A COMPARATIVE STUDY OF HOME ECONOMICS AND NON-HOME ECONOMICS GIRLS

by

Lucinda Hinor Beverage III

Thesis submitted to the Graduate Faculty of the

Virginia Polytechnic Institute

in candidacy for the degree of

MASTER OF SCIENCE

in

Textiles and Clothing

Department of Home Economics

APPROVED:

Director of Graduate Studies

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Head of Department

Dean of Agriculture

Major Professor

November 15, 1955

Blacksburg, Virginia

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Chapter I

INTRODUCTION

Clothing is an important factor in the life of the high school girl and with the changing times it seems to become increasingly more so. Living as adoloscent girls do today, there is a greater tendency for them to be judged by the clothing they wear.

It has been assumed that being satisfied with her clothing is essential to the best all-around development of the high school girl because of its effect on her personality development and on the expression of her personality. However, this assumption has not been established by research. Home economics teaching has always placed great emphasis on clothing construction for the high school girl. For this teaching to be effective it is believed that the physical, social and psychological needs and desires of the student should be recognized. Does the teacher now give too little, not enough, or too much time to the study of clothing construction, purchasing of ready-made clothing, clothing repair and attention, personal appearance, and the effect of clothing on the development of the girls' personality? Are the methods and objectives of the home economics teacher changing and keeping abreast of the changing needs and desires of the students she directs?

Review of Literature

A review of the research literature dealing with high school girls' clothing practices indicates that girls in 4-H Club work and high school home economics classes do little clothing construction and buy most of their clothing ready-made.

Krembs[1] found that the high school girls in home economics or 4-H Club appear to be doing little clothing construction work outside of class or club activity. There was little difference between the clothing practices of the home economics and non-home economics girls in her study. Both groups purchased their clothing with similar care, and paid approximately the same price for their garments. They were equally well satisifed with their clothes and according to the teachers were equally successful in appearance.

After checking the clothing practices of a group of 4-H Club girls in Kansas, Linn[2] recommended that the club clothing projects place emphasis on the selection of ready-made garments and proper care of garments, rather than on clothing construction since these girls were doing very little clothing construction, but were selecting and taking care of their clothing.

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[1] Krembs, Susan Caroline, A Study of the Clothing Practices of a Group of High School Girls, Master's Thesis, 1942, Virginia Polytechnic Institute.

[2] Linn, A., The Clothing Practices of A Selected Group of 4-H Club Girls in Kansas, Master's Thesis, 1948, Kansas State College.

Reid[3] in her study of clothing practices of urban high school senior girls found that the garments in the senior high school girls' wardrobes usually were purchased ready-made. Most of the garments in the wardrobe were purchased from local stores rather than mail-order houses. She also found the type of garments were similar for these high school senior girls.

Pointer[4] in a study of the amounts and costs of clothing of eighty Tennessee high school girls found that more clothes were purchased ready-made for high school girls than were made at home, and that many garments were remodeled. Martin's[5] study of the extent to which clothing reclamation was being taught in a Virginia county showed that few garments were being remodeled for high school girls even though remodeling was being taught in the high schools studied.

It is generally assumed that a feeling of well being about clothing or personal appearance is associated with personality well being. Hartman[6] states, "Educationally clothing is a persistent

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[3]Reid, Doris Jean, A Study of Clothing Practices of Urban High School Senior Girls, Master's Thesis, 1951, Virginia Polytechnic Institute.

[4]Pointer, M.D., Amounts and Cost of Clothing by a Selected Group of Eighty Tennessee High School Girls, Master's Thesis, 1940, University of Tennessee.

[5]Martin, M. J., A Study of the Extent to Which Clothing Reclamation is Being Taught in the High Schools in Virginia, Master's Thesis, 1943, Virginia Polytechnic Institute.

[6]Hartman, George W., "Personal Problems and Social Issues". Journal of Home Economics, Vol. 41, pp. 295-298, 1949.

'interest center' in everyone's life. Though it varies greatly in intensity and expression, few would deny that it is one of life's fundamentals. Yet, curiously enough, most people also make an essential superficial approach to this ever-recurring topic." He further states, "clothing which humiliates the user or onlooker is hurtful from the viewpoint of mental hygiene, both conditions represent unhealthy or distorted ego-responses as compared with the quiet confidence of the well-adjusted individuals."

Rea[7] states that children are influenced more by the type of clothes they wear than the parent sometimes realizes. If their choices differ greatly from those of their playmates they will become self-conscious and in some instances anti-social. Rea believes that children are easily embarrassed and an inferiority complex can be started by something as seemingly insignificant as a garment which looks old when compared to those of other playmates.

Husmann[8] found in her study of the association between intelligence, personality and personal appearance of 116 college freshman women that there was no significant association between intelligence, personality adjustment and personal appearance. She concluded that a girl's interpretation of her appearance is some indication of the presence or absence of certain personality factors.

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[7]Rea, Lucille, "Clothing and Child Development", Journal of Home Economics, Vol. 42, pp. 717-718, 1950.

[8]Husmann, Margaret C., A Study of The Association Between Intelligence, Personality and Personal Appearance of 116 College Freshmen Women, Master's Thesis, 1941, Virginia Polytechnic Institute.

Pearman[9] in her study to determine the possible relationship of clothing preferences to personalities of teen-agers in Upper Darby (Penn.) Senior High School found a relationship between the influence of clothing selection on personality and the influence of age, socio-economic status, intelligence and previous home economics training.

The published literature on clothing practices of the high school girl indicates that high school girls do little clothing construction of new garments outside of school hours and less remodeling. The majority of garments which they do own are purchased ready-made. Although it is generally assumed that a feeling of well-being in appearance is associated with personality well-being the research to date does not substantiate this point of view. The extent to which Home Economics training influences the clothing choice of girls is not known and little information exists on wardrobe content of girls who have had Home Economics training.

