 8 5 6 3 6</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>11 16 17 11 4 8 9 13 7 6</td>
</tr>
<tr>
<td>If OK with mother, teacher, kids or self</td>
<td></td>
<td>1 2 1 2 1 2 1</td>
</tr>
<tr>
<td>Special occasion only</td>
<td></td>
<td>4 2 4 4 3 5 4 7 2</td>
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<tr>
<td>Don't know</td>
<td></td>
<td>1 1 2 1 1 1 3 3 5</td>
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<tr>
<td>14. What is in style right now?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skirts and blouses</td>
<td></td>
<td>5 10 18 6 16 9 18 22 18 23</td>
</tr>
<tr>
<td>Dresses</td>
<td></td>
<td>3 2 3 3 6 7 2 3 1 2 1</td>
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<tr>
<td>Warm clothing</td>
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<td>4 4</td>
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<td>ANSWER</td>
<td>( \text{AGE (YEARS)} )</td>
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<td>Total Number of Girls Interviewed</td>
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<td>15. Where would you go to find style?</td>
<td>Everyone wears</td>
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QUESTION 3: "Who makes the final decision as to what you are going to buy?"

The following are the answers given by the girls stating reasons why they preferred their mothers make the final decision as to what is purchased:

Portland — Eight-year-olds:

Want mother's OK
Would rather pick out alone, but like mother's OK for fit
Mother picks out nice things
I don't always know the right thing
Because she knows more about clothing than I do
Don't know, usually agree with mother's selection
Mother knows what to pick
Feel better with mother's saying so

Corvallis — Eight-year-olds:

Cause I like all the dresses
Hard time deciding
Afraid daddy wouldn't like it
I wouldn't do it right
Want mother to have me get dressed she wants
She makes better decision

Portland — Nine-year-olds:

Like mother to say what she likes, too
Mother knows best — 6
Might buy things in not very good taste
Afraid I would pick out things too expensive — 2
Like mother to help with fit, etc.
She picks out pretty things
Sometimes like her to, don't know why
She knows what I like
She knows what I'm supposed to wear

Corvallis — Nine-year-olds:

Like mother to select cause I usually agree
Like to have mother along cause she knows best
It's easier to have her do it
Mother picks out cute dresses
Mother knows what I should wear
I wouldn't pick out right things
Like mother to pick out what is best
Reasons why girls prefer mothers' decision (continued)

Portland — Ten-year-olds:

Mother has good taste and knows best — 2
Don't know
I don't pick out things that look too good on me
I like her opinion, too — 2
I like mother's choice
Might not get what she selects
Maybe pick out something no one liked
Mother notices things on clothes I don't
Mother likes to help me choose things

Corvallis — Ten-year olds:

Don't know
Mother knows best — 5
It is a big responsibility

Portland — Eleven-year-olds:

She has better taste — 5
Don't know
Would like her help — 5
She always picks out pretty dresses

Corvallis — Eleven-year-olds:

Mother pretty good judge
Like mother's help
Get better choice with help — 2
I don't like clothes I get
She knows what looks good on me — 2
Cause probably choose wrong — 2
Mother knows more — 4
Like mother's choice

Portland — Twelve-year-olds:

Might get something inappropriate
I need someone's help to see if OK for me — 2
Most time I get things that don't fit right and don't
look right
Would like her choice
She has pretty good taste — 2
I'm still a little young to make selection
Hard to decide what I want
Reasons why girls prefer mothers' decision (continued)

Corvallis -- Twelve-year-olds:

Mother is good help
She knows best — 5
Mother might not like -- we usually agree
Like what she selects
Like opinions
Like her to judge what is good for me -- 2
She usually finds something I like
Sometimes we think we know best, but really don't.

