

A STUDY OF THE INFLUENCES AFFECTING
THE SELECTION OF CLOTHING FOR FRESHMEN
WARDROBES BY HOME ECONOMICS
STUDENTS AT A CANADIAN COLLEGE

Thesis for the Degree of M. A.
MICHIGAN STATE UNIVERSITY
Eleanor Muriel Sanford
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By

Eleanor Muriel Sanford

AN ABSTRACT

Submitted to the College of Home Economics
of Michigan State University in partial
fulfillment of the requirements
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Department of Textiles, Clothing, and Related Arts

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Approved Mary Lou Rosencranz

ABSTRACT

This study was designed to explore various influences on the clothes selected by freshmen students specifically for campus wear. Inventories of clothes bought or made by eighty-eight Home Economics students at a Canadian college were analyzed and considered in relation to the background and clothing practices of their purchasers. Social factors which might have influenced economic behavior were then tested statistically against actual practices to see whether or not the influences were significant.

Findings showed these Canadian consumers to have bought most of their \$300 worth of clothes in Canada; but to have read the same numbers and types of fashion magazines and spent nearly the same average amounts for their wardrobes as had American students in the same year. Some Canadian clothing brands were as well-known as American names. Students showed above average brand recognition.

Over three-quarters of the group could sew and had made about one-quarter of all garments that could have been either sewed or bought as ready-to-wear. They sewed to have more clothes for the same amount of money or because they liked to sew. However, they desired more instruction in wardrobe co-ordination and in choosing becoming styles.

Rural background was shown by Chi Square techniques to be related to independence in choice of clothing; more spent on fabrics; sewing learned at home; having fewer types of clothes; and less interest in fashion reading.

High income, urban environment and lower educational levels were three characteristics in one group that related to wider variety of types of clothes; higher wardrobe costs; less learning to sew at home or school; and a preference to shop alone and to buy some clothes in the United States.

The group having the widest variety of clothes in their wardrobes were found to be from urban areas; less interested in constructing clothes, to have purchased more clothes during the college year and to have read fewer fashion magazines.

Those who had read many fashion magazines were more independent in making clothing choices; less interested in knowing in advance what was worn on the campus; did more pre-planning of their wardrobes; were above average in recognizing brand names; and showed a tendency to sew more items for their wardrobe than had the remainder of the sample.

Girls who had sewn from six to fourteen items of their wardrobe were found to have had more instruction at home or in classes outside school; to have taken a similar amount of school clothing construction classes; and to have read more fashion magazines than those who had bought almost all wardrobe items ready-made. Lower wardrobe costs were possible for the ones who sewed, thus their savings were used to purchase more items of clothing.

Influences of background, mass-media, and the skill to be able to either make or to buy their clothing all affected the clothing choices made by these students and their approach to the selection of items for their freshman year wardrobes.

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CHAPTER I

INTRODUCTION

The objective of this study was to gain an insight into the socio-economic factors influencing the college freshman when she assembles a wardrobe for her first year of campus activities. Some investigations of a similar nature have been made of the American freshman, but less is known about her Canadian counterpart.

Preparation of a college wardrobe involves expenditure not only of money but of time and thought. A considerable amount is usually spent to augment the wardrobe that was suitable for high school days into one which will be adequate for the more varied activities of campus life. It is also a time when many young women take an adult role in society. The change is made from living within the unit of the family to being on an equal basis with the larger group in the dormitory residence; from having decisions made for her in some fields to being able to make decisions independently. Some of the economic aspects of the problem are: What kinds of clothing are needed? How many skirts, sweaters, or blouses, for example, does the average student add to her wardrobe? If the student can sew, what items will be made? What is the range of prices paid for various items? Does the money for these purchases come from a clothing allowance or is it earned by the student? In what type of store and in what cities are the items bought? In what country are the garments made or purchased? The latter question is included because the Canadian consumer may choose from articles made in the United States, Great Britain and many other countries as well as those made in her own country. The students in this study lived close to the border

between the United States and Canada and may have had an opportunity to shop in both countries.

Although the economic problems involved directly or indirectly in wardrobe purchases are many and varied, to limit the study to these factors would give an incomplete report of the influences present when a purchasing decision is made.¹ This study attempts to determine how the students decide what they need; what influences there are on the choices they make; if they are influenced by people they know or from newspapers and magazines which they have read; the extent of their background experiences and interest in choosing their own clothes; and their ability to decide whether a clothing article is becoming or suitable as well as being worth the purchase price.

Presuming that many who enroll in a Home Economics program have an interest and enriched background in clothing practices, their decisions both as freshmen and students with a future professional interest in the field provides an added perspective.

It was expected that in making a detailed study of students who have recently been involved in the high-school to college metamorphosis, some clarification, classification and identification of their clothing practices would be possible.

Home Economics curricula at the college level could then be evaluated in the light of the students' past activities in the field of clothing; give retailers and manufacturers a knowledge of the outcome of their endeavors; and rate the differences and similarities between Canadian College students and those in the United States.

¹George Katona, Psychological Analysis of Economic Behavior, (New York: McGraw Hill Book Co., Inc., 1951); and Janet Wolff, What Makes Women Buy? (New York: McGraw Hill Book Co., 1958).

CHAPTER II

REVIEW OF LITERATURE

Although clothing exists as an area of study within the framework of the discipline of Home Economics, implications for it from the findings in other fields such as Economics and Sociology cannot be kept apart. We may also utilize the development of new approaches and more accurate techniques for measuring behaviour from social research methods. This survey explores the influences on college freshmen as they choose their college clothes, first as consumers within the Canadian economy; then as having certain behaviour patterns which are the product of these factors. This review of the literature includes a brief investigation of the Canadian economy relating to the clothing market; but in the main is concerned with the studies in sociology and economics applicable to clothing.

The Canadian Clothing Market

Canadian women have a number of inter-acting influences which make their clothing choices similar in many ways to those of her neighbours in the United States. The same fashion publicity is seen, the same magazines read, and even apparel made in Canada is influenced by the fashions of New York. An increasing number of American dress firms have branches in Canada or make arrangements for the manufacture of some of their designs through an established Canadian clothing firm.

It might seem as though there would be little scope for Canadian clothing industries, but in spite of many obstacles they do play an important part in the economy. As a completely self-governing country Canada is less than one hundred years old. Although her area is larger

the population is only one-tenth that of the United States. Until the last few decades the economy was based on the primary industries connected with the rich natural resources. These are still important, but the recent economic boom has helped to enlarge and strengthen secondary industries so necessary to an industrial economy. Textile mills now make greater use of fibers and yarns created from chemicals produced in the country, thus lessening reliance on heavy imports of wool and cotton fibers. Clothing manufacturing has also been more firmly established.

Canada would like to supply a greater part of her home market in clothing and textiles but cannot become too specialized until the market is larger, having to be more diversified at present than is efficient economically. This is one of the reasons why the level of productivity is only two-thirds that of the American market for secondary industry in general. In the report made by the Gordon Commission, two markets were compared as follows:

This study finds that the United States market for products of secondary industry is in physical terms some 18 to 19 times as large as the Canadian, compared to a population difference of about 10 to 1, and an income difference of 15 to 1. . . . the study suggests that there is a fair correlation between the relative size of the Canadian market and the proportion of it which is supplied by imports. This supports the conclusion that when the Canadian market is relatively large, Canadian costs tend to be more competitive than when the market is relatively small.¹

Trade with the United States is in a balance favouring that country. Canada is also connected by bonds of loyalty and trade agreements with the United Kingdom and countries of the Commonwealth which bring in goods from other countries to compete with those produced in Canada.

¹Royal Commission on Canada's Economic Prospects; Final Report, November 1957: (also called the Gordon Commission), (Ottawa, Canada: The Queen's Printer, 1958), p. 235.

With reference to economic links a report on income and production in Canada and the United States said:

. . . the United States exerts a powerful influence on the economic destiny of all countries throughout the world. For Canada this impact is particularly strong and widespread. . . . The overriding consideration is again in the extreme openness of the Canadian economy. The inevitable consequence of this world orientation is that impulses originating in the United States are transmitted to this country both indirectly through its contacts with third countries and more tangibly through its direct and intimate links with the United States.¹

Some of the advantages gained by the Canadian clothing manufacturer recently have included revisions and raising of tariffs on clothing imports creating an opportunity to compete more favorably in regard to price with items from other countries. There has also been a change in the attitude of the Canadian publications, especially newspapers, who now give more promotion and publicity to the products of their country's clothing industry.² A great many of the magazines read in Canada, however, come from the United States. The following quotations from the findings of a survey in Arts, Letters, and Sciences from 1949 to 1951 gives an indication of the competition that publications, other than newspapers, face:

Canadian magazines with much difficulty have achieved a circulation of nearly forty-two millions a year as against an American circulation in Canada of over eighty-six millions. 'Canada . . . is the only country of any size in the world whose people read more foreign periodicals than they do periodicals published in their own land, local newspapers excluded.'³

¹I. Brecher and S. S. Reisman. "Income and Production in Canada and the United States," a special report published as part of The Royal Commission on Canada's Economic Prospects. (Ottawa, Canada: The Queen's Printer, 1957), p. 3.

²Style, the Canadian equivalent of Women's Wear Daily, has been active in promotion and publicity for the Clothing Industry.

³Report of the Royal Commission on National Development in the Arts, Letters and Sciences: 1949 to 1951. Inner quotation from a special study made in connection with the larger report called "Present Day Influences on Canadian Society," (Ottawa, Canada: King's Printer, 1951), p. 16.

The report goes on to comment:

Cultural exchanges are excellent in themselves. They widen the choice of the consumer and provide stimulating competition for the producer. It cannot be denied, however, that a vast and disproportionate amount of material coming from a single alien source may stifle rather than stimulate our own creative effort.¹

In summarizing it's findings, the Gordon commission predicted a fairly rapid increase would take place in clothing expenditures in Canada, and further integration of the Canadian into the North American economy, but with imports from other areas of the world continuing to be attractive to Canadians.²

Studies in the Fields of Sociology, Economics and Clothing

Since this present study proposes to investigate certain types of influence, much assistance was gained from a definitive investigation of the nature of influence and the way in which influences may be transmitted.³ Eilhu Katz and Paul Lasarsfeld conducted a survey for the Columbia University Bureau of Applied Social Research to trace channels of influence affecting marketing choices and other areas. They studied a cross-sectional sample of 800 women in Decatur, Illinois, and their findings, explaining the part played by people in the flow of mass communications, are reported in the book entitled Personal Influence. The method of impact analysis was used to investigate how ideas were transmitted from media to opinion leaders and from them to the people

¹Ibid., p. 18.

²David W. Slater, "Canada's Imports," The Royal Commission on Canada's Economic Prospects, a special report published as an Appendix. (Ottawa, Canada: Queen's Printer, January 1957), pp. 105, 172.

³Elihu Katz and Paul F. Lazarsfeld. Personal Influence (Glencoe, Illinois: The Free Press, 1955).

with whom they came in contact. Results of the study gave insight into the forces that create change of basic attitudes, as well as the degree of influence of these forces.

Influences received through personal contact were found to be more significant than those from mass media because they were more direct and subject to control.¹ The impact from magazines was found to be closer to personal influence than the impact received from books, and thus to be more effective. Magazines were the only formal media mentioned frequently enough to treat statistically.² The findings showed opinion leaders to be more exposed to mass media than the non-leaders, and to be very like the people they influenced. (This is described as a "horizontal" rather than a "vertical" flow of influence). For example women exerting fashion influence were from the same social and economic levels as those they influenced. In areas of fashion, leadership was from those who were young and highly gregarious.

Three factors of differentiation were used: life cycle, social and economic status, and gregariousness. The fashion leadership role, when related to life-cycle, showed 48 per cent of the "girls" (single and under thirty-five) to have influence.³ Interest in fashion was found in 80 per cent of the younger group.⁴ Regarding social and economic status levels, advice was accepted from a similar social group, with women of high and medium levels having the greatest interest.⁵ When studied in relation to gregariousness, fashion leaders showed a drop in

¹Ibid., p. 185.

²Ibid., p. 180.

³Ibid., p. 248.

⁴Ibid., p. 250.

