

A STUDY OF CLOTHING CONSUMPTION PRACTICES
OF A GROUP OF CHINESE AND JAPANESE WOMEN
ENROLLED AT MICHIGAN STATE UNIVERSITY

THESIS FOR THE DEGREE OF M. A.
MICHIGAN STATE UNIVERSITY

JOANNE ELEANOR MESSURA

1961

**A STUDY OF CLOTHING CONSUMPTION PRACTICES OF
A GROUP OF CHINESE AND JAPANESE WOMEN
ENROLLED AT MICHIGAN STATE UNIVERSITY**

By



Joanne Eleanor Messura

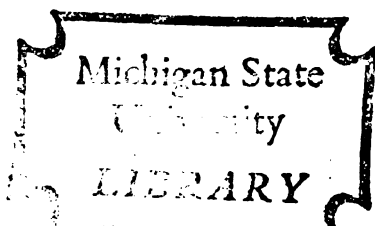
A PROBLEM

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

MASTER OF ARTS

Department of Textiles, Clothing, and Related Arts

1961



67-127

ACKNOWLEDGEMENTS

The author wishes to thank Dr. Marion Niederpruem for her guidance in the research for this study and Dr. Mary Gephart for her advice and assistance in the writing of this problem.

Appreciation is expressed to Mrs. Margaret Hearn and Mrs. Betty Monroe for contributing suggestions as members of her graduate committee and to Dr. Joanne Eicher and Mrs. Barbara Stowe for reading and criticizing the manuscript.

Special recognition and deepest gratitude is extended to the eight Oriental students from whom the author received invaluable information for this study.

TABLE OF CONTENTS

CHAPTER	Page
I. INTRODUCTION	1
Purpose of the Study	2
Definitions of Terminology	3
II. REVIEW OF LITERATURE	7
Chinese	7
Japanese	14
III. METHODOLOGY	21
IV. DESCRIPTIVE CASES	23
Miss Wong	24
Miss Yi	28
Miss Lew	31
Mrs. Chang	35
Miss Yamado	39
Miss Nori	42
Miss Tanaka	48
Miss Inouye	52
V. ANALYSIS OF DATA	57
VI. SUMMARY AND RECOMMENDATIONS FOR FURTHER STUDY	65
BIBLIOGRAPHY	69
APPENDIX -- Instruments	71

LIST OF TABLES

TABLE	Page
I. Group Responses of Eight Respondents Concerning Clothing Practices at Home	58
II. Factors Influencing Clothing Purchases of Seven Respondents Since Their Arrival in the United States	59
III. Itemized Wardrobe Giving Total Number as Reported by Questionnaire From Each of Eight Oriental Women	61

CHAPTER I

INTRODUCTION

Technological advances have caused the world to shrink and mankind to become a single community, therefore, the concept of cross-cultural education has broadened considerably. The way of living in the East and West is very different. The need for adaptation is very great.¹

Each year many students from China and Japan enter American universities to study. Little research has been done to discover the attitudes and values of these Orientals as they adapt to Western cultural patterns in the selection and use of clothing. There is a constant need for awareness and better understanding of the differences among peoples of different countries and cultures. Through this study the author hopes to increase her understanding of peoples of other cultures so that she can be more respectful, tolerant, and appreciative of other peoples and their customs, attitudes, values, and beliefs. These Orientals come to the United States to study and become acquainted with the American way of life. This study will attempt to point out some social and economic factors of the Eastern and Western cultures which affect the

¹Marjory Wybourn, "Proposals for Improving the Clothing and Textile Educational Experiences of Home Economics Students From Other Lands" (unpublished Doctoral thesis, Teachers' College, Columbia University, 1958), p. 3.

clothing consumption practices of a small group of Chinese and Japanese women students.

Purpose of the Study

This study consists of eight descriptive cases written as accurately as possible with information given to the author by questionnaires and interviews concerning clothing practices. Although the author has a limited background in psychology and sociology, she attempted to be openminded, communicative, and logical in her analysis and presentation of materials given her by the participants. In order for the participants in the study to be kept anonymous, fabricated names appear in the descriptive cases.

The objectives for this study are:

1. To gain some understanding of the national dress and cultural background of the Chinese and Japanese students.
2. To discover their familiarity with Western dress before coming to the United States.
3. To obtain information regarding the buying practices and kinds of clothing purchased and worn before coming to the United States.
4. To discover the attitudes and values of these students toward Western dress.
5. To determine the kinds of clothing items selected and purchased in this country.
6. To ascertain the influence of Western dress on their wardrobes.

Definition of Terminology

In each descriptive case, reference is made to the national dress of China or Japan. Therefore, an explanation of the national dress of each country and some Japanese terms used by the respondents are given as background information.

China's name for its national costume for women is "cheongsam," a sheath with a high mandarin collar, kimono-cut sleeves, and slits to the thigh on each side of the skirt (approximately eight inches up from the knee). The cheongsam, in more formal terms, is called a mandarin dress.