The following are the answers given by the girls stating reasons why they prefer to make the final decision alone:

Portland -- Eight-year-olds:

Mother usually buys me dresses and I like skirts best
Don't like what she picks out, but take anyway so she won't get mad
Don't like what she picks out, but sometimes agree
I don't know
Wouldn't want mother to do it
Cause doesn't know what girls like to wear -- usually agree though
Cause then I could pick out whatever I wanted -- usually agree -- 2
Because she picks out things I don't like -- sometimes agree -- 2
Cause I want to
Then if I didn't like, I could pick out what I do like
Cause like to pick out dresses I like

Corvallis -- Eight-year-olds:

Know what clothes I like
I'd get a lot more things than she'll buy
She chooses clothes that I don't like -- 3
Usually I like something fancier

Portland -- Nine-year-olds:

Mother gets opposite what I like
I like to pick out
Want to be sure I like what I get -- 4
Reasons why girls prefer to make decision alone

Portland -- Nine-year-olds (continued)

Sometimes she picks out I don't like — 2
She picks out things I don't like and makes me wear
Sometimes I like something else more
Don't know, usually likes what she selects
Daddy knows best, but I like things I like
Grandmother buys things I have enough of or is wrong color

Corvallis -- Nine-year-olds:

Usually like, but not always
Would rather select — like to have girls across street
along who has good taste
Like own selection, but often too expensive
If it fits, I get

Portland -- Ten-year-olds:

Don't know
No — no reason — 3
Learn more about it so could go shopping alone
Don't like what she selects — 6
I'm old enough to
She doesn't know things I like and dislike
She likes pleated things and I like them full

Corvallis -- Ten-year-olds:

Cause if I don't like, I won't wear
Sometimes she gets what I don't like
I want what I want instead of what she wants
Can get what I want

Portland -- Eleven-year-olds:

I like things different — 8
Fun to pick out own clothes — 2
Be sure I like it if I select it
I can tell if it fits

Corvallis -- Eleven-year-olds:

She doesn't pick out right kind of clothes — 3
Would rather do it all myself
Make me feel better when I've chosen it myself
Reasons why girls prefer to make decision alone

Corvallis — Eleven-year-olds (continued)

She doesn't like same thing — 2
I get interested in one thing and can't see anything else
If I don't like it, I won't wear it

Portland — Twelve-year-olds:

What she likes I don't
No, but she tells me if good buy or not
Mother says as long as I like, is OK with her
It is up to me and I don't get anything I don't like
I'm old enough to choose my own clothes

Corvallis — Twelve-year-olds:

I have different type of taste than mother — 3
I know more what I want
Some she picks out I don't like
I'm the one who wears it.
QUESTION 10: "If I said to you that I thought someone was well dressed, what do you think I would mean?"

The following are specific items mentioned when answering what it meant to be well dressed:

Portland — Eight-year-olds:

- Dress buttoned
- Shoes tied
- Shoes polished

Corvallis — Eight-year-olds:

- Hair combed nice
- Shoes good looking
- Pants and skirts on right and coat buttoned
- Don't have too much jewelry on
- No holes in dress, socks or shoes or unbuttoned or shoes without socks.

Portland — Nine-year-olds:

- Not sloppy
- Hat on right

Corvallis — Nine-year-olds:

- Right shoes and jewelry
- Not stripes and checks together

Portland — Ten-year-olds:

- Nothing broken
- No buttons off
- Nice ironed clothes on

Corvallis — Ten-year-olds:

- If wearing skirt and blouse, blouse wouldn't be hanging out
- Hair neat

Portland — Eleven-year-olds:

- Not worn out
- Didn't have things that clashed
- Not stripes going around
Specific answers to define being well dressed

Portland — Eleven-year-olds: (continued)

- House isn't out
- Clothes in order
- They were mended and everything
- Weren't dirty — just put on
- Not dirty

Corvallis — Eleven-year-olds:

- Not patched up
- Didn't look sloppy — 4
- Not plaids and circles together
- Not wrinkled — 2
- Not torn
- Not too much jewelry
- Socks rolled down nice
- House not hanging out

Portland — Twelve-year-olds:

- Not sloppy — 3
- Wore different clothes every day
- Buckle buckled
- Tie straight
- Buttoned properly
- Hair combed nicely
- Not wrinkled
- Not torn
- Not necessarily expensive — 2
- Pressed
- No blouse tails hanging
- Not too much lipstick

Corvallis — Twelve-year-olds:

- Shirt tail not hanging out
- Not red with pink
- Not torn
- Not sloppy — 2
- Slips not showing
- Not dirty
- If tall, makes them shorter
QUESTION 11: "Was there ever a time when you did not feel well dressed? -- When was that?"