⁵Ibid., p. 265.

leadership at the high economic level, and the hypothesis was that this was likely due to the feeling of this group that fashion discussion is in poor taste.¹

Throughout the study "fashion" was credited with any influence toward changes concerned with clothing or cosmetics, and was defined as: "making the right choice at the right time."² Two-thirds of the women studied reported a fashion change resulting from personal influence.³

Definition of the term "fashion" has proven confusing in many studies. In an article by Bernard Barber and Lyle S. Lobel for Social Forces,⁴ it is discussed in relation to being "over-generalized," and "having too many referents" when used in describing social behaviour. Fashion is defended as not being irrational when considered in relation to class structure, age-sex roles and the economic system. In a study of "fashion copy" written for fashion magazines they reviewed the social function of clothes in all societies as being utilitarian, esthetic, and symbolic, and having mixed, latent or manifest characteristics. For a definition of "fashion" and its meaning related to clothes; they say:

Fashion in clothes has to do with the styles of art, color, silhouette, stuffs etc. that are socially prescribed and socially accepted as appropriate for certain social roles, and especially with the recurring changes in these styles.⁵

¹Ibid., p. 269.

²Ibid., p. 247.

³Ibid. p. 247.

⁴Class, Status, and Power. A Reader in Social Stratification edited by Reinhard Bendix and Seymour Martin Lipset (Glencoe, Ill.: Free Press, 1957), (The article "'Fashion' in Women's Clothes, and the Social System" by Bernard Barber and Lyle S. Lobel, from Social Forces, Vol. 31, December 1952, pp. 124-131), p. 324.

⁵Ibid., p. 325.

As a function of consumption, clothing is equated to class position, even if this is not an intended or manifest function. Women with skill in maximizing the number and quality of clothes within a given budget by making their own, buying seconds or items at clearance prices can, in this way, overcome differences in social equality and be part of the upward mobility of society.¹

Copy dealing with fashions for college girls was found to be directed almost entirely in favor of classics and casuals which were described as: "the college girl's temporary but socially structured removal from the need to display her class status."² That fashion leaders and models came from within the college girl group was the interpretation made from the mention made of "college editors" and "college boards" in some magazines.

In summary Barber and Lobel refer to the "interdependence between fashion behaviour and the American economic system" since "at all income levels but the very highest ones, women need to get the most for their money so that they can maximize their claim to social class position."³

As mentioned briefly in the procedure, some questions used in the questionnaire were adapted from Mary Lou Rosencranz' study of Clothing Interest⁴ which found them to be significant in determining areas in which clothing interest could be measured. By re-using these questions it was possible to make the questionnaire for the present study more valid, and also provided an opportunity to test the response of

¹Ibid., p. 326.

²Ibid., p. 330.

³Ibid., p. 331.

⁴Mary Lou Rosencranz, "A Study of Interest in Clothing Among Selected Groups of Married and Unmarried Young Women"(unpublished Master's thesis, Michigan State University (College) 1948).

another group. Using the critical ratio technique to test which items on the questionnaire best measured clothing interest, she found the most significant question to be: "Which of these types of clothing do you have in your wardrobe?" (followed by a list of sixteen types to be checked).¹ The critical ratio for this was found to be 11.4 (with 2 or more considered statistically significant at the 5 per cent level). Other questions found to have high critical ratios pertained to: reading of fashion ads (6.9); recognition of fashion designers (6.5); choice of a magazine (6.3); frequency of making clothes they couldn't buy (6.2); recognition of name brands (6.1); and when the wardrobe was planned (5.3).²

As the six groups measured were of various types, the instrument was developed to be applicable for differences in age, occupation, income, environment, levels of education, activities and family responsibilities. Home Economics groups; girls under 25 years of age; students; urban environments; and high income were the primary factors found significantly relevant to clothing interest. Secondary factors (between the 0.02 and 0.05 level of Chi Square) were: high level of education; single marital status; no children; and group membership.³

Margaret Warning in a study of Social Class and Clothing Behaviour found the number of garments, the individual selecting them, and the type of garment to be not important facts in themselves, but indicative of the values and attitudes responsible for the similarities between social classes.⁴

¹Ibid., p. 160.

²Ibid., pp. 145-147.

³Ibid., pp. 33-39.

⁴Margaret Warning, "The Implications of Social Class for Clothing Behaviour," (unpublished Doctoral thesis, Michigan State University, 1956), p. 126.

Other studies made in the field of Home Economics give information about how various groups have reacted to or depended upon influence either of persons or mass media. In summary, Silverman¹ found over two-thirds of the 18-year-olds accepted responsibility for clothing buying, but over three-quarters of the older girls sought their mother's advice. Leask reported that mother's advice was sought seven out of eleven times, and that there was increasing freedom of choice as the students approached their senior year. In order of importance, influences on choice were newspaper advertisements, displays in store windows, parental income, clothes worn by classmates and whether their clothing was paid for by themselves or their parents. In general the shopping independence varied inversely with the price of the garment, and 88 per cent purchased the majority of their apparel as ready-to-wear.² Reid³ found 47 per cent of her group usually read fashion magazines, and 61 per cent earned all or part of their spending money. In Rosner's study⁴ the influence of parents affected two-thirds of the sample, and clothing ads and best girl friends' ideas influenced over 50 per cent. Magazine ads and articles also affected them. Barr's findings were that "advertising seems to be more potent as a source of fashion ideas than as a direct

¹Sylvia S. Silverman, "Clothing and Appearance, Their Psychological Implications for Teen-Aged Girls," Contributions to Education, No. 912, (New York: Bureau of Publication, Teacher's College, Columbia University, 1945), p. 59.

²Grace J. Leask, "A Survey of the Clothing Preferences and Buying Practices of One Hundred Girls of West Division High School, Milwaukee, Wisconsin," (unpublished Master's thesis, Michigan State University, 1953), pp. 46, 54.

³Doris Jean Reid, "A Study of Clothing Practices of Urban High School Seniors," (unpublished Master's thesis, Virginia Polytechnic Institute, Blacksburg, 1951), p. 26.

⁴Anne L. Rosner, "A Survey of the Clothing Preferences and Buying Practices of Girls of Roosevelt High School in Chicago, Ill. (unpublished Master's thesis, Michigan State University, 1954), pp. 65-68.

stimulus to buying."¹

A study of the buying practices of college girls was made by Engen² which found that 25 per cent of the skirts, some formals and school dresses were made by the students; most of those who sewed had learned to sew at home.³ Seventy-five per cent shopped with mother, and 40 per cent with girl friends. Two-thirds of the winter coats bought in this study had been purchased on a sale.⁴ That girls expressing greater interest in clothes by reading were also knowledgeable of fashion trends, was one of the findings in Warden's⁵ investigation into the desires and goals for college women. Those with greatest interest were non-sorority girls in Liberal Arts.⁶

An amount of \$182.55 was given as the average spent per year by the students studied by Edelman in 1940.⁷ A survey conducted by the Gilbert Youth Survey for Seventeen magazine in the fall of 1959 found the average spent by a college girl in the United States for her freshman wardrobe was \$354.49, and said the students "do their biggest clothes

¹Estelle D. Barr, "A Psychological Analysis of Fashion Motivation," Archives of Psychology, No. 171 (New York: Columbia University, 1934), p. 99.

²Blossom C. Engen, "Buying Practices for Specified Apparel Items of 50 College Girls" (unpublished Master's thesis, Michigan State University, 1957).

³Ibid., p. 43.

⁴Ibid., p. 39.

⁵Jessie A. Warden, "Some Desires and Goals for Clothing of College Women" (Doctoral thesis, Southern Illinois University, 1957).

⁶Warden, ibid. --abstract in Journal of Home Economics, March 1957, p. 233.

⁷Reba I. Edelman, "Trends in the College Wardrobe" (unpublished Master's thesis, Drexel Institute of Technology, 1940); abstract in Journal of Home Economics, Vol. 32, May 1940, p. 310.

stockpiling in preparation for their first year college."¹ This provides an interesting field of study for those wishing to know what, why, and how they buy.

¹"The College Freshman Story" published by Seventeen magazine, 1960, pp. 3, 4.

CHAPTER III

PROCEDURE

This study may be divided into two parts; 1, the investigation of economic practices and background of freshmen students; and 2, the exploration of the possible social influences which may have affected their choices.

Instruments

An inventory and a questionnaire were decided upon as the means of acquiring the desired information. These forms were distributed to the sample at the end of the academic year, April 1960.

The detailed inventory listed all types of clothing outerwear. The sample was asked to describe only those items which had been purchased or made for college wear during the past year and to indicate the number of items bought; the type of fiber and the fabric of which they were made; the brand name of the item(if known); and the cost. Two columns for costs enabled the price paid for ready-to-wear to be distinguished from that paid for fabric. . Articles that had been purchased on sale were to be marked with an "S", and a check mark and an "x" were used to indicate an item considered to be a good buy or a poor one. . (For full details of the inventory and questionnaire see the Appendix.)

A questionnaire was selected as a means of obtaining information about the background of the student; details of her previous training in clothing construction and selection; her reasons for sewing; the number

of articles she read on fashion changes in magazines and newspapers; the persons who helped her choose her college clothes; her choice and knowledge of name brands; where she shopped; and what she bought. Some questions were based on those given in other studies but adapted to the present group.¹ After consideration, it was decided not to use an interview with part of the group, since students living in the same residence and attending classes together would undoubtedly discuss the questions.

Part of the questionnaire was pre-tested on a group of freshmen students at Michigan State University, omitting the inventory which had been used in other surveys and needed only to be brought up to date.

Selection of the Sample

Students enrolled in the first year of a Degree course in Home Economics and those taking a one-year Diploma course in Homemaking were the population of this study. The total group numbered eighty-eight. The fifty-three Degree course students and the thirty-five members of the Diploma class were in the same age group but differed in academic attainment and social background. However, all were taking Home Economics courses, though of different types, and all had prepared their clothing wardrobes for the classroom and social activities of a campus life.

The college where these students were studying is located in Guelph, Ontario, about 60 miles west of Toronto. Macdonald Institute is part of the Ontario Agricultural College campus. In 1959-60 this

¹For example question 19 was adapted from one which had been used in Mary Lou Rosencranz's "Study of Interest in Clothing Among Selected Groups of Married and Unmarried Young Women" (unpublished Master's thesis, Michigan State University, (College), 1948).

college had the highest number of students enrolled full time in Home Economics and on the same basis was the fourth largest in Canada.¹

Statistical Technique

Statistical techniques were useful in the analysis of certain relationships existing in the findings and aided in obtaining a more complete interpretation of the data. According to Margaret J. Hagood in Statistics for Sociologists: "When a study utilizes only the descriptive function of statistics its validity is not dependent upon (the) number of cases studied or upon method of sampling."²

Chi Square was used to test the significance of difference between the distribution expected and the distribution actually observed, this being the sampling distribution of the sums of independent squares. It was computed by summing the squares of the deviations of the observed from the expected frequencies for each cell, divided by the expected frequency for that cell.³ The degree of freedom for the variables compared in this study was one. Reading of Chi Square values was done from a table,⁴ and only variables of less than 0.05 were considered significant, although those below the 0.20 level were considered to have differences approaching significance.

¹"Fall Enrollment in Universities and Colleges, 1959" Dominion Bureau of Statistics, Catalog Number 81-204 (Ottawa, Canada: Queen's Printer, March 1960), Table I, p. 10; Table II, pp. 12-17.

²Margaret J. Hagood, Statistics for Sociologists (New York: Henry Holt and Co., 1947), p. 498.

³Ibid., pp. 504-505

⁴Ibid., Table D, Appendix, p. 904.

CHAPTER IV

DESCRIPTION OF THE SAMPLE

The questionnaire was given to a group of eighty-eight students registered in the first year Degree course and the one-year Diploma course at Macdonald Institute, a Home Economics College which is part of the Ontario Agricultural College located in Guelph, Ontario. The Degree group numbered fifty-three and the Diploma group thirty-five.

The fifty-three students in the Degree group comprised the largest portion of the sample. They had successfully completed five grades of high school from Grades IX to XIII in the Ontario education system and had obtained their Senior Matriculation Certificate for University entrance. The Degree course at Macdonald Institute is a four-year program leading to the degree of Bachelor of Household Science, granted by the University of Toronto. Members of the Degree class have in the past tended to come from small towns or rural areas. Their socio-economic background is middle-middle and lower-middle according to the classifications in Warner's scale.¹ Their fathers in the main are professional men, white collar workers, and farm owners.

The thirty-five students that will be called the Diploma class in this study were taking a one-year program in homemaking at Macdonald Institute. The course offers a diploma, with no professional standing,

¹Lloyd Warner, Marchia Meeker and Kenneth Eells, Social Class in America (Chicago: Science Research Associates, 1949), p. 62.

to its graduates. Although preference is given to girls from rural areas, most of the girls taking the course in the past few years have come from cities. About 70 per cent of the students are from families of the upper-middle and middle-middle social and economic level and their fathers hold professional or managerial positions.