In Old China it was considered indecent to expose the back of the neck; therefore, the high stiff collar was, and still is, attached to the neckline of the cheongsam. There is almost no variation in the style of this garment whether it be used for casual or for formal wear; color, skirt length, and fabric determine its appropriateness. The dress with its skirt ending at mid-calf on the leg is popular for daytime or casual wear and the skirt drops down to just above the ankle for formal wear. Red, by old tradition, shows happiness and represents good luck; a red, embroidered or plain cheongsam is almost always worn for wedding receptions and the New Year's holiday. A birthday permits any dress so long as it is new, the winter season finds most people in blue dresses,

and white leads in popularity during the summer. Pure silks and brocades are reserved for formal wear while cottons, rayons, woolens, and synthetics are found in casual wear.

The "kimono" is Japan's national costume and consists of approximately seventeen pieces of clothing. Western underwear, in the form of a pair of panties and a brassiere, is put on first and then followed by special, kimono underwear--a white blouse-slip, a white skirt-slip, and a colored slip in the same shape and style as the kimono and often made of silk but less important in color and fabric than the kimono because it does not show. The white collar of the blouse-slip is the only part of the underclothing that is visible on the outside. A kimono is then put on and held in position by a combination of a sash and six cords; there are no fastenings used for closings. The sash is called an "obi" and is usually four yards long, twice wrapped around the body at the waist-midriff level, and then tied at the center back with a bow. To complete the outfit Japanese "getas" (sandals) and white "tabies" (socks) are worn.

Jewelry like earrings, necklaces, or bracelets is not worn with a kimono but a broach may be pinned to the obi or the family crest may adorn the kimono slightly above the left breast.

Black is appropriately worn for funerals and all formal

occasions like a wedding reception. If a woman is married or middle-aged or older, she is expected to wear conservative, quiet colors and shorter sleeves; a single girl may wear livelier colors and long sleeves to show her independence from men.

When soiled, the silk kimono must be sent to a special cleaner since it is not washable. The garment is then taken apart at all seams, laundered, dried, and completely restitched. This cleaning procedure takes one month.

Other terms used by Japanese women during their interviews include the following:

Yukata. A loose gown or robe made of cotton goods. The word "yukata" implies the meaning, "after the evening's bath." Men can also wear them but the patterns are largely confined to stripes and squares. Yukata are often made of cotton, silk, and linen. They are worn only during the summer.

Geta. A sandal shoe with a thong between the first and second toes.

Tabi. Digitated socks, socks that have a separate division for the big toe. In color, tabi are white, black, or dark blue, and are made of cotton, velvet, sateen or silk.

Datemaki. Stiff, ribbon sash.

Nagajuban. Long, under-kimono.

Obi. A sash tied around the midriff and folded over a

small, pillow-like support at the back, looped up and fastened, the end of the knot left hanging about ten inches. The obi is usually twelve feet long and two feet wide and doubled over to a regular one foot width.

Depāto. Japanese name for a department store.

Tatami. Woven, floor-mat covering.

Zabuton. Floor cushions used to sit on in some Japanese homes.

CHAPTER II

REVIEW OF LITERATURE

Chinese Identification

The Chinese, with great pride, are able to trace their history back some four thousand years. Because there is much respect and admiration for China's "ancient civilization, its great age and its aged greatness,"¹ many individuals see the Chinese as a superior people. In a recent study it was discovered that Chinese images on the American mind are mainly in contradiction of one another.

The Chinese are seen as a superior people and as an inferior people; devilishly exasperating heathens and wonderfully attractive humanists; wise sages and sadistic executioners; thrifty and honorable men and sly and devious villains; comic opera soldiers and dangerous fighters.²

It is almost an impossibility to develop or discuss generalizations which would apply to all of China. Like most other nations, China has many variations; consideration must be given to natural variations within the nation and certainly, the changes brought about by Western influences and the spread of Communism. It would be extremely difficult to speak of one

¹ Harold R. Isaacs, Scratches On Our Minds (New York: The John Day Company, 1958), p. 89.

² Ibid., p. 71.

typical American; there is equal difficulty in speaking of a typical Chinese.

Northern China is often noted for its tall, strong people who have adapted to the cold weather and eat wheat and wheat products as their main cereal staple. The rice-eaters, short and rather plump, are generally associated with the south of China.³

Of the more than four hundred million Chinese, 22,000 came to the United States between the years of 1854 and 1949 to study at American colleges and universities.⁴ Previous to the last forty years the mother in the family was responsible for the education of her daughter. This education was primarily related to home management.⁵ Since the penetration of Western ideas in the East, women have declared that they have the right to their own careers and intend to share in occupations and diversions that formerly were completely monopolized by men. Their victory in this matter has given them more liberties and personal freedoms.⁶ At the present time, Chinese women can be found in all occupations, even holding government offices.

³The East and West Association, The People of China (New York: 1944), p. 4.

⁴Isaacs, op. cit., p. 68.

⁵Kenneth Scott Latourette, The Chinese, Their History and Culture (New York: The Macmillan Company, 1943), p. 197.

⁶The East and West Association, op. cit., p. 6.

The status of the Chinese woman has changed rapidly; women have made great strides toward equality with men.