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[9] Pearman, Lois Helman, Teen-Agers Preferences in Clothing, Master's Thesis, Journal of Home Economics, Vol. 42, pp. 801-802, 1950.

Purpose of the Study

The purpose of this investigation is to compare the clothing buying practices of high school girls, both with home economics and non-home economics experience and compare the two groups for general adjustment, intelligence, and socio-economic background of families.

Specifically, this study has attempted:

1. To compare the clothing practices of girls in two high schools in Highland County, Virginia. In one high school, the girls have had the advantage of home economics training. In the other high school, no home economics training is offered.
2. To compare these home economics and non-home economics girls for general adjustment, intelligence, socio-economic background of families and other factors to explain similarities or differences in clothing practices.

Procedure

The subjects of this study were 64 girls in Monterey High School who had had one year or more of home economics training and 29 girls in Blue Grass High School who had had no formal home economics training in school.

The data on the home economics and non-home economics girls were collected in February of 1953 by the group interview technique. Five types of data were collected on each subject. Information on clothing practices was obtained by the use of a clothing questionnaire especially designed for this purpose. Intelligence quotients were obtained through the use of The Otis Quick-Scoring Mental Ability Test and the Detroit Advanced Intelligence Test. Personality adjustment scores were obtained by the use of The Bell Adjustment Inventory. Family background data were obtained through a questionnaire designed for this purpose. Personal appearance scores were obtained for each student through the rating of three teachers. Each student was rated as good, fair, or poor in personal appearance by each of three teachers and the three scores were averaged.

Before the girls were interviewed the investigator sought the cooperation and made arrangements for the conferences with the principal of both schools involved. The data were secured through group interviews in which each girl filled out her schedules and tests under the supervision of the investigator. In both schools the subjects were allowed time from regular school classes to fill out the questionnaires and personality and intelligence tests.

Limitations of the Study

It is recognized that there are certain limitations inherent in this study:

1. The two groups of girls studied were not equal in socio-economic status. A significantly larger number of the non-home economics girls fell in the upper and middle socio-economic group than did the home economics girls. This was a community difference.
2. The non-home economics girls rated higher in intelligence by both the Detroit Advanced Intelligence Test and Otis Quick-Scoring Mental Ability Tests. The difference was not enough to be significant; however, it did move in that direction.
3. The girls checked their own wardrobes for content, and number and value of garments. The degree of accuracy for judging and reporting on their wardrobe content is not known. There is no reason to assume that one group would be any more or less accurate than the other on reporting.
4. The extent to which these girls had clothing work in 4-H Club or through other contacts is not known and the extent to which the mothers of the girls had had training in clothing is not known.

5. The two communities studied were not similar in socio-economic status. To get a truer picture of the comparative clothing practices of home economics and non-home economics girls, it would be better to get two groups equated in intelligence and socio-economic status, living in the same community.

Background Data on Subjects

The two groups of girls were not equal in socio-economic status. The home economics girls more frequently came from a lower income group than did the non-home economics girls.

The two groups studied varied somewhat, although the difference was not significant as to age. The non-home economics girls tended to be older and younger than the home economics girls.

Table 1 - Socio-economic Status of the Parents of Home Economics and Non-home Economics Girls

Socio-economic Family Status	Percentage of Girls		Total Girls
	Home Economics	Non-home Economics	
Upper	3.0	7.0	4
Middle	36.0	62.0	41
Lower	61.0	31.0	48

Table 2 - Average Age of the Home Economics and Non-home Economics Girls

Age in Years	Percentage of Girls		Total Girls
	Home Economics	Non-home Economics	
20 - 17	23.0	27.0	23
16 years 11 months - 15 years	52.0	31.0	42
14 years 11 months and down	25.0	42.0	28

Chapter II

WARDROBE CONTENT OF HIGH SCHOOL GIRLS

In recording the wardrobe content, each girl listed on a form provided by the investigator the number, cost and age of the garments in her wardrobe for each type of clothing. The high school girls in this study had an average of 33 articles in their wardrobe, with an average purchase price of $181.55. The annual clothing cost of these high school girls is approximately $150.68. This indicates that high school girls practically have a complete turnover in wardrobe every year, with the exception of certain more stable garments.[10] The type, number and average price of garments in the girls wardrobes are shown in table 3.

Winter coats and raincoats were used longer than any other garments in the wardrobe. Jackets and spring coats were the items used for shorter periods of time.

The wardrobe content of individual girls varied greatly in number and cost. The greatest variation was in dresses with a range of from three to seventeen for individual girls. The cost of these dresses had a range of from $1.98 to $25.00. The number of pairs of

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[10] Krembs, op. cit., pp
Krembs found the high school girls seldom carried articles in wardrobe for over three years.

shoes had a range of from 2 to 12 with cost ranging from $1.98 to $11.00. The number of skirts varied from 1 to 14 with cost ranging from $1.60 to $9.98. Blouses varied in number from 1 to 12, costing from $1.00 to $7.98.

These data indicate that high school girls buy most of their garments ready made[11]. Dresses, skirts and blouses were the garments most often constructed at home, while winter coats and raincoats always were commercially constructed. School dresses were more often made at home than any other type of dresses, with dressy dresses being made least often.

These high school girls selected 66 per cent of their garments. The garments most often self-selected by the girls were shoes, blouses, sweaters, raincoats, spring hats and spring coats. It will be noted in table 3 that these four garments are among the cheaper ones, except for shoes. Suits and dresses were the garments least often selected by the students.

Gifts made up 11 per cent of the high school girls' wardrobe. Suits and winter coats were more often gotten as gifts, with winter hats and shoes seldom gotten as gifts.