Many of the students who take the Diploma course are academically poor or non-achievers. Although they have spent as many years or more at schools than have the Degree class members, it has taken longer for them to complete requirements for the various grade levels in High School. Quite a few have attended private schools where a more varied program is available, but these schools do not have a course of studies that is under the supervision of the Ontario Department of Education. The limitation imposed by their academic standing usually makes it impossible for them to enroll in a university degree course, but in taking the one-year Diploma course, they have an opportunity to be part of campus activities.

Socially the Diploma group are, perhaps, more mature than the Degree freshmen, but emotionally they are often less mature than their ages would suggest. After completion of the course, 10 to 15 per cent of them will probably be involved in professional occupations such as nursing or teaching, the remainder in clerical or stenographic work or assisting in food or clothing services.

In considering their habits as purchasers of clothing the two groups will be combined in a single unit, but in order to be of value in considering the type of instruction best suited to each group in the clothing curriculum field, one class will be compared to the other. A description of the similarities and differences of the two groups follows.

GENERAL CHARACTERISTICS

Age and Academic Attainment

The majority of the total group (54.5 per cent) were between nineteen and twenty years of age, with 35.3 per cent between seventeen and eighteen, and 10.2 per cent twenty-one years or over. The average age of the Diploma student was 20 and the Degree student 19. Some of the older ones had worked or taught in the year preceding the study; however, most of the group (87.5 per cent) had been students. Entrance requirements for the Degree course normally take five years of high school beyond grade eight for Ontario students. A nineteen-year-old freshman has therefore taken schooling in the standard amount of time. Entrance requirements for the Diploma course are not as extensive and for this group required only two completed years of high school and a minimum age of seventeen years. Of the Diploma students in this study, 17 per cent had grade X standing, 37 per cent completed grade XI, and 37 per cent had grade XII which is the level for Junior Matriculation. Only 9 per cent had completed grade XIII, the Senior Matriculation level in the Ontario Department of Education. These persons are the exception to the usual academic attainment of the group.¹

Residence

Similar to the organization of the Land Grant Colleges of the United States after which it was patterned, the Ontario Agricultural College, directed by the Ontario Department of Agriculture, was designed to

¹When tested with the American Council of Education Psychological Examination for High School Level, these Diploma students would be scored at a Grade XII or over level. However, since the test is not valid for Canadian students using the prescribed American norms, the levels have been equated through the testing of about 1,000 students. The Diploma class in this study had an average high school level of 11.85, slightly higher than the usual 11.6 average for the past classes.

provide educational facilities with preference for students from rural areas. This study showed that in 1960, 56 per cent of the girls came from urban areas. Of the whole group only 19.4 per cent were from farms, 24 per cent from a small town, 21.6 per cent from a small city and 33 per cent from a large city. In further discussion the farm and small towns will be considered as rural areas and the small and large cities as urban areas. Twenty per cent more Diploma students than Degree students were from small or large cities. The Diploma group also included three members from countries outside Canada. Two were from Trinidad and one from Hong Kong.

Number in the Family

As a whole the group members were from families who had an average of 2.8 children. The Diploma students were from slightly larger families (3.1 children) than the Degree group (2.7 children). Eight of the total were an "only child," twenty-six had more than three brothers and/or sisters, and thirty were the eldest in the family. Twenty-seven per cent of the girls had older sisters, 73 per cent were the eldest daughter, and 36 per cent were the only girls in the family.

Sources of Income

Money for purchasing of college clothing came from three main sources. These were: (1) family funds, (2) a combination of family funds and the student's own earnings, and (3) income earned entirely by the students. Over half (56 per cent) stated as the source of their clothing income an amount provided by the family plus earnings of their own. This gave them a chance to purchase items considered "extras" by their families. Many students reported being able to "buy what was

needed" from a fund made up of earnings from summer jobs, savings, bursaries, scholarships, matured insurance policies, and gifts, as well as amounts contributed by parents in the form of a lump sum or clothing allowance. One-third of the sample stated that the entire amount spent on clothing was earned by themselves. Most of this was obtained through summer jobs. Those stating that the entire amount was provided by their families amount to 11.4 per cent. Little difference was noted in income sources between the Diploma and Degree groups.

Budgets

Budgets or plans relating needed items to the amount available for expenditure were mentioned by 17 per cent; only 4.5 per cent gave no indication of how they decided upon the amount they were to spend on college clothes. The greatest number (78.5 per cent) drew from a fund that was either a set amount or one that could be augmented if necessary. Less than 10 per cent indicated that they had experienced difficulty obtaining the needed amount.

Expenditures

The average amount spent for a college wardrobe by the group studied was found to be \$293.42. Calculations were based on \$22,594.00 spent by the seventy-seven persons who completed the inventory part of the questionnaire effectively. This total included costs for all items of clothing outerwear except stockings which were bought for college wear within the last year. The average spent by the Degree students was \$288.23, figured from fifty-one complete inventories; individual expenditures ranged from \$89.00 to \$760.00. Only twenty-six members of the Diploma class gave complete costs for wardrobe

items. Of the total of \$7,792 spent by these persons, the average was \$299.69 with the range in individual expenditures from \$50 to \$786. The Diploma students therefore appear to have spent more for college clothing, even though they are in residence for only one year.

The average wardrobe cost was compared with a pilot study made of the previous Degree class. It was found that the 1960 group spent an average of \$16.98 more per wardrobe than did a similar group in 1959. Since many social and economic factors could have influenced this increase, further study would be necessary before arriving at a predictable yearly average. A study made for the Research Department of Seventeen magazine in September-October of 1959 found the average spent on wearing apparel for each of the 1,964 students surveyed in the United States was \$354.49.¹ This, however, included all clothing costs, whereas the Macdonald Institute inventories were of clothing outerwear only and did not include the cost of stockings and socks.

In regard to the geographical area in which many of the students reside, information was obtained from a 1957 survey by the Dominion Bureau of Statistics which investigated the average yearly amount spent on clothing by families in various cities across Canada.² Residents in the Kitchener-Waterloo city area located about fifteen miles from Guelph were found to spend less for clothing than residents in all Canadian cities studied, an average per family of \$372.00 per year. The amount was \$126.00 less than the amount spent by the top spending area. The city of Toronto ranked fourth highest, with families there spending

¹"The College Freshman Story" published by the Research Department of Seventeen Magazine, Copyright 1960 by Triangle Publications, Inc.

²Dominion Bureau of Statistics Survey of Nine Canadian Cities, 1957, reported in Style, December 30, 1959.

\$428.00 per year. For the whole study the average family size was given as 3.4, the average family's annual expenditure was \$4,830, and there was a 9 per cent average of over-all expenditure allotted to clothing.

The classroom wear chosen by the Macdonald Institute students is fairly casual with most of the students choosing skirts, sweaters and blouses rather than dresses. Socks and flat-heeled shoes are more generally worn than hose and "heels." All first year students live on campus and this tends to keep classroom clothes at an informal level. Clothes for social occasions are fairly dressy.

EXPERIENCE AND INTEREST IN CLOTHING

Students enrolled in a course in Home Economics could be expected to have an interest in clothing and, perhaps, a previous knowledge of clothing construction and selection exceeding that of others in their age group. The ways in which this sample indicated previous clothing experience or interest will be considered on the basis of the whole group, mentioning the differences between the two classes, i. e. Degree and Diploma, only when they show a marked dissimilarity.

Types of Clothing Experience

Of the total group, 78 per cent indicated they sewed for themselves before coming to college. To determine where their sewing experience and instruction had been obtained, they were first questioned as to where they had learned to sew. Over half of the Degree group (60.4 per cent) stated they had learned to sew at home. However, since only 22.9 per cent of the Diploma class members had learned in this environment, the average for both groups was 45.5 per cent. "Mother" was named as an instructor by 45.5 per cent of the students; and 20.5

per cent considered they were partially self-taught, or had learned through the experience of sewing on their own.

Among those who had learned to sew at school, 13.6 per cent had taken only one year of instruction. From two to three years of sewing classes had been taken by 25 per cent, with the largest group (43.3 per cent) composed of those who had from four to eight years of clothing construction. In evaluating the amount of instruction in clothing received in school, persons who had taken one or two years were considered to have spent less time in actual sewing than those taking the same number of years in higher grades. A total of 18.2 per cent had not taken any sewing instruction at school.

Fewer students in the Diploma class than in the Degree group had taken 4-H clothing projects or Singer Sewing courses outside of school instruction. Of the whole group 8 per cent had taken one year of 4-H clothing, 6 per cent had had more than a year, and 9 per cent had participated in various projects for four to six years. Classes ranging in length from two weeks to two months had been taken at Singer Sewing Centers by 8 per cent of the sample.

The amount of time spent previously in the field of clothing selection was much less than that spent in actual construction. The Diploma students had received more training than the Degree students, but of the whole group only 29 students or 33 per cent had received any instruction in selection.

Cost of Materials for Clothing Construction

An average of \$37.72 per member had been spent by the sample in the past year for material to make the clothing included in their college wardrobes. The Degree students spent more than did the Diploma students, an average of \$40.32 as compared with \$33.00 spent by the

latter. The individual investment in material ranged from nothing to an amount of \$169.00.

Reasons for Sewing

The students were asked in the questionnaire to rank in order of importance to them the reasons why they sewed for themselves. The greatest number ranked the opportunity to obtain more clothes for the same amount of money as their primary reason. Next highest was the group who liked to sew, then those who sought to obtain a better fit. Those who felt sewing their own clothes gave them a greater choice of fabrics and colors were fourth, and the opportunity to choose the style they wished was the fifth reason. Being able to make their own alterations or obtaining better quality workmanship were not regarded as important reasons for making their own clothes by these students (See TABLE I).

Further Knowledge Desired

To ascertain what information would be most helpful in making future clothing decisions, the students were asked to rate the various fields. The results showed that their greatest interest was first, in learning more about choosing becoming styles; and second, in learning how to co-ordinate their wardrobes. Advanced construction techniques rated third in importance followed by a wish to learn more about fitting. A knowledge of speed techniques in construction was next in order and of equal rating at the end of the list came the number who wanted to know more about ready-to-wear and of fabric buymanship. Degree students were most interested in style choice and co-ordination and the Diploma group led in interest in fitting and speed techniques. (See TABLE II).

TABLE I
STUDENT RATING OF REASONS FOR SEWING

To Have More Clothes		Like to Sew		Better Fit		Wider Choice of Styles		To Make Alterations		Wider Choice Colour, Fabric		Better Workmanship		
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Degree Students														
First	18	34	10	19	10	19	5	9	1	2	3	6	5	9
Second	9	17	9	17	6	11	3	6	2	4	12	23	8	15
Third	10	19	8	15	7	13	6	11	3	6	10	19	7	13
Total	37	70	27	51	23	43	14	26	6	12	25	48	20	37
Diploma Students														
First	11	31	10	29	5	14	1	3	4	11	6	17	0	0
Second	6	17	5	14	5	14	5	14	2	8	4	11	3	9
Third	3	9	5	14	4	11	3	9	3	9	7	20	5	14
Total	20	57	20	57	14	39	9	26	9	28	17	48	8	23
Total														
First	29	33	20	23	15	17	6	7	5	6	9	10	5	8
Second	15	17	14	16	11	12	8	9	4	4	16	18	11	12
Third	13	14	13	15	11	13	9	10	6	7	17	19	12	13
Total	57	64	47	54	37	42	23	26	15	17	42	47	28	33

TABLE II
NUMERICAL RATING OF STUDENT INTEREST IN FIELDS OF STUDY
TO MAKE WARDROBE MORE SATISFACTORY

	Basic & Speed Construction		Advanced Construction		Fitting Techniques		Choice of Be-coming Styles		Wardrobe ordination		Co- Fabric Buy-manship		Ready-to-wear Buy-manship	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Degree Students</u>														
First	3	6	8	15	4	8	16	30	13	25	4	8	4	8
Second	2	4	4	8	11	21	11	21	13	25	12	23	1	2
Third	5	11	5	9	12	23	9	17	4	8	14	26	4	8
Total	10	21	17	32	27	52	36	68	30	58	30	57	9	18
<u>Diploma Students</u>														
First	6	17	5	14	6	17	5	14	3	9	3	9	3	9
Second	6	17	3	9	6	17	6	17	1	3	6	17	4	11
Third	2	6	2	6	5	14	7	20	6	17	5	14	2	6
Total	14	40	10	29	17	48	18	51	10	29	14	40	9	26
<u>All Students</u>														
First	9	10	13	15	10	11	21	24	16	18	7	8	7	8
Second	8	9	7	8	17	19	17	19	14	16	18	20	5	6
Third	7	8	7	8	17	19	16	18	10	11	19	22	6	7
Total	24	27	-27	31	44	49	54	61	40	45	44	50	18	21

Influence of Fashion Publications and Mass Media

Those interested in reading about fashion changes in magazines and newspaper articles were divided evenly into the group who read this information "often" and those who read such articles only "sometimes." Ten per cent indicated that they "seldom" read fashion news.