The Chinese have always held the scholar as the most esteemed citizen in their society. Although illiteracy still exists in China, much work has been done by educators who favor mass education. Many less privileged are still unable to read and write.

Family System

The family is an outstanding feature of the life of most nations. Although the authority which the family has held over its members has weakened in recent years, the basic and most characteristic Chinese institution has been and still is the family.⁷ Extremely close ties characterize families in China although the family never was nor will be of uniform strength throughout the entire country. Many ties, of varying degrees, bind families together such as, affection, loyalty, and pride. Due to the influences of World War I and II, the Korean incident, Western ideas, and Communistic control, the traditional family system is reported to be breaking apart.

Since 1784 America has traded with China in a moderate way but relatively few Americans have had the opportunity to exert

⁷Latourette, op. cit., p. 231.

much influence. All this changed during World War II when the Americans reaching China numbered approximately a quarter of a million.⁸

Because one great virtue in China is devout respect for one's elders, this country may be considered as a haven for the aged in their society. "To a greater or lesser extent the family has performed the functions which in the modern Occident are associated with sickness and unemployment insurance."⁹ Out of this family system comes a deep sense of belonging. Many families were broken up when the Japanese attacked China in December, 1941, and occupied Hong Kong for the following three and a half years. Following this occupation, the reduction in population in Hong Kong alone was approximately one-third its pre-war total.¹⁰

To briefly familiarize the reader with the relationship between Hong Kong and the China mainland, a short explanation is given.

Hong Kong was given birth as ". . . a military, commercial and administrative centre of expanding British trade with China, and supplied those conditions under which commerce could prosper

⁸ Isaacs, op. cit., p. 69.

⁹ Latourette, op. cit., p. 183.

¹⁰ G. B. Endacott, A History of Hong Kong (London: Oxford University Press, 1958), p. 300.

and which China herself was then incapable of providing."¹¹
This British colony is an island on the south-east coast of China and was obtained from China early in the Victorian era, 1841. Actually, the island is the office of British trade in the Far East so its acquisition added to a commercial, and not territorial, gain. British authority was resumed in August, 1945.

Religion

In China there is, and has been, much religious tolerance; optimism is characteristic of Chinese religious life. Since China is the largest, single show of American missionary enterprise, Christianity has spread widely in its influence. There are eclectic forms of Buddhism, Confucianism and Taoism present in China but Christianity is the most vigorously represented.¹² Some belief in superstition is carried from past to present religions; the Chinese pay considerable attention to lucky and unlucky days, hours, and places, and in devices for protection from the spirits believed to bring misfortune. The Chinese are not alone in this feeling; some great office buildings in New York City have no numbered thirteenth floor.

¹¹ Ibid., p. 285.

¹² Latourette, op. cit., p. 123.

Social Life

Few definitely holding class divisions are a part of Chinese society. Class status, to a great degree, is determined by major occupational groups. Traditionally, scholars come first because it is felt that those educated in the lore and virtues of civilized humanity should control society.¹³

Automobiles, stoves, bicycles, factory machines and many other mechanical devices have been catalysts in the revolution in social life. Old customs have largely disintegrated for the younger generation living in cities. The old forms of etiquette are nearly extinct; Western hand-shaking is now good form, the old bow is more moderate if used, and the elaborately polite manner has been modified. Athletics, under Western influence, have grown in popularity with Chinese women--swimming, tennis, and any game requiring speed and accuracy.

The Chinese have taken easily and rapidly to Western movies and music. It is believed that Western music made its introduction through the Christian churches. The popularity of cigarettes changed the consumption of tobacco from the old-style pipe.¹⁴

¹³The East and West Association, op. cit.,

¹⁴Latourette, op. cit., p. 238.

Clothing

Widespread adoption of Western dress is quite prevalent in Chinese daily wear, school uniforms, and uniforms worn by the military. The traditional mandarin dress is reserved for formal occasions like weddings, funerals, and New Year's, the most important festival of the year.¹⁵ To complement their Western clothing, many Chinese women now wear short, stylish, hair cuts.

Cotton makes up the material used in the larger proportion of Chinese clothing since cotton is grown in the northern, central, and southern parts of the country. Silk is also produced. The textile industry in Hong Kong, by 1954, became the largest employer of labor in the colony with spinning mills, weaving factories, knitting factories, and finishing factories, producing goods in cotton, nylon, wool, and other textiles.¹⁶

Today, the growth of the textile industry in Hong Kong has made it possible to construct multi-story buildings of concrete to help in the betterment of work conditions.¹⁷

¹⁵ New Year's--date varies between January 21 and February 19--the day and several following are devoted to feasting and visiting.

¹⁶ Endacott, op. cit., p. 308.

¹⁷ Women's Wear Daily, May 22, 1961, p. 19.

Japanese Identification

Japan, a most ambitious country, has a population of ninety-four million people.¹⁸ Japanese, although stoic in appearance, are actually highly emotional people. There is a custom and tradition of smiling which often baffles foreigners. In their smile the Japanese are expressing the fact that ". . . nobody has the right to cause anybody else a moment's mental discomfort . . ."¹⁹ A smile may come when death is faced, at times of great disappointment, in embarrassing situations, in deep sorrow, or at the time of most severe disaster. Westerners smile very little when compared with the Japanese.