The following are detailed occasions when the girls felt they were not well dressed:

Portland — Eight-year-olds:

Cold and I had on short sleeves
No slip

Corvallis — Eight-year-olds:

Clothes were wrinkled
Slip showed
On TV show and blouse kept coming out of skirt
Had a hole in it
Sweater without slip was itchy
Ripped pocket on skirt

Portland — Nine-year-olds:

Everyone else in pretty clothes and I had on just a dress
In summer time wore heavy dress cause cool in morning and by middle of day was too hot
Spilt milk on a skirt
Took what was left that was clean and color didn't go together
Like right now with these jeans on

Corvallis — Nine-year-olds:

When dress itched — didn't feel good or do good school work
On picnic and other girls were wearing different clothes
Wearing jeans
Not wearing right kind of clothes
Dirty
Forgot to wear slip
Serving daddy's guests in garage when have on old clothes
Blouse coming out of skirt
Wear straight skirt and can't play on the bars at school
Paste on dress and had to wear for two more days
Forgot to take slips and socks when went to grandmother's and hardly had anything to wear
Detailed occasions when girls felt they were not well dressed (cont.)

Portland -- Ten-year-olds:

Play clothes I don't like and have rips in Low neck I thought was too old for me Everyone else dressed up and I wasn't I had on shorts and everyone else in jeans I didn't think I was dressed right Cousin's dress too big and long

Corvallis -- Ten-year-olds:

Slip with too high waist that bothers Must have nice looking tops with skirts to feel right Skating and everyone else had on pedal pushers and I wore a skirt Inappropriate, wore dress at picnic Low waist dress showed below sweater and didn't feel it looked right Dress had lining that rubbed on side and didn't feel good Had on skirt and blouse at a party and everyone else had on dress Dress high waisted Suppose to wear pedal pushers to school and I was only one who did

Portland -- Eleven-year-olds:

Had two different check patterns together Sweater with two or three buttons off Hem out Waist torn Playing in a dress Button off and had to pin Elastic in back of jumper itched Wrong colors to go together Wore pedal pushers to school on a cold day and no one else wearing Socks running down in shoe Aunt or grandmother sends clothes and I have to wear Clothes dirty

Corvallis -- Eleven-year-olds:

Wear everything three days Pink blouse and red jacket Wool sweater and cotton blouse Had on jeans when company came
Detailed occasions when girls felt they were not well dressed

Corvallis — Eleven-year-olds: (continued)

Wore party dress to a party and it was supposed to be a "bum" party
Rip in dress
Dirty around neck
Someone at party had on nicer dress than mine
Got up late and grabbed some clothes and didn't feel well dressed at school
Around house wear pedal pushers and don't feel well dressed
Clothes are dirty
Patched pedal pushers
Slip shows

Portland — Twelve-year-olds:

Don't like to wear shorts or low cut sweaters or see through blouses
In program should have had on black skirt and I wore blue
Wearing old clothes — 2
Zipper on skirt wouldn't stay up
Traveling in jeans and stopped to eat at a restaurant — felt silly
Visiting and stayed longer than expected and had to wear the same thing a lot

Corvallis — Twelve-year-olds:

Colors that didn't go together — 3
Had on skirt at party and everyone else in pedal pushers
Mother and I wear same size in clothes and everyone knows it and I felt self-conscious about it.
Wore light dress and everyone else in skirt and sweater
Didn't feel right without new pair of shoes on first day of school
Dirty clothes.