The number of fashion magazines read ranged from none to nine, with 49 per cent reading up to three magazines, 37 per cent reading from four to six, and 11 per cent from seven to nine. The average number read was three. Seventeen magazine was the most widely read, and was listed by 77 per cent of the group. Next in order were Vogue (read by 63.6 per cent)¹ and Glamour (incorporating Charm) read by 55 per cent. McCalls and Mademoiselle were named by 39 per cent and 28 per cent respectively. Little reference was made to Canadian fashion articles in newspapers or magazines.

The students stated that the magazines that gave them most help in choosing their college wardrobes were Seventeen, 36 per cent, Vogue (Pattern Book and Magazine) 19 per cent, Glamour (incorporating Charm) 16 per cent and Mademoiselle 11 per cent. Compared to a similar study of American college students, this Canadian group appears to read more fashion magazines.² (See TABLE III)

Personal Influence

Since personal influence is a wider and more significant source of direction in making fashion choices, the group was asked to indicate

¹Students when listing magazines read did not differentiate between Vogue Magazine and Vogue Pattern Book.

²"The College Freshman Story," op. cit., pp. 7-8.

TABLE III

FASHION MAGAZINE POPULARITY AS INDICATED BY
CANADIAN AND AMERICAN STUDENT RATINGS

Canadian		American	
Magazines Read During The Past Year		Magazines Read Most Regularly by American High School Seniors ¹	
	<u>Per Cent</u>		<u>Per Cent</u>
Seventeen	77.3	Seventeen	78.6
Vogue ³	65.9	Mademoiselle	45.2
Glamour (and Charm)	54.5	Glamour	8.2
McCall's	38.6	Vogue	3.8
Mademoiselle	28.4	Charm	3.7
(Size of sample, 88)		Harper's Bazaar	1.1
		(Size of sample, 1, 964)	
Magazines Rated "Most Helpful" in Choosing College Wardrobe		Magazines Rated "Very Helpful" in Selecting College Wardrobe ²	
	<u>Per Cent</u>		<u>Per Cent</u>
Seventeen	36.4	Seventeen	53.5
Vogue ³	19.3	Mademoiselle	30.5
Glamour and Charm	15.9	Charm	5.2
Mademoiselle	6.8	Vogue	5.2
(Size of sample, 88)		Glamour	3.1
		(Size of sample, 1, 964)	

¹"The College Freshman Story" Seventeen (Triangle Publications, September-October, 1959), pp. 7-8.

²Ibid.

³See previous explanation regarding Vogue magazines.

who had given them information about what kinds of clothing they would need for wear on campus. It was found that 65 per cent of the group asked for advice,¹ with three times more Degree students than Diploma class members requesting assistance. Forty-four per cent of the group asked students already attending Macdonald Institute while 10 per cent talked with someone from another campus. Advice from graduates of the college was sought by 15 per cent of the students.

In addition to information found on their own initiative, advice offered to the Degree students by their "Soph Sisters" was found useful by eleven freshmen. The girls who had older sisters named them as influential in seven cases. A little advice was obtained from classmates, store clerks, and "mother."

Clothing Interest

As a group these young women indicated that they had taken an interest in choosing their own clothes at an early age. Before attending high school 34 per cent had wanted to choose their own clothes, and 30 per cent developed this interest during their early high school years. A group of 36 per cent stated they had more recently become interested in choosing their clothing. Ninety-three per cent of the students felt that their parents had encouraged them to choose clothing on their own initiative.

The questionnaire then asked how the students would proceed in the purchasing of a major item of clothing such as a coat or suit. Their replies indicated that 36 per cent of them would not buy such an item without consulting anyone, 53 per cent would "sometimes" buy without consultation, and 6 per cent indicated that they would

¹This correlates with the "about two-thirds" reported having received personal influence in fashion in the Personal Influence study by Katz and Lazarsfeld, op. cit., p. 247.

make their own decisions on such a purchase. Five per cent did not reply to this question.

In determining whether or not they chose an item of clothing from an advertisement in a paper or a magazine and then shopped for it, 72 per cent said they did this "sometimes," 22 per cent "never" followed this procedure, only 3 per cent said they "always" did, and 3 per cent gave no reply.

Forty-four per cent of the group "sometimes" showed a dependence on the style choices of their friends, leading to the duplication of items for their own wardrobe. (Some of the girls added that they would do this only if the item was also becoming to them.) Only 3 per cent said they followed their friend's choices "always," and an independent 44 per cent said they never followed that practice.

CHAPTER V

BUYING PRACTICES AND PREFERENCES OF THE GROUP

When Items Were Planned or Bought

The decisions made regarding what items would be needed for college wear began for the majority during the year preceding registration. As far back as a year before college 45.5 per cent began to plan their wardrobes. Eighteen and two-tenths per cent had planned theirs by the end of June and 30.7 per cent waited until the month before registration. A small group, comprising 5.6 per cent did not answer the question.

After arriving on campus 6.8 per cent bought "many" clothes, 45.5 per cent bought "some," but 47.7 per cent considered they had bought only a "few" items. Some purchasing of fabric for clothing construction projects was necessary for all students.

Where Items Were Purchased

Most of the items were purchased either in a large city department store or in a specialty store. Chain Department stores and stores in the United States were a secondary source; and a few persons bought through mail order houses. (See TABLE IV.)

Types of Items Purchased in Each Kind of Store

In the large city department stores, blouses, sweaters, skirts, shoes, coats, dresses, jackets, uniforms, fabrics, and accessories were purchased in that order of frequency. In Toronto and smaller

TABLE IV
STORE PREFERENCE AS INDICATED BY
FRESHMEN PATRONAGE

Type of Store	Number Shopping There	Per Cent of Total Group
Large City Department Store	64	72.7
Specialty Store	62	70.5
Chain Department Store	30	34.1
Stores in the United States	29	33.0
Mail Order	3	3.4

cities in Ontario the T. Eaton Company, Simpson's, Morgan's and the branch stores of each were where most shopping had been done by the students.

At the specialty stores the items most popular were skirts, dresses, and sweaters, followed by blouses and shoes.

Sweaters, then hosiery and skirts were items bought most often at chain department stores. Some shoes, dresses, and fabrics were also listed.

Shopping Outside Canada

For those who did shop beyond the Canadian border, the most frequently purchased items were shoes and dresses. Sportswear, blouses and skirts were popular purchases and coats and sweaters were bought by a few.

Thirty-three per cent of the students shopped in stores in the United States. Detroit and Buffalo, two cities close to the Ontario

border, were where most of the group did their shopping. Large department stores in these two cities and in further distant centers of New York, Boston, Cleveland, and Chicago were named. Some shopping was done in specialty and chain stores in the bordering cities.

Preference in Shopping Companions

Mother was the most frequent choice of a companion for a shopping trip and accompanied 54.5 per cent of the group. Friends were the next most favoured, chosen by 40.9 per cent. About 15 per cent of the girls shopped with their sisters, and 37.5 per cent preferred to shop alone. Some mentioned two or more favorite shopping companions.

Fibers, Fabrics, and Brands Preferred for College Clothes

Fibers and Fabrics: Wool was liked best by 82 out of 88 students, or a total of 93.2 per cent of the group. Tweeds, fine woolens, worsteds, bulky or shag finishes, flannels, mohair fabrics, cashmere blends, camel hair and wool blends, and wool jersey were the preference for winter wear on campus.

Cotton, the next most popular fiber, ranked far below wool and was mentioned by only 18.2 per cent of the students. Cotton fabrics with drip-dry finishes, cotton and Dacron blends, and corduroy were the types preferred.

Orlon was mentioned by 12.5 per cent and silk by 8.0 per cent. A few listed Terylene,¹ Nylon, and Banlon. Only one person mentioned Arnel.

¹Trade name for a Canadian-made polyester fiber, similar to Dacron and Kodel.

Purchasing Practices

Types and Numbers of Items Selected for College Wardrobes:

When totals were averaged for the entire group, each person was found to have added to her wardrobe in the past year nearly four pairs of shoes, three sweaters, and an average of two and one-half each of blouses, sports clothes items, skirts, and jumpers or co-ordinates. Slightly more than two coats or jackets were bought, almost two dresses for more formal occasions, about one and one-half dresses for less formal wear, slightly more than one uniform per person, and almost one article for dormitory wear. About one-half of the group purchased new snow boots or overshoes.

Items Constructed

Of these garments 58 per cent of the skirts, jumpers, and co-ordinates were made rather than purchased as ready-to-wear, as well as 50 per cent of the informal dresses, 46 per cent of the formal and semi-formal dresses; 20 per cent of the sports clothes; and 13 per cent of the blouses. A total of 18.34 per cent of the total items added within the past year had been made, or when evaluated on the total number of items that could have either been made or purchased as ready to wear, the figure is increased to 24 per cent. (See TABLE V.)

Items Purchased on Sale

Coats were the items most frequently purchased on sale (17 per cent) with 15 per cent of the sweaters, 12 per cent of the more formal dresses, 11 per cent of the informal dresses, and 9 per cent of the skirts purchased at a reduction. On the basis of 2,061 total items listed, 151 or 7 per cent were bought at sale prices. (See TABLE VI.)

TABLE V
NUMBER AND PERCENTAGE OF GARMENTS MADE COMPARED TO
NUMBER AND PERCENTAGE OF READY-TO-WEAR PURCHASES

Rank*	Type of Article	Garments Made		Ready-to-Wear	
		#Made	%Made	#Bought	%Bought
1	Dresses, basic	24	68.6	14	31.4
2	Dresses, afternoon	19	63.3	11	36.7
3	Skirts, straight	93	62.0	57	38.0
4	Formals, full length	18	54.5	15	45.5
5	Dresses, tailored	12	52.2	11	47.8
6	Dresses, party and date	19	50.0	19	50.0
6	Jumpers	9	50.0	9	50.0
8	Formals, short	19	44.2	24	55.8
9	Co-ordinates	13	43.3	17	56.7
10	Dress with jacket	6	37.5	10	62.5
11	Dresses, cocktail	16	31.1	26	68.9
12	Suits	9	29.0	22	71.0
13	Housecoats	11	28.9	27	71.1
14	Shorts, Bermuda Jamaica Gym	22	27.2	59	72.8
15	Slacks, slims, etc.	22	25.6	64	74.4
16	Skirts; pleated, flared	8	22.9	27	77.1

* Order based on percentages of garments made.

TABLE VI
ITEMS SELECTED FOR COLLEGE WARDROBE

Rank	Type	Number Added*	Bought on Sale		Made		Cost Range for	
			No.	%	No.	%	Items Bought	Items Made
1	Sweaters	266	24	9.0	4	1.5	\$3 to \$23	\$8 to \$22
2	Blouses; Tailored	192	14	7.3	26	13.5	2 - 9	2 - 5
3	Shoes; Dress, Illusion and Squash Heels	176	6	3.4	- - - - -	- - - - -	4 - 25	--
4	Shirts; Straight	150	15	10.0	93	62.0	5 - 17	2 - 14
5	Shoes; Flats, Duty Oxfords and Loafers	112	0	0	- - - - -	- - - - -	3 - 16	--
6	Uniforms	96	8	8.3	3	3.1	3 - 15	--
7	Slacks; Slims, Toreadors	86	2	2.3	22	25.6	4 - 26	3 - 14
8	Shorts	81	0	0	22	27.2	2 - 10	2 - 5
8	Sports Shoes; Canvas, Gym	81	4	4.9	- - - - -	- - - - -	3 - 16	--
10	Boots and Overshoes	58	0	0	- - - - -	- - - - -	2 - 25	--
11	Evening Shoes and Sandals	57	2	3.5	- - - - -	- - - - -	6 - 25	--
12	Formal Dresses; Short	43	3	7.0	19	44.2	12 - 56	5 - 50
13	Cocktail Dresses	42	6	14.3	16	31.1	7 - 45	4 - 30
14	Winter Coats, Dress	38	13	34.0	6	15.8	30 - 139	4 - 30
14	Dresses, Party or Dance	38	4	10.5	19	50.0	8 - 35	6 - 20
14	Housecoats	38	4	10.5	11	28.9	2 - 35	2 - 24
17	Skirts; Pleated or Flared	35	3	8.6	8	22.9	11 - 30	5 - 19

* Number of ready-to-wear items bought at regular prices may be found by subtracting number bought on sale and made.