The ready made garments and the material for home constructed garments in 57 per cent of the cases were gotten from local stores.

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[11] Reid, op. cit., p. 12
Reid found that usually garments in the high school girl's wardrobe were purchased ready-made. Of the total number of items which could have been constructed at home, eighty-seven per cent were ready-made.

In 32 per cent of the cases, they were obtained from mail order houses. Spring coats were the item most often obtained from mail order houses and jackets and blouses were least often ordered.[12]

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[12] Ibid., p. 16
Reid found in a study of high school girls that only three items in the wardrobe were purchased by mail order, and these items were purchased in small quantities. This difference probably is due to the fact that the girls in Reid's study were city girls.

Table 3 - Number, Type and Cost of Articles in Wardrobe of High School Girls

Wardrobe Articles	Number of Garments		Cost of Garments	
	Average	Range	Average	Range
Dresses	7.00	3-17	5.35	1.98 - 25.00
Work	.13	0-3	2.10	1.98 - 4.00
School	3.30	2-7	3.21	1.98 - 12.98
Sport	.46	0-3	4.70	2.98 - 9.95
Dressy	2.60	0-6	6.47	2.98 - 17.00
Evening	.18	0-2	13.00	5.00 - 25.00
Blouses	5.40	1-12	2.59	1.00 - 7.98
Skirts	5.20	1-14	3.54	1.60 - 9.98
Sweaters	4.00	1-13	3.21	1.00 - 9.98
Suits	1.40	0-4	12.85	4.98 - 48.99
Winter Coats	1.50	1-4	18.94	8.98 - 60.00
Spring Coats	1.10	0-3	11.21	2.98 - 60.00
Raincoats	.43	0-2	6.37	1.98 - 20.00
Jackets	1.20	0-4	7.16	2.98 - 15.00
Spring Hats	.77	0-2	2.83	1.59 - 5.00
Winter Hats	.45	0-3	3.10	1.00 - 7.98
Shoes	4.60	2-12	4.69	1.98 - 11.00

Table 4 - Age of Garments of High School Girls Expressed in Per Cent

Garments	Age of Garment		
	Less than 1 year	1 to 2 years	2 to 3 years
Dresses	74	20	6
Work	66	17	17
School	79	17	4
Sport	60	28	12
Dressy	71	21	8
Evening	76	6	18
Blouses	86	11	3
Skirts	84	13	3
Sweaters	84	13	3
Suits	84	11	5
Winter Coats	69	23	8
Spring Coats	85	13	2
Raincoats	74	18	8
Jackets	79	19	2
Spring Hats	91	5	4
Winter Hats	88	7	5
Shoes	91	6	3

Table 5 - Sources and Selection of Articles in High School Girls Wardrobe Expressed in Per Cent

Articles	Construction of Garment		How Selected		Where Purchased	
	Ready-made	Home-made	By Student	Gift	Local Store	Mail Order
Dresses	69	31	57	9	64	27
Work	67	33	50	8	84	8
School	63	37	58	8	67	25
Sport	77	23	42	7	63	30
Dressy	82	18	58	10	59	31
Evening	70	30	65	11	71	18
Blouses	80	20	68	9	63	28
Skirts	67	33	60	14	59	27
Sweaters	98	2	69	14	53	33
Suits	90	10	56	17	52	31
Winter Coats	100	0	62	16	41	43
Spring Coats	99	1	69	13	38	49
Raincoats	100	0	69	7	50	43
Jackets	98	2	61	14	61	25
Spring Hats	95	5	69	8	52	40
Winter Hats	93	7	62	0	72	28
Shoes	100	0	81	4	55	41

Wardrobe Comparison: Home Economics and Non-Home Economics

The wardrobes of the home economics and non-home economics girls, both in number of articles and relative cost, were similar. The wardrobes of the home economics girls averaged 35 garments, with an average purchase price of $183.88. The non-home economics girls had an average of 30 garments, with an average purchase price of $176.40.

The range in number of individual articles in wardrobe was very much alike; however, the range of price varied somewhat. The home economics girls were paying from $8.98 to $60.00 for winter coats, with non-home economics girls paying from $10.98 to $39.98. The home economics girls were paying from $2.98 to $60.00 for spring coats, while non-home economics girls were paying from $3.00 to $16.98. The slight tendency for the home economics girls to have higher clothing cost is interesting in the light of the better socio-economic status of the non-home economics girls. It is possible that the home economics girls earn money outside the home to a greater degree.

There was very little difference in the age of garments of home economics and non-home economics girls. For the home economics girls, 83 per cent of the garments had been in their wardrobe less than a year. This was true for 82 per cent of the garments of the non-home economics girls. Only 13 per cent of the garments of the home economics girls were from 1 to 2 years of age, as compared with 14 per cent of those of home economics girls. The home economics girls were wearing winter

coats and raincoats longer than any other garments, while non-home economics girls were wearing winter coats, and winter hats longer than any other garments.

The home economics girls had more home constructed garments in their wardrobes than did the non-home economics girls, the proportion of garments constructed being 18 per cent and 14 per cent respectively. Articles most frequently constructed at home were blouses, dresses and skirts.

Both groups purchased most of their clothing from local stores; 59 per cent of the garments of home economics students and 49 per cent of the garments of non-home economics students were purchased from local stores. On the other hand, 30 per cent of the garments of home economics girls and 37 per cent of the garments of the non-home economics girls were purchased from mail order houses.

Independence in selection of clothing was more of a pattern of the non-home economics girls than the home economics girls. The proportion of garments selected by students varied from 56 per cent for home economics girls to 70 per cent for non-home economics girls. The above is interesting in light of the fact that 81 per cent of the home economics girls and 79 per cent of the non-home economics girls said that they were allowed to make their own choices in buying clothing. Whether this means that the home economics girls know more about clothing and they are not as willing to trust their own judgment, or are less independent than the non-home economics, is not known.