Competent foreign investigators have been quite impressed with Japan's high standard of education in its many universities, colleges, and schools, both private and government supported. Above all else that can be acquired, the Japanese people value education and, therefore, compel their children to attend school. Because of this high value placed upon education, there has been no illiteracy in Japan for over a generation. Japanese children learn Chinese and Japanese subjects and with the seventh year of school, English is compulsory.²⁰

¹⁸ Ibid.

¹⁹ Frederic de Garis, Their Japan (Yoshikawa, Yokohama: 1936), p. 156.

²⁰ Ibid., p. 73.

Sixteen years total the education for girls--six years in primary school, six years in junior and senior high school, and three or four years in college. The need for educating women in another country to broaden the scope of understanding and tolerance was recognized early. In 1871, five Japanese girls were sent to America to be educated in Western fashion. This year was the first time in Japanese history that this cross-cultural education for women occurred.²¹ "Whereas the traditional function of study abroad was the acquisition of knowledge, one of the primary purposes now is the promotion of mutual understanding and good will between the peoples of the world."²²

Family System

In Western society the family is mainly a group of individuals while in Japan the family is a unit foundation of the Japanese social organization with the father or eldest son as its head. This suits the spirit and temper of the people. Public affection between parents and children is rarely shown. Until

²¹Inazo Nitobe and Others, Western Influences in Modern Japan (Chicago, Illinois: The University of Chicago Press, 1931), p. 217.

²²Marjory Wybourn, "Proposals for Improving the Clothing and Textile Educational Experiences of Home Economics Students From Other Lands" (unpublished Doctoral thesis, Teachers' College, Columbia University, 1958), p. 3.

two decades ago parents never kissed or embraced their children after they had grown up. Kissing scenes were even cut out of foreign films before showing them to Japanese audiences. Affection between family members is generally demonstrated through courtesy and kindness. Since World War II, the people have realized that old family standards are breaking apart.

Religion

The original religion of Japan was Shintoism; the imported religions are Buddhism, Confucianism, Taoism, and Christianity. The Japanese have shown a special genius for accepting, assimilating, and adopting from other countries while, at the same time, keeping some of their own identity. Therefore, many Japanese have a combination of beliefs.²³

Social Life

Following the earthquake of 1923 and World War II, there were many social changes. The frustrations of the war years needed an outlet. Western sports were taken up with much enthusiasm. The most popular were soccer, basketball, track and field events, swimming, skiing and ice skating. Baseball became as much a national game as it is in the United States.²⁴

²³ Nitobe, op. cit., p. 104.

²⁴ A. C. Scott, The Flower and the Willow World (United States: Orion Press, 1960), p. 100.

Japan was, and is, being deluged by Western-style music and entertainment which may be good, bad, or indifferent. At the present time approximately twenty-six percent of Japanese entertainment establishments, such as night clubs and coffee shops, have English names.²⁵

With the passing of much Japanese tradition, the New Year's holidays remain important. January first is called Shinho-hai and January third is called Genshi-sai. For these holidays the long-style kimono with the flowing hem may be worn. This garment is primarily used now for professional dancing and for theatrical purposes.²⁶ The kimono is folded over the chest with the left side over the right like a man's style coat. The Japanese find much humor in foreigners who wear the kimono folded right over left. In Japan the right over left fold is used only in dressing a corpse.

Clothing

The wearing of a kimono has become ceremonial and is, therefore, rarely worn. At the present time, the yukata has slightly more popularity. A yukata is a loose gown or robe made of cotton fabric which serves as a lounging kimono,

²⁵ Hidetoshi Kato, Japanese Popular Culture (Rutland, Vermont: Charles E. Tuttle Company, 1959), p. 48.

²⁶ de Garis, op. cit., p. 69

probably similar to the American brunch-coat or housecoat. It is a garment strictly reserved for the summer season with its bold designs and patterns held in place by a light-weight sash or belt.²⁷

Japanese women have thick, jet-black and very straight hair. Today many women are wearing Western hair styles. Tokyo, as well as other Japanese cities, has adopted the latest in hair-do's from Paris, London, or New York for hair which is often permanently waved.²⁸

Department stores or "Depāto" are popular in Japan since they not only offer merchandise for sale but also act as a kind of social club where women may meet, gossip, shop, relax in the restrooms, and eat lunch in the store's restaurant.

The ready-to-wear market in Japan for coats, suits, and dresses is small because dressmakers will make them at a fairly reasonable cost with proper fitting for the wearer. However, ". . . blouses, skirts, shirts, sports outerwear and related items have fair domestic demand."²⁹

An average worker in the garment industry works a forty-four hour week and receives approximately \$40.00 per month. There

²⁷ Ibid., p. 105

²⁸ Scott, op. cit., p. 95.