Continued

TABLE VI - Continued

Rank	Type	Number Added*	Bought on Sale		Made		Cost Range for	
			No.	%	No.	%	Items Bought	Items Made
17	Dresses; Basic	35	3	8.6	24	68.6	6 - 59	5 - 25
19	Blouses; Dressy	34	2	5.9	4	11.8	3 - 9	2 - 5
20	Slippers	33	0	0	- - - - -	- - - - -	2 - 8	- - - - -
20	Coats: All weather, rain	33	8	24.2	- - - - -	- - - - -	1 - 35	- - - - -
20	Formal Dresses; Full length	33	6	18.2	18	54.5	15 - 350	5 - 65
23	Coats; Car	32	3	9.4	1	3.1	8 - 40	n.a.
24	Suits	31	5	16.1	9	29.0	12 - 145	7 - 40
25	Blazers; including School Blazers	30	0	0	2	6.7	8 - 25	10 - 20
25	Dresses, Afternoon	30	0	0	19	63.3	9 - 20	5 - 21
25	Co-ordinate Sets	30	2	6.7	13	43.3	10 - 45	5 - 25
28	Swim Suits	29	3	10.3	- - - - -	- - - - -	5 - 25	- - - - -
29	Dresses; Tailored	23	0	0	12	52.2	9 - 30	5 - 29
30	Coats; Fur or Fur Fabric	18	1	5.6	1	5.6	n.a.	n.a.
30	Coats; Light Dress	18	3	16.7	2	11.1	9 - 60	12 - 30
30	Jumpers	18	0	0	9	50.0	7 - 20	3 - 15
33	Coats, Everyday	17	3	17.6	1	5.9	4 - 80	n.a.
34	Dresses with Jackets	16	2	12.5	6	37.5	13 - 30	5 - 18
35	Jackets	14	1	7.1	1	7.1	4 - 50	12

Range of Prices Paid

For tailored blouses, sweaters, straight skirts, shorts, short-length formal dresses, dressy blouses, blazers, afternoon dresses, tailored dresses, and jumpers the difference of cost between items purchased as ready-to-wear and those made was about five dollars. Greater savings were possible in slacks, cocktail dresses, party dresses, housecoats, pleated or flared skirts, full length formal dresses, basic dresses, suits, co-ordinates and dresses with jackets for those who had sufficient skill to make rather than buy the items. (See TABLE VI.)

Evaluation of Purchases

Little response was made regarding the evaluation of their purchases in terms of being a good or a poor buy. They found winter coats of wool, cotton corduroy or nylon fabric car coats, Terylene uniforms, straight-cut skirts of wool tweed, tailored cotton blouses with long sleeves, and shoes with illusion heels to be very satisfactory. As a poor buy they noted winter boots made of corduroy, gym shorts that were difficult to iron (terry-cloth was preferred), wrap-around skirts, and Terylene uniforms as being too warm.

Brand Preferences and Identification

Although shoes were the most frequently purchased item for the group, 43.2% had no favorite brand. Seventeen varieties of shoes were named more than once. Included in the brands mentioned were shoes of Canadian, British, Italian and American manufacture. Some difficulty was experienced in distinguishing between names of shoe stores and brands.

Only 21.6% had no preference regarding brands of sweaters. Woolen sweaters made by Lansea, and sweaters made by Kitten of

Orlon or Banlon were the two most popular brands. The majority of the listings, however, were for British-made sweaters including such brands as Dalkieth, Pringle, and Pride O'Glen.

Brands of blouses were also well-known by the students; only 33% did not list a brand they preferred. The three named most often were Ship N' Shore and Susan Van H^eusen (which received equal mention) and London Lassie. The latter two of the three named are made by Canadian firms.

Since skirts were found to be an item commonly made at home rather than purchased as ready-to-wear, it was not surprising that only 52% of the students named any favored brand. Listed by those who did have a preference were skirts made by three Canadian firms-- Nat Gordon, Miss Sun Valley, and Sportrite Junior.

A greater number (52.3 per cent) expressed no brand preference in dresses. Jonathan Logan was the only name listed by many girls. This can, perhaps, be explained by the fact that the firm advertises widely and since 1957 has had a large Canadian branch located in Montreal.

The ability of the students to identify various brand names with the corresponding fibers, fabrics or clothing items was studied by checking the results of question number 17 on the questionnaire. (See the Appendix.) Out of a possible score of 23 the average student recognized nine items correctly. Scores ranged from 0-20. Recognition was greater for brand names that were widely advertized or for items bought quite frequently.

The highest recognition score was for a widely advertized and distributed item. In the group 88.6 per cent knew that Ship N' Shore was a brand name for blouses and only 5.7 per cent identified it erroneously as being another article of clothing. The brand name of a Canadian firm, Miss Sun Valley, with less publicity and advertising

yet widely distributed in the stores, was recognized by 83 per cent of the group and had no incorrect listings. Dan River, a brand name of cotton fabrics, was correctly identified by 75 per cent but also was thought to be a type of clothing by 22.7 per cent of the students. Teena Paige dresses were correctly recognized by 69 per cent with 5.7 per cent in error. This American firm has a Canadian branch as well as a wide promotional coverage. Nat Gordon, a Toronto firm, was identified by 59.1 per cent but had 11.4 per cent incorrect listings.

Errors occurred most frequently in the identification of a fiber as distinct from a fabric or clothing type. For instance, Dacron was correctly identified as a fiber by 50 per cent, but also was checked under other headings such as blouses or dresses. In Canada the same fiber is called Terrylenne and under that name it had a slightly higher percentage of correct recognition with fewer errors. Arnel fiber promotion too has been combined with that for ready-to-wear. Arnel was correctly named as a fiber by 47.7 per cent but 54.5 per cent of the group regarded it as a brand of clothing. (See TABLE VII.)

TABLE VII

AMOUNT OF CORRECT AND INCORRECT IDENTIFICATION
OF NAME BRAND WITH ITS CORRESPONDING CATEGORY

Category	Brand	Correct Identification		Incorrect Identification	
		No.	Per Cent	No.	Per Cent
Shoes	Capezio	42	47.7	3	3.4
	Sandler	29	33.0	1	1.1
	Del Grande	9	10.2	6	6.8
	Amalfi	7	8.0	3	3.4
Blouses	Ship N'Shore	78	88.6	5	5.7
	Judy Bond	18	20.5	4	4.5
Sportswear and Co- ordinates	Miss Sun Valley	73	83.0	0	0
	Nat Gordon	52	59.1	9	10.2
	Lou Larry	37	42.0	3	3.4
	White Stag	27	30.7	11	12.5
Sweaters	Pride O'Glen	33	37.5	5	5.7
	Pringle	16	18.2	4	4.5
Dresses	Teena Paige	61	69.3	5	5.7
	Poslum(Jack)	27	42.0	7	8.0
	Mr. Mort	18	20.5	10	11.4
	Ricky	9	10.2	8	9.1
	Miss K.K.	9	10.2	7	8.0
Fabrics	Dan River	66	75.0	18	20.5
	TexMade	30	35.3	20	22.7
Fibers	Terylene	45	51.1	34	38.6
	Dacron	44	50.0	38	43.2
	Arnel	42	47.7	43	48.9

CHAPTER VI

SIGNIFICANT VARIABLES RELATED TO THE FINDINGS

This study was designed first to investigate the actual clothing practices and preferences of the students (both as purchasers of clothing in general and as a group with more than average skill and experience in construction methods) then to determine possible explanations for their actions.

The findings reported in the preceding chapters suggested some relationships between influences and practices for various segments of the sample. This chapter deals with the similarities and differences found when these elements were separated from and compared to the total group. The method used to measure the difference was the statistical technique of Chi Square explained in Chapter III. Only differences at or below the 0.05 level were considered significant. Some differences less than 0.20 are mentioned to indicate that they approach significance.

Four comparisons within the sample were made. First the differences between Degree and Diploma class students were investigated as these two groups were already separate academic divisions. Secondly, a comparison was made between rural and urban students to see if their background might have influenced their approach to clothing practices. Thirdly a distinction was made between the groups found to have high or low Clothing Interest scores (a high score occurs when the individual has many types of clothing in her wardrobe). Finally, the group who had read more than the average number of

fashion magazines was compared to the remainder of the sample to see if "Fashion Interest" was related to other practices.

Comparison Between Degree and Diploma Class Students

Some of the differences between these groups mentioned in Chapter IV showed the Diploma students to be a little older, to have come from slightly larger families, to be from a higher socio-economic level and to have spent more on their wardrobes for the year they were on campus than did members of the Degree class. Measuring the amount of difference in other aspects, the following relationships were found to exist:

The most significant difference between the two student groups was in the comparison of Clothing Interest scores. This score, representing the number of different types of clothing a person possessed, was found by M. L. Rosencranz¹ to be related to the owner's interest in having the most suitable type of clothing for various activities. The score is not dependent on the amount of money spent for clothing at a given time since these items may have been added over a number of years. A possible explanation for the number of Diploma students who have many types of clothing is that for them clothes have certain social values. Degree students were found to have added a highly significant number of blouses and sweaters to their wardrobe for college. Because they were embarking on a four-year course, they may have done this as a type of investment since these are "classic" types of clothing. A very significant majority of Degree students had learned to sew at home. Fewer Degree students than Diploma students preferred to shop alone. Also based on Clothing

¹Rosencranz, op. cit., p. 151.

Interest scores, the number of Diploma students found to have fur or fur-fabric coats, evening wraps and lounging pyjamas differed significantly from the number in the Degree class who had these items, again suggesting a socio-economic difference.

On a level approaching significance (between $< .05$ and $< .20$) there were more of the Degree students who had come from rural areas; purchased or made clothing co-ordinates; spent above the average amount for sewing materials; taken 4-H projects or Singer Sewing classes; and more had sewn for themselves before coming on campus. In the Diploma group there was a greater number who had shopped for some of their clothing in the United States.

The groups were alike in the amount of instruction their members had received in clothing construction at school; the amount of reading which they had done; the sources of income for their wardrobe purchases; their recognition of brand names; and the number of items that were made rather than purchased as ready-to-wear (although there was some difference in favor of the Degree group over the Diploma group in this comparison). There was a similar proportion of each group who considered they had learned some sewing techniques on their own and who had previously taken clothing selection courses. In both groups there were an equal number of shoppers who liked their mothers to accompany them, and an equal number who now select all clothes on their own. (See TABLE VIII).

COMPARISON OF DIFFERENCES BETWEEN RURAL AND URBAN STUDENTS

Students who came from farms and small towns were included in the rural category; those from small and large cities were the urban group. In the rural group there were 27 students from the Degree class and 10 from the Diploma class, making a group of thirty-seven.

TABLE VIII

A SUMMARY OF CHI SQUARE VALUES FOUND IN COMPARING DIFFERENCES BETWEEN
DIPLOMA COURSE AND DEGREE COURSE STUDENTS

Rank	Significant Variables	Chi Square	Significance	Level of	Interpretation
1	Scores above average in Clothing Interest	17.090	$p < .001$		Diploma group had high Clothing Interest
2	Number of blouses bought	13.133	$p < .001$		More blouses bought by Degree Students
3	Number of sweaters bought	15.592	$p < .001$		More sweaters bought by Degree Students
4	Learned to sew at home	11.968	$p < .001$		More Degree Students learned at home
5	Have fur or fur-fabric coats	8.072	$p < .01$		Diploma Students have more
6	Have evening wraps	6.697	$p < .01$		Diploma Students have more
7	Prefer to shop alone	5.191	$p < .05$		Diploma Students did more
8	Have lounging pyjamas	4.948	$p < .05$		Diploma Students have more
<u>Variables Approaching Significance</u>					
9	Co-ordinate outfits bought or made	3.259	$p < .10$		Degree Students bought more
10	Shopped in the United States	2.641	$p < .20$		Diploma Students did more
11	Students from rural areas	2.368	$p < .20$		More Degree Students
12	Spent above average for sewing materials	2.125	$p < .20$		Degree Students spent more
13	Had taken 4-H and Singer Sewing courses	1.750	$p < .20$		Degree Students had taken more
14	Sewed for themselves before coming on campus	1.659	$p < .20$		More Degree Students had sewn before

Two students from rural areas in Trinidad were not included. This left a total of 49 in the urban group.