Table 6 - Number, Type and Cost of Clothing Articles of Home Economics and Non-Home Economics Girls

Articles	Home Economics				Non-Home Economics			
	Number of Garments		Cost of Garments		Number of Garments		Cost of Garments	
	Average	Range	Average	Range	Average	Range	Average	Range
Dresses	7.00	4-17	5.27	1.98-20.00	6.00	3-12	5.50	1.98-25.00
Work	.22	0- 3	2.50	1.98- 4.00	.03	0- 1	2.03	1.98- 3.29
School	4.36	2- 7	3.90	1.98-12.98	2.86	2- 6	2.50	1.98- 7.98
Sport	.48	0- 3	5.96	3.00- 9.95	.93	0- 3	4.00	2.98- 7.98
Dressy	2.50	2- 5	6.18	3.50-15.00	2.39	0- 6	7.06	2.98-17.00
Evening	.19	0- 2	11.62	6.98-20.00	.03	0- 1	16.66	5.00-25.00
Blouses	6.00	2-12	2.27	1.00- 6.98	4.00	1- 8	2.98	1.00- 7.98
Skirts	5.00	2-14	3.47	1.60- 9.00	4.00	1- 6	3.84	2.98- 9.98
Sweaters	4.00	1-13	3.15	1.00- 8.00	3.00	1- 8	3.47	1.00- 9.98
Suits	1.41	0- 4	10.51	4.98-30.00	2.00	0- 4	16.03	5.98-48.98
Winter Coats	1.55	1- 4	20.50	8.98-60.00	1.75	1- 2	18.62	10.98-39.98
Spring Coats	1.07	0- 2	12.59	2.98-60.00	1.00	0- 3	8.35	3.00-16.98
Raincoats	1.00	0- 2	7.54	2.98-20.00	.38	0- 2	7.71	1.98-15.00
Jackets	1.33	0- 4	5.73	2.98-15.00	.76	0- 3	7.74	4.98-12.00
Spring Hats	.81	0- 3	2.70	1.98- 3.98	.83	0- 2	3.05	1.59- 5.00
Winter Hats	.42	0- 3	2.83	1.00- 7.98	.50	0- 2	3.39	1.50- 5.00
Shoes	4.59	2-12	4.79	1.98-11.00	2.00	2- 8	4.13	1.98- 7.98

Table 7 - Garments of Home Economics and Non-Home Economics Girls Bought One, Two, or Three Years Ago Expressed in Per Cent of Total

Articles	Home Economics When Purchased			Non-Home Economics When Purchased		
	Bought During First Year	Two Years Ago	Three Years Ago	Bought During First Year	Two Years Ago	Three Years Ago
Dresses	75	19	6	73	22	5
Work	64	18	18	100		
School	81	15	4	69	27	4
Sport	68	23	9	72	17	11
Dressy	66	24	10	82	13	5
Evening	73	7	20	100		
Blouses	88	10	2	78	16	6
Skirts	85	12	3	84	16	
Sweaters	82	14	4	91	9	
Suits	82	12	6	88	10	2
Winter Coats	65	26	9	78	16	6
Spring Coats	84	13	3	87	13	
Raincoats	72	16	12	79	21	
Jackets	78	20	2	84	16	
Spring Hats	90	4	6	96	4	
Winter Hats	87	10	3	92		8
Shoes	91	6	3	92	6	2

Table 8 - Sources and Selection of Articles in the Home Economics and Non-Home Economics Girls' Wardrobe Expressed in Per Cent of Total Garments

Articles	Home Economics						Non-Home Economics					
	Construction of Garment		How Selected		Where Purchased		Construction of Garment		How Selected		Where Purchased	
	Ready Made	At Home	By Student	Gift	Local Store	Mail Order	Ready Made	At Home	By Student	Gift	Local Store	Mail Order
Dresses	67	33	77	13	60	27	74	26	70	11	43	46
Work	63	37	53	9	82	9	100	0	0	0	100	0
School	64	36	41	8	65	27	57	43	69	10	49	41
Sport	62	38	46	4	81	15	82	18	35	12	59	29
Dressy	80	20	52	9	63	28	85	15	68	9	46	45
Evening	66	34	60	13	74	13	100		100		50	50
Blouses	77	23	65	8	70	22	93	7	70	17	46	37
Skirts	65	35	72	16	57	27	80	20	79	8	60	32
Sweaters	98	2	69	15	51	34	100		62	11	57	32
Suits	90	10	49	22	44	34	93	7	70	7	69	24
Winter Coats	100		18	20	41	39	100		73	10	38	52
Spring Coats	99	1	64	17	39	44	100		80	5	54	41
Raincoats	100		78	13	52	35	100		57	7	43	50
Jackets	98	2	61	16	65	19	100		65	8	44	48
Spring Hats	98	2	63	10	51	39	91	9	82	4	57	39
Winter Hats	89	11	67	0	70	30	100		53		73	27
Shoes	100		81	5	55	40	100		87	4	56	40

Clothing Practices: Home Economics and Non-Home Economics

The attitude of the two groups of girls toward their clothing was similar. On the whole, they liked their clothing, especially the clothes which they chose for themselves; They did not feel that they were spending too much money for clothes [13]. They felt that to be well-dressed meant to be dressed similar to their friends. The home economics girls more often considered themselves as well dressed as their friends, while the non-home economics girls gave more importance to being dressed like their friends. Thirty-six per cent of the home economics girls felt that they did not have enough clothes, as compared to 28 per cent of non-home economics girls.