²⁹ Women's Wear Daily, op. cit., p. 19.

are different ideas between the East and West concerning a reasonable standard of living. When a comparison is made, ". . . the Japanese garment worker, at the wage level cited, enjoys the same relative place in his social environment as an American factory worker in a small town earning about \$70.00 a week."³⁰

Housing

Wood, in its original color is used in the construction of most Japanese houses. They are without cellars, are rarely over two stories high and have roofs covered with heavy tile; in the country, the roofs may be thatched. ". . . a simple little wooden house with 300 square feet of floor space is considered adequate and comfortable for a family."³¹

Household furniture may be a simple assortment. Both chairs and zabuton (floor pillows) are used in Japanese houses. Paintings are found to be either Japanese or Western, or both. "We hear the music of Beethoven or some popular Japanese composer of native music. There are Kabuki performances and Western operas. Sermons on Christianity and Buddhism are available to all. They eat Japanese, Chinese, and Western

³⁰ Ibid.

³¹ Ibid.

food. They read Japanese and Western books and Chinese classics. They worship ancestors, but still have scientific knowledge. They love the arts but do not neglect their industries."³²

The outcome of the Westernization of Japan will not be known for many years. It is too close to us now to get a true perspective of the situation. ". . . She must in the long run remain Asian. It is no more possible to make a Japanese Western than it is to make a Westerner Japanese."³³

³²de Garis, op. cit., p. 158.

³³Scott, op. cit., p. 162.

CHAPTER III

METHODOLOGY

This is an exploratory study in an attempt to collect data from a review of literature, background questionnaires, and interview schedules. The case method is used to describe the background, attitudes and clothing consumption practices of the participating Chinese and Japanese women students. In this study the author will attempt to point out some social and economic factors which affect the clothing consumption practices of this small group of students.

For the purpose of limiting the study, the author selected all women students enrolled at Michigan State University during the year of 1961 whose home country was either China or Japan. Names and addresses of these students were secured from the Foreign Students Office located in the Student Services building on the campus of Michigan State University. Of the possible fifteen enrolled Chinese and Japanese women, a total of eight were chosen; four Chinese and four Japanese participated. Elimination of seven students was due to many reasons relating to a lack of time and interest needed for taking part in the study. The names of the participants in the study have been fabricated by the author.

The review of literature was made to determine general

cultural patterns and traditions affecting the sample. In order to obtain social and economic background information, a questionnaire was formulated. To further collect data relative to the objectives of the study, an interview schedule was developed which incorporated some selected, depth interview techniques with probe questions.

Each student was either contacted in person or by telephone to obtain permission for the administration of the questionnaire to be followed a few days later by a personal interview. The questionnaire was introduced to, and collected from each participant by the author. An appointment was then made for a one to two hour interview with each student.

Because of the limited size of the available and participating sample, the data was treated as individual case studies. An attempt is made to find some social and economic factors of the Eastern culture which affect these Oriental women with some evaluation of the influence of Western dress on their clothing wardrobes and consumption.

CHAPTER IV

DESCRIPTIVE CASES

Eight descriptive case studies have been included in this chapter. Of the four Chinese women, three are from the Hong Kong area and one is from Nanking. Three of the Japanese women are from the Tokyo area; one is from Nagoya. Seven of these Oriental students are single and between the ages of twenty-two and twenty-eight. One Chinese respondent is married and fifty-five years old; all these women are from highly educated, middle to upper class families.

The author has fabricated the names which appear in the following cases in order that each participant's true identity remains anonymous.

Miss Wong.....Chinese

For the last three and a half years, Miss Wong has been in the United States studying in the field of horticulture. Approximately twenty-four years ago she was born in Nanking, a city on the central east coast of China. Before coming to the United States, Miss Wong earned a Bachelor of Science degree from Taiwan Provincial Agricultural College. In her desire to better know and understand the way of living in a Western society and continue her education in horticulture, she left China for America. A Master of Science degree was earned at Cornell University, Ithaca, New York, where she studied for one and a half years. The past two years have been spent in residence on the campus of Michigan State University where Miss Wong has continued research in her field of study. Financial support for these past years in the United States has come from a scholarship, assistantships, and part-time work in a greenhouse.

A former university professor, Miss Wong's father now works for the government. Mr. Wong holds a Doctor of Philosophy degree in Political Science. Her mother, also a former college professor, is credited with a Bachelor and Master of Science degree in Human Physiology. At the present time, Mrs. Wong's career is in her home as a housewife. In addition to the

above-mentioned Wongs, there are three offsprings, one son, twenty-seven years old, and two daughters, thirty and twenty years old.

Miss Wong described her family as ". . . not wealthy but on a comfortable income." Their two-story brick home contains six bedrooms, three baths, two dining rooms, one kitchen, one living room, one study, and a full basement. The home is strongly Western in influence.

Clothing

Although Miss Wong almost always wore mandarin dresses at home in Nanking, she primarily wears Western clothing here in the United States. In true Chinese fashion, Miss Wong wears red clothing for the New Year's holiday, wedding parties and birthday parties. In China she occasionally wore Western clothing for classes but stated that this depends on the area you live in. ". . . Warmer climates to the south are more Western for comfort and variety." Mr. Wong wears Oriental clothing for special events but, at other times, is completely Western in dress. High heel shoes are the only signs of Western influence to be seen in Mrs. Wong's costume. For summer wear the women have the "chipow" which was described as a loose and cool, long kimono garment.