Highest level of significant difference was found to be in the number from rural areas who said they were independent in making their clothing choices. More low Clothing Interest scores were found among the rural students; but they were found to have spent more on sewing materials and to have constructed more clothing items than their classmates from the cities. The number who learned to sew at home and from their mothers was highest for the rural group. (See TABLE IX.)

There was also indication that more of the students from farms and small towns than from cities had not taken an interest in choosing their clothes until reaching high school; as a group they had read fewer fashion magazines; were slightly below the urban group in brand recognition; and their average total wardrobe costs were lower.

There was no difference noted between the groups in regard to the amount of instruction in sewing received at school or in the order which they rated the reasons why they sewed. Equal proportions did some shopping for college clothes in the United States.

Comparison Between High and Low Clothing Interest Groups

A list of fifteen different types of clothing was given in the questionnaire (see Appendix, Number 19) and the students were asked to check the items they had in their wardrobes. Although some of these items may have been obtained before coming to college (e.g., a riding habit, ski suit, or evening wrap) the total number of different types checked was found previously to be in direct proportion to the degree of interest the individual had in clothing.¹ Out of the fifteen types the average student in the sample had nine items, indicating a relatively

¹Rosencranz, op. cit., p. 49.

TABLE IX

A SUMMARY OF CHI SQUARE VALUES FOUND IN COMPARING
DIFFERENCES BETWEEN RURAL AND URBAN GROUPS

Rank	Significant Variables	Chi Square	Level of Sign	Interpretation
1	Select all clothes independently	11.009	$p < .001$	More from rural areas select all their own clothing
2	Above average Clothing Interest scores	8.613	$p < .01$	Fewer with above average scores from rural areas
3	Learned to sew from their mothers	7.602	$p < .01$	More rural students learned to sew from mother
4	Spent an above average amount on sewing materials	4.447	$p < .05$	More was spent by rural students
<u>Variables Approaching Significance</u>				
5	Constructed more than the average number of wardrobe items	2.895	$p < .10$	More items made by rural students

high clothing interest for the entire population. Those who checked ten or more items comprised the group of twenty-six which will be called the Clothing Interest group. According to the practices of these persons in other studies, this group should indicate an above-average social use of clothing.

With reference to the Degree-Diploma class comparisons made earlier in this chapter, high Clothing Interest scores were more common in the Diploma group. Nineteen high scorers were Diploma students, and seven were in the Degree course. The next most significant difference was that twenty-three of the twenty-six, or 88.5 per cent, were from urban areas. A large variation was also found when the number of years spent in Home Economics classes at school were compared. Most high scorers in Clothing Interest had taken more than three years of these classes, although they were not among those who sewed above the average number of items for their college wardrobe. (See TABLE X.) The Clothing Interest group did not spend more than average amounts for either their entire wardrobe or for their sewing materials. This relates to previous findings in the study by M. L. Rosencranz¹ who found Clothing Interest to be independent of wardrobe costs.

The persons with high Clothing Interest scores were not above average in brand recognition; they bought more items during the school year; they read fewer fashion magazines; and only a few had learned to sew at home. Quite a few of the total of those who shopped in the United States had High Interest scores.

The greater amount of time spent in the Home Economics classroom may have given these persons an interest in acquiring and caring for clothes, in having the correct costume for the occasion, but not

¹Rosencranz, op. cit., p. 51.

TABLE X

A SUMMARY OF CHI SQUARE VALUES FOUND IN COMPARING DIFFERENCES BETWEEN
STUDENTS WITH HIGH AND LOW CLOTHING INTEREST SCORES*

Rank	Significant Variables	Chi Square	Level of Significance	Interpretation
1	Number of Degree students compared to Diploma students	17.090	$p < .001$	More Diploma students in this group
2	Rural-Urban background	16.056	$p < .001$	Most are from urban areas
3	Number having taken over 3 years of clothing construction at school	10.215	$p < .01$	Most of the high scores had over 3 years of Home Economics at school
<u>Variables Approaching Significance</u>				
4	Number who learned to sew at home	3.203	$p < .10$	Most of those with high scores did not learn to sew at home
5	Number who had above average scores in brand recognition	2.838	$p < .10$	High scores were not above average in brand recognition
6	Number who shopped in the Unites States	2.340	$p < .20$	More high scorers shopped in U. S.
7	Number making "some" purchases after arriving on campus	2.231	$p < .20$	High scorers bought more items during school year
8	Number who read above average reading of fashion magazines	1.964	$p < .20$	High scorers read fewer fashion magazines

*High Clothing Interest Scores are obtained when a person has a wide range of clothing types in her wardrobe.

necessarily for constructing it. Clothing appears to be important for social usage to this group but does not seem to be an end in itself. It would appear that this group follows the norms of attitudes toward clothing held by persons of high social and income levels.¹

COMPARISON BETWEEN FASHION READERS AND THOSE WHO READ LESS ABOUT FASHION

The possibility that there existed within the sample a group whose clothes consciousness and interest in fashion was distinct and different from that of the Clothing Interest group was based on the number of the students who had read more than four or above the average number of magazines pertaining to fashion information. This unit numbered forty-three, almost 50 per cent of the sample and although there were more Degree than Diploma students in it (twenty-eight as compared to fifteen) the difference showed only a tendency toward significance. The group came almost equally from urban and rural areas, and contained nineteen of the possible thirty-nine from rural areas. The proportion of those with high Clothing Interest scores did not differ from that in the remainder of the sample. The number who spent more than average on their college wardrobe or had higher costs for sewing materials was also similar to the rest of the group. The same proportion of them had done some shopping for their college clothes in the United States, and a similar number had learned to sew at home. A tendency toward significance (but at the $< .30$ level) was related in the fashion-reading group to being the eldest or only child.

A high level of significance was found in the small number of Fashion Readers who had asked what types of clothes were worn on this campus. This might be interpreted as a feeling of greater confidence

¹Katz and Lasarsfeld, op. cit., p. 266; and Barker and Lobel, op. cit., p. 323.

in their own knowledge gained from their readings which would be characteristic of a Fashion Opinion Leader. A large number of the readers planned their wardrobes for college during the year before coming on campus. Many of this group had taken more than three years of Home Economics classes in clothing construction, but in contrast to the group with high Clothing Interest, the Fashion Interest group made more of their college clothes and were above average in brand recognition as well.

More from the group who read about fashion made their clothing choices independently. The supposition that the Fashion Readers had sufficient confidence in their own ability to choose an adequate wardrobe is supported by noting that they made fewer purchases during the year. They showed little interest in learning more about choosing becoming styles, preferring the subject of wardrobe co-ordination. Stated as their present objective in sewing was a desire to obtain more clothes for the same amount of money. (See TABLE XI.)

TABLE XI

A SUMMARY OF CHI SQUARE VALUES FOUND IN COMPARING DIFFERENCES BETWEEN
STUDENTS WHO ARE "FASHION READERS" AND THOSE WHO ARE NOT

Rank	Significant Variables	Chi Square	Level of Significance	Interpretation
1	Inquired about campus clothes	11.457	$p < .001$	Very few Fashion Readers asked about campus clothes
2	Planned college wardrobe a year ahead	8.876	$p < .01$	Many F.R.* planned their wardrobe a year ahead
3	Received much clothing instruction at school	7.675	$p < .01$	Many F.R. received over 3 years of Home Economics clothing instruction
4	Had above average brand recognition	6.500	$p < .02$	Many F.R. showed high brand recognition
<u>Variables Approaching Significance</u>				
5	Few purchases made during the year	2.859	$p < .10$	Fewer purchases made by F.R. during year
6	Interested in learning more about becoming styles	3.568	$p < .10$	Fewer F.R. interested in learning more about becoming styles
7	Sew to obtain more clothes for the same amount of money	3.018	$p < .10$	The F.R. sews to obtain more clothes for same amount of money
8	Made more than four wardrobe items	2.859	$p < .10$	The F.R. makes more items for college wardrobe
9	Select clothes independently	1.648	$p < .20$	More F.R. make independent choice of clothing.

* F.R. stands for "Fashion Readers" or those who read more than the average number of fashion magazines.

CHAPTER VII

A COMPOSITE VERBAL PROFILE OF THE STUDENTS WHO DID AN ABOVE AVERAGE AMOUNT OF SEWING COMPARED TO THE STUDENTS WHO DID VERY LITTLE

To determine the influence of clothing construction skills as a factor in wardrobe choice, twenty students whose wardrobe inventory included the greatest number of garments sewn rather than purchased as ready-to-wear were compared to a group of twenty in the sample who made two or less garments. This latter group could be presumed to have included in their inventories no constructed items other than those sewn during clothing laboratory periods in the past year at the college. To facilitate this description, those who made many items will be termed the "C" group, and the ones who bought their clothes ready-made will be termed the "R-M" group.

Compared on the basis of wardrobe costs, eight in the "C" group and ten of the "R-M" group had higher than average total wardrobe costs. Average wardrobe costs for "C" group members was \$289.45, only slightly less than the average of the seventy-seven wardrobes in the whole group. For the "R-M" group the average was \$315.45 or twenty-six dollars more than the general average for the total group. The "R-M" group purchased an average of 22.2 items; "C" group purchased 26.5 items. The average cost per item in the "C" wardrobe was \$10.77, while for the "R-M" group the cost was \$14.21. For the six to fourteen items made for each of the first twenty wardrobes for group "C" an average of \$70.40 was spent; fabric costs ranged from \$24.00 to \$169.00.

Fifteen per cent more of the "C" group earned all money spent for clothing, and 10 per cent of those in the "R-M" group received their entire funds from their families.

Eighty per cent of the "C" group, and 65 per cent of the "R-M" group were in the Degree course. About half of the "C" group and a third of the "R-M's" came from farms or small towns. A few more of the "C" group had older sisters, but in the main, members of both parties were the eldest girl in the family. It was of interest that the two groups had spent almost the same amount of time in Home Economics courses in school. The difference and, perhaps, most influential factor appears to be that those who did the most sewing had learned at home; had taken 4-H work, and considered themselves partially self-taught. Only 25 per cent of the "R-M" group as compared to 55 per cent in the "C" group had learned to sew at home, 20 per cent fewer of them had taken 4-H projects, and 15 per cent fewer had been self-taught. The "C" group included 15 per cent more persons who had taken clothing selection courses. The reading of fashion magazines also appeared to influence the group who sewed, since nearly twice as many in the "C" group had read more than the average when compared to the non-sewers. Seventy-five per cent of the group who did sew had read above the average number of four fashion magazines.

The reasons that were given for sewing showed the following differences. Forty per cent of the "C" group sewed to obtain more articles for the same amount of money. Twenty-five per cent sewed because they liked to sew. Fifteen per cent were interested in having a wider choice of styles, and 10 per cent sewed to obtain a better fit. Although 25 per cent of the infrequent sewers wanted more clothes for the same amount of expenditure, only 15 per cent liked to sew, and only 5 per cent were interested in having a wider choice of styles. The greatest number, 30 per cent, of these persons wished to achieve a better fit. This would

appear to be their main reason for constructing a garment rather than purchasing it ready-made.

A difference was observed in the number who did shopping in the United States for their college wardrobe. Of the "C" group, 20 per cent shopped there as compared to 45 per cent of the group who preferred ready-made clothes. Nine persons or 45 per cent of the "C" group had asked about the type of clothing that was worn on the Guelph campus, but in the other group 70 per cent had sought this information.

To complete the profile of the practices of the two groups, further comparison shows a similarity in ages when interest in choosing their own clothing was developed; the number who now make their clothing choices without assistance; when their college wardrobe for the past year was planned or purchased; the persons they prefer as shopping companions; and the number in each group having high Clothing Interest scores.

It would appear that those who had sewn the most items for their college wardrobes were girls who had activities connected with clothing construction in addition to school classes in Home Economics, whose homes gave them a previous or auxiliary background, or encouraged an independence that would lead to solving problems on their own and in this way they would be self-taught through the experience. Singer Sewing courses and 4-H activities also appear to reinforce this development. Learnings in clothing selection classes augmented by an observance of fashion changes through reading magazines and newspapers would seem to have a positive effect.