If these data are typical, one must conclude that the clothing practices of the teen age girls are similar, irrespective of whether they have or have not had formal training in clothing. Teen agers tend to buy garments as needed, instead of having a long time plan for buying. Also, less than half of the girls actually studied their wardrobe needs before buying. The majority of the girls of both groups stated that they were allowed to make their own choices. Forty-one per cent of the home economics and 59 per cent of the non-home economics

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13/ Nichell, Paulena and Dorsey, Jean Muir, Management In Family Living, John Wiley and Sons, Inc., N. Y., 1950, p. 567.
Nichell and Dorsey estimate fifteen to eighteen per cent of family income should be spent for clothing for the family. These girls should be spending between $50 and $60 dollars each year for clothing.

girls said that some member of the family usually went with them when they shopped. About three-fourths of both groups considered coloring and style in relation to personality when buying clothes. About the same proportion tried on coats, suits and dresses before buying. The item that was scored highest for trying on before buying was shoes, which was 89 per cent of the group. Almost all the girls read the description of garments before ordering from a mail order catalogue.

The homes represented by the girls were equipped with sewing facilities. In 94 per cent of the homes of the home economics girls and 97 per cent of the non-home economics girls there were sewing machines. The extent to which the girls used the machine varied with 97 per cent of home economics and 69 per cent of non-home economics girls using them. No doubt this difference is attributed to the additional skill of the home economics girls acquired through home economics training.

Table 9 - Attitude of Home Economics and Non-Home Economics Girls Toward Clothing

Factors	Per Cent of Girls					
	Home Economics		Non-Home Economics		Total Girls	
	Yes	No	Yes	No	Yes	No
1. Do you like your clothing?	91	9	96	4	93	7
2. Do you feel that you have enough clothes?	64	36	72	28	67	33
3. Do you feel that you are as well dressed as your friends?	81	19	69	31	77	23
4. Do you feel well dressed if you are dressed similar to your friends?	89	11	100	0	93	7
5. Do you feel that you spend more money than you should for clothing?	3	97	7	93	4	96
6. Do you like the clothes you choose for yourself as well as those some member of your family chooses for you?	95	5	93	7	95	5

Table 10 - Clothing Practice of Home Economics and Non-Home Economics Girls

Factors	Per Cent of Girls								
	Home Economics			Non-Home Economics			Total Girls		
	Usually	Sometimes	Never	Usually	Sometimes	Never	Usually	Sometimes	Never
1. Do you study your wardrobe needs before you buy clothes?	40	54	6	45	48	7	41	53	6
2. Do you plan the number of garments you buy each year?	18	34	48	21	48	31	18	39	43
3. Do you buy garments when you need them?	89	10	1	93	7	0	90	9	1
4. Do you buy garments just because you like them?	14	64	22	14	69	17	14	66	20
5. Do you buy a complete outfit at a time?	6	74	20	10	79	11	8	75	17
6. Does some member of your family help you with your shopping?	41	47	12	59	41		46	45	9
7. Are you allowed to make your own choice when purchasing a garment?	81	18	1	79	21		81	18	1

Table 10 - Continued

Factors	Per Cent of Girls								
	Home Economics			Non-Home Economics			Total Girls		
	Usually	Sometimes	Never	Usually	Sometimes	Never	Usually	Sometimes	Never
8. Do you consider the choice of a garment in relation to your coloring?	72	23	5	76	24		73	23	4
9. Do you consider the style of clothes in relation to your personality before you buy?	72	27	1	63	37		69	30	1
10. Do you try on before buying									
a. Coats	78	16	6	72	21	7	77	17	6
b. Suits	70	22	8	76	14	10	72	19	9
c. Dresses	70	19	11	69	24	7	70	20	10
d. Shoes	89	9	2	86	10	4	89	9	2
11. If you order clothes, do you read the description of the garment before ordering?	93	7		100			94	6	

Table 11 - Sewing Practices of Home Economics and Non-Home Economics Girls

Factors	Per Cent of Girls					
	Home Economics		Non-Home Economics		Total Girls	
	Yes	No	Yes	No	Yes	No
1. Do you have a sewing maching in your home?	94	6	97	3	95	5
2. Do you use the sewing machine?	97	3	69	31	88	12
3. Do you like to sew?	97	3	79	21	91	9
4. Do you have an electric iron in your home?	91	9	90	10	90	10

Summary

When considering home economics and non-home economics girls for clothing practices, certain findings are of interest. The wardrobe content of these two groups is strikingly similar in numbers, type and cost of garments. The averaged wardrobe contained 33 garments valued at $181.55. Most of the clothing of these girls was purchased ready-made at local stores and more than half of the garments were selected by the students. The length of time the garments were worn was similar for the two groups of girls.

CHAPTER III

COMPARISON OF HOME ECONOMICS AND NON-HOME ECONOMICS GIRLS IN SELECTED FACTORS OTHER THAN CLOTHING

The findings of this study indicate that the content of the wardrobes of high school girls is more closely associated with the age and locality of girls than the formal academic teaching. The question presents itself: are there other differences which might reflect Home Economics teaching which would not show up in wardrobe content or clothing practices?

The two groups of girls were different in personal appearance. The home economics girls rated considerably higher in personal appearance than did the non-home economics girls. The rating of personal appearance was obtained by having three teachers in each school rate the girls on personal appearance as to good, fair and poor. The individual girl's rating was an average of the ratings of the three teachers. Table 12 shows the proportion of home economics and non-home economics girls falling into each appearance group. The better appearance of home economics girls is even more interesting in light of the fact that their families were significantly of lower socio-economic status (See Table 1). Undoubtedly, the improved appearance of home economics girls reflects the home economics teaching.