Mrs. Wong bought approximately eighty percent of her

daughter's wardrobe at home; all items except dresses and sometimes, coats were purchased in the ready-to-wear market. Dresses, mainly the mandarin type, were handmade by a tailor-dressmaker. The best selection of ready-to-wear in Nanking was found in large department stores. For the little shopping that Miss Wong did, her selections were often influenced by friends in the dormitory, movies, and window displays. She commented on always having plenty of money and feeling fortunate in never needing a budget; ". . . always had more than enough in clothes. Mother suggests variety in wardrobe. . . . Also went to private schools where clothing is needed."

Although she was introduced to Western clothing when quite young, Miss Wong has not accepted the wearing of hats; she never wears one. When an occasion calls for a head covering, she wears a scarf. Sweaters and sport clothes appeal to her because they are comfortable to wear. Sport clothes are worn in the privacy of her home and for casual activities such as badminton, ping pong, and hiking. "I am not used to wearing pants (slacks and shorts) on the street." Miss Wong revealed that she feels uncomfortable wearing pants publicly because of her background.

In relation to her background, Miss Wong said, "Friendship with girls is important at home . . . , not enough serious thinking here . . . young people do not discuss intelligently . . .

all they talk about are men, dating, and other women . . .
they don't bother to consider others in expressing feelings . . .
they don't worry about what others will feel as a result of
sometimes honest, unthinking comments."

There has been little clothing adjustment for Miss Wong to make since her arrival in the United States. In Rochester, New York, Albany, New York, and Boston, Massachusetts, she has shopped in department stores and purchased all kinds of clothing items except dresses. She brought over thirty dresses from home for her stay in the United States; some displeasure was noted when she spoke of the eight cocktail and four formal dresses in her wardrobe. "Some party clothes aren't useful . . . no time or place for party clothes here, they are not a necessity in a student's way of life."

Miss Yi.....Chinese

Five years ago, Miss Yi left her home in Hong Kong for study in the United States. At twenty years old, she entered Bowling Green University, Bowling Green, Ohio, and stayed until she earned her Bachelor of Science degree in 1959. To pursue higher education in chemistry, Michigan State University was chosen for graduate work. All of Miss Yi's expenses in this country have been financed by her parents.

Her father, Mr. Yi, educated at the University of Edinburg in Great Britain, owns and manages a dairy farm business. Mrs. Yi was graduated from St. Stephen's Girls College in Hong Kong and has had a full-time job as wife and mother. Besides Miss Yi, there are four boys, ages twenty-eight, twenty-seven, twenty, and sixteen, and three girls, twenty-four, twenty-two, and twenty-one years old.

The family lives, as many upper middle class Chinese do, in a two-story stone house. Definitely Western in influence, their nineteenth century, Georgian style home has a large porch which overlooks a spacious yard and garden. In the main part of the house there are five bedrooms, three baths, one living room, one dining room, and two kitchens. Mrs. Yi supervises the cook, a laundress, and a gardner who live in the servants' quarters.

Clothing

When Miss Yi left Hong Kong for the United States, she traveled by boat because she was allowed to carry an unlimited amount of luggage. Although the mandarin dress was worn daily at home, Miss Yi wears only Western clothing here. She has one hundred mandarin dresses stored in the dormitory that are not worn because, she related, "I feel too obvious and conspicuous in them." Her Western wardrobe at home was limited to sport clothes like blouses and slacks which were worn for occasional weekends for picnics or for boating. In Hong Kong department stores Miss Yi and her mother shopped for underclothes, coats, and jackets; blouses, skirts, and dresses were made by a tailor-dressmaker. "Mother does almost all of the shopping. She shops often on Saturdays. I do not shop often." Material is selected from a fabric store and taken to a dressmaker because a mandarin dress is not a ready-made item. "The mandarin dress is tight and with a high collar . . . not really comfortable to be in." Wool was chosen for winter dresses, cotton and linen for summer ones, and pure silks and brocades for all good dresses. The dress is ready in a day and a half and the charge is \$3.00 which is always a cash payment. Hong Kong, a British colony, imports ". . . good materials from Europe that are not as

expensive as in the United States." Mr. Yi and his four sons own and wear Western clothes while Mrs. Yi and her daughters wear Chinese clothing except for casual wear when they select the Western-style garments. "From birth, all young girls wear Western clothes. At sixteen or seventeen there is a change to the mandarin dress due to its symbol of the status of womanhood."

Miss Yi arrived here with an extensive wardrobe. Her mother is unaware of the fact that the one hundred winter and summer mandarin dresses are not being worn. Therefore, Miss Yi is wearing a limited amount of her wardrobe and purchasing as little as possible in the United States to avoid questions coming from home. Although her preference is to remain in the United States because there are more conveniences for living (hot water, central heating, and ease in traveling were given as examples), she will return to Hong Kong in another year. The little shopping that has been done has been in large department stores in Toledo and Cleveland, Ohio, Chicago, Illinois, and Milwaukee, Wisconsin. Miss Yi's purchases have included one coat, seven pairs of low-heel shoes, one pair of snow boots, and one handbag. All purchases have been paid with cash. From shopping trips Miss Yi has observed and commented that, ". . . American clothes are more fashionable. Western clothes at home are not cut and styled as well as American clothes."