The Degree course students appear to comprise the majority of both groups as 80 per cent of those who sew most and 65 per cent of those who sew the fewest garments were in the four-year course. (See TABLE XII.)

TABLE XII

DIFFERENCES BETWEEN BACKGROUND, INFLUENCES AND
PRACTICES OF THE STUDENTS WHO SEWED BETWEEN
6 AND 14 GARMENTS AND THOSE WHO MADE TWO OR LESS

	Group of 20 students who constructed some clothing items ("C" Group)		Group of 20 students who bought ready-to wear clothing ("R-M" Group)	
	#	%	#	%
<u>Background</u>				
Geographical	11 Rural	55	6 Rural	30
	9 Urban	45	14 Urban	70
Those having older sisters	4	20	1	5
Academic composition of the group	16 Degree	80	13 Degree	65
	4 Diploma	20	7 Diploma	35
Where the student learned to sew:				
At home	11	55	5	25
4-H Clubs	6	30	2	10
Self-taught	6	30	3	15
Singer courses	3	15	2	10
at School:				
Little or none	4	20	5	15
Moderate amount	5	25	7	35
A Lot	11	55	8	40
Previous clothing Selection courses	7	35	4	20
Reasons for sewing:				
Wanted more clothes for same amount of money	8	40	5	25
Liked to sew	5	25	3	15

Continued

TABLE XII - Continued

	Group of 20 students who constructed some clothing items ("C" Group)		Group of 20 students who bought ready-to wear clothing ("R-M" Group)	
	#	%	#	%
<u>Background continued</u>				
To have a wider choice of styles	3	15	1	5
To get a better fit	2	10	6	30
Those desiring more knowledge about:				
A choice of becoming styles	6	30	7	35
Speed techniques in sewing	4	20	2	10
Advanced construction techniques	4	20	3	15
Co-ordinating a wardrobe	2	10	3	15
<u>Areas of Influence</u>				
Those reading above average number of fashion magazines	15	75	8	40
Those who asked what was worn on campus	9	45	14	70
Those who shopped with:				
mother	13	65	11	55
friend	8	40	6	30
alone	6	30	7	35
sister	1	5	2	10
<u>Clothing Practices</u>				
Planning and purchasing:				
Those who planned ward- robe during year be- fore registration	10	50	8	40

Continued

TABLE XII - Continued

	Group of 20 students who constructed some clothing items ("C" Group)		Group of 20 students who bought ready-to- wear clothing ("R-M" Group)	
	#	%	#	%
<u>Clothing Practices</u> continued				
by June	3	15	4	20
One month before registration	6	30	6	30
No answer	1	5	2	10
Number who shopped in the United States	4	20	9	45
Number above average in brand recognition	12	60	10	50
<u>Independence in select- ing and buying:</u>				
Interest in choosing clothing developed:				
Before the junior years of High School	7	35	5	25
During the junior years of High School	7	35	4	20
While in Senior High School	6	30	4	20
No answer	0	0	2	10
Amount of clothing se- lected independently:				
All	11	55	8	40
Most	9	45	11	55
None	0	0	1	5
Number with above average Clothing Interest score	5	25	6	30

Continued

TABLE XII - Continued

	Group of 20 students who constructed some clothing items ("C" Group)		Group of 20 students who bought ready-to wear clothing ("R-M" Group)	
	#	%	#	%
<u>Wardrobe Costs:</u>				
Number with above average wardrobe costs	8	40	10	50
Average wardrobe cost	\$289.45		\$315.45	
Average amount spent on fabric	\$70.40		--	
Total number of items added to wardrobe for college wear	26.5		22.2	
Average cost per item	\$10.77		\$14.21	

CHAPTER VIII

SUMMARY AND CONCLUSIONS

Summary

A group of Freshmen women at a Canadian college were studied to explore the nature of influences affecting their choice of clothes for a college wardrobe. The population of eighty-eight was composed of fifty-three students in the first year of a four-year Degree course in Home Economics and thirty-five young women enrolled in a one-year Diploma course in Homemaking. Both groups were in residence on the Ontario Agricultural College campus in Guelph, Ontario, and were taking their courses at Macdonald Institute, the Home Economics college there.

An inventory and a questionnaire form were distributed to the sample in April 1960. The data collected in this way^{was} related to the students' background and to the clothes which had been selected for first year wear on campus. This information, tabulated by hand, formed the basis for the description of the sample. Effects of various influences were studied after the relationship of certain variables to four segments, isolated within the group, had been measured using the statistical technique of Chi Square.

Most of the freshmen students in this study were between nineteen and twenty years of age. A little more than half of them had resided in urban areas; seventy-five per cent were the eldest daughter in a family of three children.

Fifty-six per cent of the students had combined their earnings from summer jobs with sums provided by their families to purchase clothes for college. The rest, excluding the 10 per cent whose families provided the total amount, had been responsible for their own wardrobe costs. About one-fifth of the girls had a clothing plan or budget, but most of them purchased what was needed or thought "necessary" without a previous plan. Although 45.5 per cent started to plan or buy items to be worn on campus in the year before college registration, 30.7 per cent waited until the month before classes began. "Some" items were bought after registration by 46 per cent but only 7 per cent bought "many" items. The average freshman class member had spent nearly three hundred dollars for clothing outerwear excluding hosiery in the year preceding this study.

Large department stores and specialty stores were the most popular sources of college clothes. In them blouses, sweaters, skirts, shoes, coats, dresses, uniforms, fabrics and accessories were purchased in descending order of frequency. In the specialty stores skirts, then dresses, sweaters, blouses, and shoes were bought most often. Sweaters, hosiery and skirts were the predominate purchases in clothing chain stores. Thirty-three per cent of the group shopped in the United States, most often buying shoes and dresses in stores there. Large Department stores in Detroit, Buffalo, New York, Boston, Cleveland and Chicago were visited. Less shopping in the United States was done by the group than was expected.

Three-quarters of the girls had sewn before coming to college. Over two-fifths had learned at home and all but one-fifth had taken some instruction (ranging from one to eight years) at school. Clothing projects in 4-H clubs had been done by two-fifths of the girls and 10 per cent had taken Singer Sewing courses. Using her construction skills, the student spent an average of forty dollars for materials for her college

clothes. Most girls sewed (1) in order to have more clothes for the same expenditure; (2) because they liked to sew; or (3) to obtain a better fit. Articles made most frequently were skirts, informal and formal dresses, sports clothes and some blouses. Twenty-four per cent of all items that could have been either made or bought as ready-to-wear were made by these students. Seven per cent of all their clothing purchases had been bought at sale prices.

Only a third of the students had taken any formal instruction in clothing selection before college. They considered that further study of becoming styles and of wardrobe co-ordination would be more helpful than advanced construction techniques or instruction in fitting in making future clothing decisions.

The group had read more fashion magazines than an American group studied in the same year.¹ Over 50 per cent read Seventeen, Vogue (pattern book and magazine) and Glamour (incorporating Charm) listing the same three as influencing their college clothing choices. Some students had read as many as nine different publications.

Sixty-five per cent of the group asked students on campus, graduates of the college or someone at another campus for information about what clothes were needed for campus activities.² Minor sources credited as having been influential were classmates, older sisters, store clerks, and their mothers.

Interest in choosing their own clothing before beginning high school was taken by one-third of the group while the rest became interested during their high school years. Almost all of the group had received parental encouragement in making their own decisions regarding clothing.

¹See Table III, page 29.

²Katz and Lazarsfeld, op. cit., p. 247.

If purchasing a major wardrobe item, consultation would "always" or "sometimes" be sought by all but 6 per cent; 44 per cent would not copy their friend's style choices but the same number admitted they "sometimes" did. On a shopping trip 38 per cent preferred to shop alone, the rest chose Mother and/or friends to accompany them.

What were the main purchases? An average of four pairs of shoes; from three to four dresses; three sweaters; nearly three of blouses, sports clothes, and skirts or co-ordinates; almost two jackets or coats; and one uniform. Ninety-three per cent favored fabrics made of wool for campus wear, especially tweeds, fine woolens, and worsted fabrics. Bulky or shag-finished wool or wool-blend fabrics were a popular fashion item. Cotton was mentioned by 20 per cent, other fibers were named less frequently.

Most students could name a preferred brand of sweaters and blouses, but fewer did so for shoes, skirts, or dresses. In a question designed to determine awareness of brand names, the average student correctly recognized nine out of twenty-three. Recognition was generally greatest for items that were widely advertized or distributed. Errors in recognition occurred most frequently when the students associated a fiber or fabric with a type of garment. For example Arnel was identified as a fiber by 48 per cent, but was thought to be a brand name for articles of clothing by 49 per cent.

Using the statistical technique of Chi Square, differences at or below the 0.05 level were considered significant and those up to 0.2 as having values approaching significance. Comparisons were made between practices of students in four segments of the total group: those in Degree and Diploma classes; with rural and urban backgrounds; High and Low Clothing Interest Scorers; and high and low Fashion Reading Scores_A.

Degree-Diploma

The academic division between Degree and Diploma students was described in Chapter IV, and the differences noted in age, economic and social class, number of brothers and sisters, and amounts spent on the whole wardrobe. Degree students tended to be younger, be from a middle class background, have fewer brothers and sisters, and to have spent less on their freshman wardrobe. Statistical difference was greatest when Clothing Interest Scores were compared. The predominance of Diploma students with a high score would suggest a greater social use of clothing by that group. Fur or fur-fabric coats were more common among Diploma class members, and more of them had items such as evening wraps and lounging pyjamas, indicative of a higher socio-economic background. Degree students had added a greater number of blouses and sweaters to their wardrobe. More Diploma girls had not learned to sew at home; more preferred to shop alone.

Differences approaching significance were found in the greater number of Degree students who had chosen mix-and-match items (co-ordinates); came from rural rather than urban areas; sewn before coming on campus; taken more extra-curricular sewing courses; spent a greater amount on sewing materials; and who had not done any shopping for college clothing in the United States.

Rural-Urban

Significant differences were found in the greater number of students from small towns and farms who selected their clothing entirely on their own; the number whose mothers had helped them learn to sew; and those who spent more than the average amount for sewing materials. The relationship between urban background and those who possessed a greater variety of types of garments (and consequently had a high Clothing Interest score) was also supported. The number from the rural group

who constructed more items than the average student approached the level of significance.

High and Low Clothing Interest Scores

Diploma students with their more extensive wardrobes formed the major part of the group with high Clothing Interest scores. Eighty-nine per cent of the high scorers were from urban areas. This suggests that the need to have a suitable costume for a greater variety of activities may be important to the group, and corresponds to Rosencranz's findings that urban groups with relatively high income (and high group membership) had high Clothing Interest.¹ Most of the high scorers had taken more than three years of classes in clothing construction at school, yet did not show significant difference from the low scorers in number of items made during the past year. Few of those with high scores had learned to sew at home; they were not above the average in brand recognition; they tended to augment their wardrobes by purchases during the year; and had read fewer than average numbers of fashion magazines. More with high interest scores did some shopping in the United States.

High and Low Fashion Reading Scores

The number who had read more than the average number of fashion magazines comprised almost 50 per cent of the freshmen students. This group, termed Fashion-Readers was compared with the remainder of the sample. A significant relationship was found between the Fashion-Readers and the group who had not asked what types of clothing were worn on campus and made independent choices of clothing. They had planned their wardrobes during the year before registration and did not find it necessary to buy many additional clothing items during the year. As a group the

¹Rosencranz, op. cit., pp. 48-49.

Fashion-Readers were above average in brand recognition. Many had taken more than three years of Home Economics clothing classes and had made above the average number of items for their wardrobe, yet had not spent more than the average student had spent for fabric or total cost of all clothing. They sewed primarily to have more clothes for the same amount of money. There seemed to be a wider scope to the clothing practices of these persons, a "clothes consciousness" which included interest in construction skills, economic values, fashion changes and quite likely fashion leadership as well.

Profiles of Those Who Sewed Many Items

A profile constructed to show the difference between students who had sewn from six to fourteen items of their college clothes found them to differ most from those who did little or no sewing in the areas of background, amount of schooling completed, where and how they had learned to sew, their reasons for sewing, previous clothing selection courses, sources of influence, and in which country they had shopped.