The two groups of girls were not significantly different in total adjustment as measured by the Bell Adjustment Inventory at a 0.5 level but the P value was less than .10. Twenty-two per cent of the

home economics girls scored above average in adjustment as compared to six per cent of the non-home economics girls. Again, only 20 per cent of the home economics girls scored below average in adjustment in contrast to 31 per cent of the non-home economics. Since home economics places considerable emphasis on the improvement of living, this may have contributed to the better adjustment of the home economics group.

The Bell Adjustment Inventory provided separate measures for the following areas: Emotional, Social, Health and Home. The only area in which the difference in adjustment between the home economics and non-home economics girls approaches significance was that of emotional. Eighteen per cent of the home economics girls were above average in emotional adjustment as compared to 3 per cent of non-home economics girls. On the other hand, 31 per cent of the home economics girls were below average as compared to 52 per cent of the non-home economics girls.

In social and health adjustment the home economics girls scored better than the non-home economics, but the difference was not great enough to be significant.

The home adjustment of the two groups of girls was practically the same. Both groups scored higher in home adjustment than they did in other areas.

In order to compare the intelligence of the two groups of girls, scores on the Detroit Advanced Intelligence Test and the Otis

Quick-Scoring Mental Ability Tests were obtained for each girl. Tables 18 and 19 show the results of these two tests. Although the difference in intelligence between the two groups of girls was not significant at a .05 level it does move in that direction. The non-home economics girls scored higher on both tests than did the home economics girls.

Table 12 - Personal Appearance of Home Economics and Non-Home Economics Girls

Appearance	Per Cent of Girls	
	Home Economics	Non-Home Economics
Good	75	39
Fair	23	41
Poor	2	24
$X^2 = 19.20$		
P .001		

Table 13 - Total Adjustment of Home Economics and Non-Home Economics Girls as Measured by Bell Adjustment Inventory

Scores	Per Cent of Girls	
	Home Economics	Non-Home Economics
Excellent 0-15	0	3
Good 16-31	22	3
Average 32-57	58	63
Unsatisfactory 58-74	14	21
Very Unsatisfactory	6	10
$X^2 = 7.399$		
P .10		

Table 14 - Emotional Adjustment of Home Economics and Non-Home Economics Girls as Measured by Bell Adjustment Inventory

Scores	Per Cent of Girls	
	Home Economics	Non-Home Economics
Excellent 0-3	2	3
Good 4-8	16	
Average 9-18	51	45
Unsatisfactory 19-24	25	38
Very Unsatisfactory above 24	6	14
	X^2 = 7.36353 P less than .10	

Table 15 - Social Adjustment of the Home Economics and Non-Home Economics Girls as Measured by Bell Adjustment Inventory

Scores	Per Cent of Girls	
	Home Economics	Non-Home Economics
Very Aggressive 0-4	2	7
Aggressive 5-10	16	4
Average 11-21	64	72
Retiring 22-30	18	13
Very Retiring Above 30	0	4
	X^2 = 7.0014 P less than .20	

Table 16 - Health Adjustment of the Home Economics and Non-Home Economics Girls as Measured by Bell Adjustment Inventory

Scores	Per Cent of Girls	
	Home Economics	Non-Home Economics
Excellent 0-1	0	0
Good 2-4	25	10
Average 5-11	48	69
Unsatisfactory 12-16	18	10
Very Unsatisfactory Above 16	9	10
X^2 = 4.8233		
P less than .30		

Table 17 - Home Adjustment of Home Economics and Non-Home Economics Girls as Measured by Bell Adjustment Inventory

Scores	Per Cent of Girls	
	Home Economics	Non-Home Economics
Excellent 0-2	11	13
Good 3-5	33	24
Average 6-13	34	31
Unsatisfactory 12-20	17	25
Very Unsatisfactory	5	7
X^2 = 1.3802		
P .9		

Table 18 - Intelligence Rating of Home Economics and Non-Home Economics Girls as Measured by Detroit Advanced Intelligence Test

Scores	Per Cent of Girls	
	Home Economics	Non-Home Economics
113 and Above	17	24
94 - 112	17	28
75 - 93	27	28
74 - below	39	20
$X^2 = 3.3349$		
P less than .30		

Table 19 - Intelligence Rating of Home Economics and Non-Home Economics Girls as Measured by Otis Quick Scoring Intelligence Tests

Scores	Per Cent of Girls	
	Home Economics	Non-Home Economics
100 and above	19	34
90 - 99	39	24
80 - 89	36	19
70 - 79	6	0
$X^2 = 6.0690$		
P less than .10		

On the Otis Quick Scoring Intelligence Test, 19 per cent of the home economics girls scored 100 or above, as compared to 34 per cent of the non-home economics girls. Again, 17 per cent of the home economics girls scored 113 and above on the Detroit Advanced Intelligence Test, as compared with 24 per cent of the non-home economics girls, while 66 per cent of the home economics girls scored 93 per cent or below, with 48 per cent of non-home economics girls scoring at this point.

The difference in intelligence of the two groups of girls may be accounted for by the lower socio-economic status of the families of the home economics girls. Although data are not available to judge the extent to which the girls in the Monterey High School are a cross section of all the girls attending the high school, it is the belief of the investigator, who has taught in the high school for 12 years, that they represent a fairly good cross section of the high school population. Thus, it appears that the difference in intelligence and socio-economic status of the two groups of girls reflects a difference between the two communities.

Summary

A comparison of the home economics and non-home economics girls reveals the following:

The home economics girls rated significantly higher than the non-home economics girls on personal appearance. Also the home economics girls scored higher on total adjustment than did the non-

home economics girls but the difference was not great enough to be significant at the .05 level.

Of the areas of adjustment studied, the home economics and non-home economics girls showed the greatest difference in emotional adjustment in favor of the home economics girls. Both groups rated better in home adjustment than in any other area.