Miss Lew.....Chinese

Hong Kong, a British colony in China, is the home of twenty-three year old Miss Lew, making her a British subject by birth. The Lew family consists of Miss Lew's father, stepmother, two brothers, forty-one years old and ten years old, and two sisters, thirty-two years old and twenty-four years old.

A retired general of the Chinese army, Mr. Lew now manages his animal and fruit farm. Prior to his career in the army he attended a military training school in Japan. The second Mrs. Lew graduated from nursing school following high school and, presently, is a primary school teacher.

Four months ago Miss Lew arrived in the United States for study following the completion of work at Povi Girls' Middle School in China and National Taiwan University in Formosa where she received a Bachelor of Science degree. Her major professor at the university, a Ph.D. graduate in Horticulture from Michigan State University, encouraged her to do graduate work here. Miss Lew, a major in horticulture, also received encouragement to come to the United States from her family; her two sisters and older brother live here and had not seen her in five years. Mr. Lew agreed to totally finance his daughter's graduate work.

The American way of living is not difficult for her to

accept. "I've always lived in dormitories . . . high school, college, and now . . . life is pretty much the same." There were some comments on differences. "I now must eat with silverware . . . can't use chopsticks. I like the friendliness of saying 'hi' to people you recognize, not needing to know them. At home, you never speak unless you know the person and are able to call him by name."

In Hong Kong, the middle class Lew family lives in a two-story, stone house that is Western in its influence. For the family there are three bedrooms, two baths, one dining room, one sitting room, one kitchen, and one storage room; one other room is for the household servant.

Clothing

Miss Lew is not familiar with her sisters' wardrobes now that they are in America, but when the girls were at home, they wore Chinese mandarin dresses along with their stepmother. As children, all the girls wore Western-style clothing; children only wear Chinese clothes at New Year's. Except for a special event like a dinner party or church social, Miss Lew wears Western clothes. Her brothers are completely Western in dress while her father wears Western clothes in public and the long, Chinese men's gown at home.

As previously mentioned, Miss Lew has been in the United

States only four months. She has not shopped nor made any clothing purchases since her arrival. All her clothing, definitely Western-style, was purchased in either Hong Kong or Taipei, Formosa. Most of her garments were ready-to-wear purchases from department stores and specialty shops; some dresses, coats, and jackets have been made by a tailor-dressmaker. Miss Lew sews a little and occasionally has constructed a skirt or dress for herself.

Baptist church meetings, plays, and concerts hold special interest in Miss Lew's life. Her other home activities include swimming, movies, picnics, and gardening. Outside of wearing a bathing suit or slacks for activities, her life requires mainly casual clothes. In her observation of American clothes as compared to Hong Kong clothing she commented that she was not aware of any difference in winter clothing, sports clothes, or underwear. Some difference was noted in the greater acceptance of low-cut dresses by the American public. Miss Lew feels that this indicates that "... women are too free."

Window displays and merchandise in the stores greatly influence Miss Lew's clothing selections since she buys heavily in the ready-to-wear market. Her friends exert some influence in selection; her family has no influence. Miss Lew plans her clothing purchases one month in advance. She decides on the amount she wants to spend and does not exceed it; she never

purchases beyond the cash she has on hand. In preparation for her visit to the United States, Miss Lew, who enjoys shopping, purchased sweaters, dresses, shoes, and a winter coat. She is quite satisfied with her present wardrobe. Miss Lew feels that she has sufficient number and variety of garments and that she, presently, has no need for any more.

Mrs. Chang.....Chinese

Fifty-five years ago, Mrs. Chang was born in Hm-pei, a city in Central China, and is a citizen of Nationalist China. When she is in China she claims the city of Shangahi as her home. Mrs. Chang has spent twenty years out of her lifetime in the United States. These years have accumulated from various trips here. Mr. Chang, her husband, is a Chinese government official in the field of banking and travels much of the time. The last visit here was made in 1948; since then, the entire family has lived here. The Chang's are proud of their family, three sons, thirty-four, thirty, and eighteen years old and one pair of thirty-two year old twin daughters.

Mrs. Chang's father, also a government official, was a college graduate. Her husband did undergraduate work at the University of Missouri and received a Bachelor of Journalism Science degree. Mr. Chang then went to Harvard University, Boston, Massachusetts, and completed work for his Master of Arts degree and Doctorate of Philosophy (1926). In 1921, Mrs. Chang was granted a Hsin-Hwa scholarship for women and began her work at Colorado College. The following year she attended school at Radcliffe College, Cambridge, Massachusetts, and continued there for a Bachelor of Arts degree and Master of Arts degree. The Hsin-Hwa scholarship totally financed her study.

in the United States. At home she was a school teacher as well as a housewife. Concerning her attendance at Michigan State University, Mrs. Chang stated that she enjoys going to school. "At home, I'm too old to go to school; people would laugh at me. This is the place to learn . . . very wonderful . . . I can gain knowledge."