More persons who sewed came from rural areas; were in the Degree course; had learned to sew at home, in 4-H work and on their own; had read more fashion magazines; had not asked what was worn on campus before coming; had not shopped in the United States; and had selected their clothing independently. Their wardrobe costs were lower than the average for the group who did little sewing, yet they had added an average of four more items. The amount of clothing instruction taken in school Home Economics classes did not differ by more than fifteen per cent between the group that had sewn many items and those who had sewn very few.

Application of the Findings

For the purpose of evaluating the college Home Economics curricula in the light of practices of the students studied, it would appear that those

who have an interest in and gain a satisfaction from actual construction of clothing for themselves had an opportunity to learn the skills involved at home, school, in 4-H or special sewing classes, and on their own initiative. However, these persons and others who do not choose to make their own clothes wish to know more about selecting clothes that are becoming to them and wardrobe co-ordination before they go on to learn more advanced construction techniques. Thus, Clothing Selection courses should be recognized as having an important position in the framework of clothing studies. With the knowledge gained in selection, students may decide to increase their skill in construction by taking such courses as Tailoring, or Clothing Design, including flat-pattern and draping techniques. But those whose interest in clothing construction is less intense may utilize the information from Clothing Selection as they purchase their clothes ready-made and perhaps help others to make satisfactory clothing choices. Those who have no need of construction skills to have a "better" wardrobe are likely to be less interested in clothing construction courses than those who enjoy and utilize their skills.

Clothing retailers in Canada may be assured that the college freshman is a good customer, whether she buys her wardrobe ready-made or the fabric to make it for herself. She recognized name brands of clothing whether they have been brought to her attention through advertising or through wide distribution in the stores where she shops. She buys shoes, blouses and sweaters in largest quantities, and plans or makes her purchases either in the year preceding registration or in the month before coming to the campus. She may buy a few of her college clothes in stores across the border in the United States, but two-thirds did all their shopping here. Large city department stores and specialty stores whose campus clothes have the qualities she wants receive her patronage.

From the findings of this study it appears that the approach taken in choosing college clothes by both American and Canadian freshmen is

similar. This was observed in the amounts spent by the average student; the effect of background on present practices; and the sources of influence which direct her choice. Both wear the same types of college clothes, if the climate is similar. The Canadians relied extensively on fashion leadership through American publications and a third did some of their shopping in the United States. Wool sweaters of British manufacture were often chosen in preference to those from the home market or from the United States. Their preference for wool is perhaps greater than would be found among American college students, partly due to climate and also an appreciation of its easy-wearing qualities.

Conclusions

A difference in the approach was noticed between students whose interest in clothing is more of a means to an end, and those who give it value for itself. The former description may apply most aptly to those who have a relatively high income, are from an urban area, and who have an extensive wardrobe with a variety of types of clothing.¹ Since this group tends to depend on personal influence or direction in choosing the correct costume, their main concern may be in having the right clothes to wear at the right time, perhaps for the satisfaction in status they gain from them. Persons with these characteristics have been called the Clothing Interest group, but when they are compared with the group termed the "Fashion Readers," their interest seemed much narrower, but may be related to a taboo of discussing clothes in their social level.

If one accepts the preceding statement, the group who appreciate or value clothing for itself are not necessarily interested in having a wide variety of clothes, but rather in reading about current fashion, planning a wardrobe; judging for themselves what will be best for their needs; and making some of their clothes. Persons with these interests may be from rural or urban areas, and may have spent a lot of money or a little for

¹An easily manipulated measurement for categorizing a group whose socio-economic background is unknown could perhaps be predicted with some accuracy using this checklist of types of clothing.

their college clothes. Their common bond is a consciousness or awareness of clothes from the fashion, economic and creative viewpoints. Hypothetically, these persons would be the fashion leaders of their peers, and it would be interesting to investigate their sphere of influence. A study similar to the one made by Dorothy Runbeck Stout¹ might be made to see if the aesthetic values of clothing are greater for those who have an interest in fashion or for the group with a more specific interest in clothing.

From examination of a profile of students who had done more sewing for themselves than had the rest of the group, it was found that they were able to have more clothes for the same amount of money, but were not too concerned with having a less expensive wardrobe since the money saved was used to buy additional items. Those who sewed were likely to have learned at home, be the eldest daughter, and considered themselves to be self-taught in construction methods to some extent. Since many persons in the group that had done very little sewing of college clothes had taken the same number of school clothing classes as those who had sewn items for college wear, it would appear that the attitude toward sewing and perhaps to clothes in general might depend upon early development in the home. Further investigation would be necessary before a definite conclusion could be drawn.

This study attempted to explain how economic practices in selection of clothing may be affected by various influences such as background, environment, personal contact and mass media. By investigation of the buying practices of a group of freshmen who had an enriched background of skills and interest in clothing, some insight was gained into certain

¹Dorothy Runbeck Stout and Alpha Latzke, "Values College Women Consider in Clothing Selection," Journal of Home Economics, Vol. 50:1 January 1958, p. 43.

factors which tend to relate to a pattern of behavior. Duplication of the study using populations of other, or less unique configurations, could test hypotheses formulated on the basis of the practice of this group.

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APPENDIX

APPENDIX

CLOTHING QUESTIONNAIRE

The purpose of these questions is to find out about the clothes you chose for this past year at college. Your answers will be a valuable contribution to future students telling them what type of clothes are needed to change their high school wardrobe into one suitable for campus life, and give an idea of how much it may cost. The other questions will give us an idea of your group's interest and opinions about clothing. All information will be kept confidential, being used only to get the total picture. There are no right or wrong answers and this is not a test. Please answer the questions as completely as possible.

Name: _____

Age last birthday: _____

What did you do the year before coming to Macdonald Institute? _____

Where have you lived most of your life? Check below:

In a small town _____

In a small city _____

On a farm _____

In a large city _____

How many brothers and sisters have you? Underline the number below:

Younger brothers: 0 1 2 3 4 more than 4

Younger sisters: 0 1 2 3 4 more than 4

Older brothers: 0 1 2 3 4 more than 4

Older sisters: 0 1 2 3 4 more than 4

On the last five pages there is a clothing inventory list for you to check. You may prefer to answer it now and return to the other questions below later.

1. Did you sew for yourself before taking classes in sewing here? Yes__ No__

Where did you learn to sew? At home?__ from your Mother?__ Sister?__

from a relative?__ Self taught__

At school? ____ In what grades? ____

In 4-H groups? ____ No. of years ____

In Singer classes? ____ Length of class ____

Other? (specify) ____

2. Had you taken any courses in selection of clothing before this year? ____

In Jr. High School? ____ Time spent in course ____

In High School? ____ Time spent in course ____

In 4-H Club Work? ____ Time spent in course ____

Charm School course? ____ Time spent in course ____

Other course? ____ Time spent in course ____
(name it)

3. Below is a list of reasons why people sew. You may wish to add other reasons to it in the remaining lines. Rate your reasons in order of their importance to you.

	Rating
You can have more clothes for the same amount of money.	_____
You like to sew.	_____
Clothes you make fit you better than ready-made clothes.	_____
You cannot buy the style you wish in ready-made clothes.	_____
You are able to make your own alterations to clothes you buy or already have.	_____
You have a wider choice of fabric and colors when you sew.	_____
Articles you sew are better made than an article you could buy for the same amount of money.	_____
Other reasons: (list below)	
_____	_____
_____	_____

4. Do you read articles and magazines about fashions and fashion changes?

Often? _____ Sometimes? _____ Very seldom? _____

List below the magazines and papers which you have read for their fashion information and place a star (*) after any that have been of help to you in choosing your present wardrobe:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. Did you ask anyone for information about what type of clothes are worn on this campus before you came? Yes _____ No _____

If "yes," whom did you ask? _____ A student here? _____

a student at another college? _____ A graduate of this college? _____

6. If you received help in planning your college wardrobe from any other source list it below: (e.g. "Big Sister," clerk in a store, fashion counselor, etc.)

7. Approximately when did you start to plan or buy clothes for college?

During the year before you came here? _____

Before the end of June 1959? _____

One month before registration? _____

Did you make or buy many _____, some _____ or few _____ clothes after arriving on campus?

8. Where did you shop for clothes you bought for college?

<u>TYPE OF STORE</u>	<u>ARTICLES OF CLOTHING BOUGHT THERE</u>
----------------------	--

Specialty store (e. g. Evangeline) _____

Chain department store (e. g. Walkers) _____

Large city department store
(e. g. Simpson's, Eaton's) _____

Mail order catalogue _____

Store in the U. S. A. _____

9. What are the names of the stores in which your clothing was bought?

Home town or city _____

In nearby large city _____

In the U. S. A. _____

In Guelph _____

10. Do you prefer to shop: By yourself? _____ With your father? _____

With your parents? _____ With your sister? _____

With your mother? _____ With a friend? _____

11. Can you remember when you first took an interest in choosing your own clothes?

Before Jr. High? _____ While in Jr. High? _____ In High School? _____

Now? _____

12. Do you select your clothes on your own now? All _____ Most _____ Some _____

Have your parents encouraged you to choose your own clothes?

Yes? _____ no _____

13. When purchasing major items of clothing (e. g. suits or coats) do you:

	<u>Always</u>	<u>Sometimes</u>	<u>Never</u>
Make up your mind without consulting anyone?	_____	_____	_____
Choose an item from a paper or magazine then shop for it?	_____	_____	_____
Choose a style that your friends wear and like?	_____	_____	_____

14. Are there any brands of clothing or shoes that you particularly like?

Blouses: _____

Skirts: _____

Sweaters: _____

Dresses: _____

Shoes: _____

15. Are there any fabrics or fibers that you like best for winter college clothes?

CLOTHING PURCHASE INVENTORY

Please check and fill in information for only those items that you bought or made and added to your wardrobe during the last year and have worn on campus. If you cannot remember the exact cost of the item estimate it as closely as you can. For items bought on sale, mark an "S" in the space after the price. Fill in as much as you can of the information asked in the other columns.

Category	No.	Name of Fiber	Name of Fabric	Brand Name	Cost	
					Purchased	Made
A. COATS						
<u>Fur</u>						
Real						
Fur-like						
(Synthetic)						
<u>Dressy</u>						
Heavy(winter)						
Light(fall, spring)						
<u>Sports or everyday</u>						
Heavy						
Light						
<u>Car Coat</u>						
Heavy						
Light						
<u>Rain Coat</u>						
All purpose						
Plastic						
Slicker						
<u>Jackets</u>						
Heavy						
Light						
Blazer						

Category	No.	Name of Fiber	Name of Fabric	Brand Name	Cost	
					Purchased	Made
B. SUITS						
<u>Dressy</u>						
Heavy						
Light						
<u>Tailored</u>						
Heavy						
Light						
C. DRESSES						
<u>Formals</u>						
Floor length						
Short length						
<u>Cocktail</u>						
Sheath						
Other						
<u>Dressy</u>						
Party or Date						
Afternoon						
Dress and Jacket						
<u>Casual</u>						
Basic						
Tailored						
Jumper						
Co-ordinates (2-3pc)						
<u>Uniforms</u>						
<u>Special Purpose</u>						
(Specify)						
<u>Housecoats</u>						
Long						
Duster						
Short fitted						

Category	No.	Name of Fiber	Name of Fabric	Brand Name	Cost	
					Purchased	Made
D. SKIRTS						
Straight						
Pleated						
Flared						
Other (specify)						
E. BLOUSES						
Knit						
Dressy						
Long sleeved						
Short sleeved						
Sleeveless						
Tailored						
Long sleeved						
Short sleeved						
Sleeveless						
Other (specify)						
F. SWEATERS						
Bulky knit						
Cardigan						
Long sleeved						
Short sleeved						
Pull-over						
Dressy						
Other (specify)						
G. SPORTSWEAR						
Slacks						
Slims						
Toreador or Capri pants						
Bermuda Shorts						
Jamaica Shorts						

Category	No.	Name of Fiber	Name of Fabric	Brand Name	Cost	
					Purchased	Made
SPORTSWEAR - Cont'd.						
Short Kilt						
Ski pants						
Ski jacket						
Bathing suit						
Other (list)						
Gym shorts						
H. HOSIERY						
Nylons						
Dressy (tinted, dress sheer)						
Regular						
Heavy casual (colored)						
Knee length						
Tights						
Socks						
Knee length						
Ankle length						
I. SHOES						
Evening pumps						
Evening sandals						
Fabric shoes (colored)						
Dress Heels						
Illusion Heels (and Stacked)						
Squash Heels						
Flats						
Oxfords						
Duty or lab						
Saddle						
Loafers						
Bucks						
Desert Boots						

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