The non-home economics girls scored higher than the home economics girls on both the Detroit Advanced Intelligence Test and the Otis Quick-Scoring Mental Ability Tests, but the difference was not large enough to be significant at a .05 level.

Chapter IV

SUMMARY

The objectives of this study were:

1. To compare the clothing practices, and other differentiating factors of girls in two high schools in Highland County, Virginia. In one high school, the girls have had the advantage of Home Economics training. In the other high school, no Home Economics training is offered.

Sixty four high school girls who had had Home Economics in Monterey High School and 29 girls from the Blue Grass High School who had not had Home Economics furnished the data for this study. The data were collected through group interviews during the regular school day.

The age of the girls used in this study ranged from 12 to 19 years. The average age for home economics girls was 15 years 11 months, and 15 years 7 months for the non-home economics girls.

The socio-economic status of the non-home economics girls was significantly higher than was true of the home economics girls.

In spite of the difference in socio-economic status, the wardrobe content and value of garments in the wardrobe was similar for the two groups. This would suggest that wardrobe content is more influenced by age of girls than by income and specialized training.

The average number of garments in the wardrobes of these high school girls was 33, with an average purchase price of $181.55. The girls wore most of their clothing for no longer than one year and spent approximately $150.68 yearly on clothing.

Both home economics and non-home economics girls usually purchased their garments ready-made, with the home economics girls having a few more home constructed garments than non-home economics girls. The garments most often home constructed were dresses and blouses, 31 per cent and 20 per cent respectively. Winter coats, jackets and spring coats were the garments seldom home constructed.

These girls purchased almost a third of their garments through mail order houses. More than half of the garments were selected by the girls themselves.

Sewing machines were found in practically all the homes and 97 per cent of the home economics girls and 69 per cent of non-home economics girls used the machine.

Neither group of girls had long time plans for clothing purchases. They tended to buy garments as needed, although two-fifths said that they studied their wardrobe needs before they bought clothes.

Both groups liked their clothing. Furthermore, they did not feel that they were spending too much money for clothes and felt they were well dressed when dressed as their friends.

In spite of the fact that there is little difference in wardrobe content, attitude toward clothes and clothing practices, the home economics girls rated significantly better on personal appearance than did the non-home economics girls.

The home economics girls scored slightly better on total adjustment and on emotional adjustment than non-home economics girls. Both groups scored similarly on home adjustment. They made higher scores on home adjustment than any other area of adjustment studied.

The non-home economics girls scored slightly higher in mental ability than did home economics girls.

If these groups are representative of home economics and non-home economics girls, it must be concluded that the effect of home economics teaching will not be shown in wardrobe content and clothing practices nor in the number of garments constructed by girls. The points at which the home economics girls were superior were on personal appearance and general adjustment. Although it cannot be concluded that this difference is due to home economics solely; no doubt home economics teaching did contribute to the superiority of home economics girls in these areas.

RECOMMENDATIONS

1. In order to get a more accurate measure of the contributions of home economics education to the improvement of the living of high school girls, it is recommended that a longitudinal study be undertaken which would cover the 4 years of high school. This would entail studying the home economics girls and a control group as they enter high school with adequate measure for the factors to be studied. Similar measures would be made on the girls as they finish their senior year. Such a study would throw more light on the contribution of home economics.

2. In order to give some insight into what home economics education in high school contributes to the homemaking ability of girls, it is recommended that a comparative study be made of two groups of high school graduates who are homemakers; one group who were home economics students during high school and the other non-home economics. The two groups would be compared for adequacy of home management practices and for satisfactory family living.

3. Since this study agreed with the study of Doris Jean Reid, namely, A Study of the Clothing Practices of Urban High School Senior Girls, that home economics girls do little clothing construction, it is recommended that the home economics clothing work in high school be re-evaluated in the light of present emphasis on clothing construction.

4. In view of the greater proportion of high school girls selecting and buying ready-made garments both in local stores and

through mail order stores, it is further suggested that the home economics clothing offerings in high school be re-evaluated in the light of need for better training for the buying and selection of ready-made garments.

5. If the findings of this study are typical, there is reason to believe that the Home Economics Education program in high school is making a contribution to the general adjustment of girls. The possibility of increasing the emphasis in Home Economics education which would lead to better adjustment and improved living should be explored.

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APPENDIX

Community_____ Name of Evaluator_____

Socio-Economic Status of Family

After each family name listed below place a check in the column which most nearly describes the socio-status of the family in the community, keeping in mind the educational, social and financial status.

Name of Family Head	Upper	Middle	Lower

School_____ Teacher_____

Appearance of Subject

After each girl's name listed below place a check in the column which most nearly describes her appearance.

Name of Girl	Good	Fair	Poor

A Comparative Study of Home Economics

and Non-Home Economics Girls in High School

School _____

1. Name _____
2. Address _____
3. Date and year of birth _____
4. Parents or guardian's name _____
5. Parents or guardian's occupation _____
6. Are you taking Home Economics this year? _____
7. Circle the number indicating the years you have taken Home Economics 0 1 2 3 4 .
8. Have you ever been a member of a Home Economics club? _____
9. List the colors you like best _____

Garment	How Obtained			When Purchased				Where Purchased				
	Ready Made	Made at Home	By Whom Selected	This Year	1 year ago	2 years ago	3 years ago	Was Gift New	Was Gift Used	If Used Gift Was it Remodeled	Store Mail Order	Cost

Type						Kind of Material					How Like			
Predominant Color	Work	School	Sport	Dressy	Evening	Cotton	Rayon	Wool	Nylon	Linen	Don't Like	Like	Like Very Much	About How Often Do You Wear It

Garment	How Obtained			When Purchased				Where Purchased					
	Ready Made	Made at Home	By Whom Selected	This Year	1 year ago	2 years ago	3 years ago	Was Gift New	Was Gift Used	If Used Gift Was It Remodeled	Store	Mail Order	Cost
Skirts													
1.													
2.													
3.													
4.													
5.													
6.													
Sweaters													
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
Suits													
1.													
2.													
3.													
4.													

Type						Kind of Material					How Like			
Pre-dominate Color	Work	School	Sport	Dressy	Evening	Cotton	Rayon	Wool	Nylon	Linen	Don't Like	Like	Like Very Much	About How Often Do You Wear It

Garment	How Obtained			When Purchased				Where Purchased					
	Ready Made	Made at Home	By Whom Selected	This Year	1 year ago	2 years ago	3 years ago	Was Gift New	Was Gift Used	If Used Gift Was It Remodeled	Store	Mail Order	Cost
Winter Coats													
1.													
2.													
3.													
4.													
Spring Coats													
1.													
2.													
3.													
4.													
Raincoats													
1.													
2.													
3.													
Jackets													
1.													
2.													
3.													
4.													
Spring Hats													
1.													
2.													

Type						Kind of Material					How Like			
Pre-dominate Color	Work	School	Sport	Dressy	Evening	Cotton	Rayon	Wool	Nylon	Linen	Don't Like	Like	Like Very Much	About How Often Do You Wear It

Garment	How Obtained			When Purchased				Where Purchased					
	Ready Made	Made at Home	By Whom Selected	This Year	1 year Ago	2 years ago	3 years ago	Was Gift New	Was Gift Used	If Used Gift Was It Remodeled	Store	Mail Order	Cost
Winter Hats													
1.													
2.													
3.													
Shoes													
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													

Type						Kind of Material					How Like			
Predominate Color	Work	School	Sport	Dressy	Evening	Cotton	Rayon	Wool	Nylon	Linen	Don't Like	Like	Like Very Much	About How Often Do You Wear It

Read question carefully. If your answer is "yes", place check mark in column "yes". If your answer is "no", place a check in the column, "no".

	Yes	No
1. Do you like your clothing?		
2. Do you feel that you have enough clothes?		
3. Do you feel that you are as well dressed as your friends?		
4. Do you feel well dressed if you are dressed similar to your friends?		
5. Do you have a clothing budget?		
6. Do you feel that you spend more money than you should for clothes?		
7. Do your parents give you money for clothes when you ask for it?		
8. Do you get an allowance?		
9. If so, do you buy your clothes from your allowance?		
10. Do you earn any of your spending money?		
11. Do you like the clothes you choose for yourself as well as those some member of your family chooses for you?		
12. Do you have a sewing maching in your home?		
13. Do you use the sewing machine?		
14. Do you like to sew?		
15. Do you have an electric iron in your home?		
16. Do you have running water in your home?		

	Yes	No
17. Do you have a washing machine in your home?		
18. Do you use the washing machine?		
19. Are your clothes washed with the family wash?		
20. If so, are your clothes washed separately?		
21. Do you have a closet for your clothes?		

Read the question carefully and check the column you believe fits your case.

	Usually	Some-times	Never
1. Do you study your wardrobe needs before you buy clothes?			
2. Do you plan the number of garments you buy each year?			
3. Do you buy garments when you need them?			
4. Do you buy garments just because you like them?			
5. Do you buy a complete outfit at a time?			
6. Does some member of your family help you with your shopping?			
7. Are you allowed to make your own choice when purchasing a garment?			
8. Do you consider the color of a garment in relation to your coloring?			
9. Do you consider the style of clothes in relation to your personality before buying?			
10. Do you try on before buying:			
1. Coats			
2. Suits			
3. Dresses			
4. Shoes			
11. If you order clothes do you read the description of the garment before ordering?			
12. Do you wash your sweaters and wool skirts?			

	Usually	Some-times	Never
13. Do you press your clothes as soon as they need it?			
14. Do you store your wool garments in moth proof containers in the summer?			
15. Do you store your summer clothes during winter months?			
16. Do you give your school clothes weekly care?			
17. Do you mend or repair your clothes as soon as they need repairing?			
18. Do you polish your shoes regularly?			
19. Do you keep shoe-trees in your shoes when not wearing?			
20. Do you hang your dresses on hangers when taking them off?			
21. Do you wear overshoes in bad weather?			
22. Do you take a bath each day?			
23. Do you use a deodorant daily?			
24. Do you remove hair from under-arms regularly?			
25. Do you brush your hair daily?			
26. Do you keep your comb and brush clean?			
27. Do you allow others to use your comb?			
28. Do you shampoo your hair as soon as it appears stringy and oily?			
29. Do you "roll your hair up" after washing?			

	Usually	Some-times	Never
30. Do you "roll your hair up" every night?			
31. Do you give your nails daily care?			
32. Do you give your nails weekly care?			
33. Do you use lipstick?			
34. Do you use a shade of lipstick that will blend well with the color of the dress you wear?			

V I T A

SUBJECT: Lucinda Hiner Beverage

PLACE OF BIRTH: Monterey, Highland County, Virginia

DATE OF BIRTH: January 1, 1919

ELEMENTARY EDUCATION: Monterey High School, 1924-1932

HIGH SCHOOL EDUCATION: Monterey High School, 1932-1936

COLLEGE EDUCATION: Madison College, Harrisonburg, Virginia, 1936-1940, majoring in home economics, with B. S. degree in 1940

Virginia Polytechnic Institute, Blacksburg, Virginia, summers 1950-1955, graduate work in home economics

POSITIONS: 1940-1942: Teacher of Home Economics, Linville-Edom High School, Rockingham County, Virginia

1942-1955: Teacher of Home Economics, Monterey High School, Monterey, Virginia

Lucinda Hiner Beverage