In China the Chang's are a part of the upper middle class with ". . . comparatively, comfortable circumstances." Since the children have married or gone away to work or study, the Changs have not owned a house. When they aren't traveling, they live with one of their three married offsprings. One thing disliked by Mrs. Chang is that Americans lack much respect for their elders. ". . . Not too much respect is given to elders but I do enjoy the freedom the older people have if they can afford to live alone. Society doesn't obstruct you in any way. You have an individual responsibility here; your strength lies in this. America is a country for the young, China for the aged."

Clothing

"I came here when I was young and am used to all Western fashions and manners. I still wear my native clothes and am not affected by any particular influence."

It was not until 1921 when Mrs. Chang came to the United

States to study that she was introduced to Western clothing. She commented that she was permitted to wear her Chinese clothes at Radcliffe College but, due to a school rule, was compelled to wear a hat; she has not worn one since then. Whether in China or in the United States, Mrs. Chang always wears a mandarin dress; cotton and synthetic ones during the summer, woolen dresses topped by a fur or heavy coat during the winter, and for formal wear, silk mandarin dresses. For weddings and New Year's her ensemble always consists of a bright red, embroidered mandarin dress with a matching jacket. Her present wardrobe mainly contains mandarin dresses with special slips which were ordered from a dressmaker in Hong Kong. The Western part of her wardrobe includes purchases made in department stores from Washington, D. C., Silver Springs, Maryland, and New York City. Her fur coat, cardigan sweaters, shoes, bermuda shorts, and handbags are Western in style. She has no true budget for clothing purchases but always has an idea of what amount she wants to spend for a particular garment. "It depends a lot on the circumstances . . . always stay within my means."

Mrs. Chang expressed a great liking for American clothing because of the variety and the color. "The Chinese dress doesn't change. Whether you're fat, slim, short, or tall, you all wear the same style dress. The style is not always flattering.

Although I always wear Chinese clothing, my daughters wear only Western unless they are going to a Chinese party. My husband and sons always wear Western dress. If I were a young girl again I would wear Western clothes. When you're young it's easy to adapt without really thinking. Your standard of living is high and you have more convenience in dress and living so, it wouldn't be too difficult to take to."

Miss Yamado.....Japanese

In 1933, Miss Yamado was born in Ichikawa, Japan. This small city, population 11,000, is just across the river from Tokyo. Following the completion of junior and senior high school, Miss Yamado attended and was graduated from Kyoripsu College for Women in Tokyo. Kyoripsu is a home economics college. Before coming to the United States, she was earning \$1,000.00 per year as an Assistant Home Management Specialist in the Ministry of Agriculture and Forestry, a department under the Federal Government.

Miss Yamado was graduated from a general Home Economics program before her job in the Ministry. Since this position has possibilities for advancement and Japanese colleges do not offer a major in Home Management, Miss Yamado's director in the Ministry encouraged her to study in the United States.

Mr. Yamado, a retired owner of a pharmacy company, received a Bachelor of Science degree in Pharmacy from the Tokyoyakusen College in Tokyo. Miss Yamado's only brother, thirty years old, refused to take over the family business and, presently, is a research pharmacist. Until recently, Mrs. Yamado, a housewife and high school graduate, had taught the Japanese tea ceremony to daughters of friends and neighbors.

The upper middle class Yamado family resides in a single-story, pure Japanese style, wooden home. This house has three

bedrooms, one bath, one dining room, one living room, one guest room, and one kitchen. The family maid lives in the house and has her own bedroom; she does the laundry, cleaning, and assists in cooking.

Clothing

Since her birth, Miss Yamado has been wearing Western-style clothing daily. She wears a kimono only for particular occasions. One instance was wearing a kimono when ill because it is convenient to put on and take off if you are in and out of bed all the time. During the summer evenings, she often wears the yukata. Mrs. Yamado usually wears a kimono but sometimes, during the summer, will wear Western clothes. Miss Yamado's thirty-two year old sister wears all Western clothes; on some special days, a kimono. The men in the family wear Western clothes except in the evenings at home. The yukata is their summer evening wear; the tanzen, a kind of quilted nightgown-robe, is winter evening wear.

At home Miss Yamado is strongly influenced by her sister in the selection of clothing. Her sister works in the garment industry in Tokyo and is able to have much surplus material at no cost. This surplus material is used to construct garments for Miss Yamado because her \$1,000.00 yearly income does not allow for a liberal clothing wardrobe. At the same

time, she stated that a clothing budget was only planned when a kimono or overcoat needed to be purchased. Other influences on her wardrobe selection are window displays, the girls working in her office, and fashion shows and exhibitions by the Department of Agriculture.

In the few months that Miss Yamado has been in the United States, she has shopped in Detroit, Ann Arbor, and Lansing, Michigan. Her purchases have included pajamas, flat heel shoes, snow boots, an umbrella and raincoat. She saw no difference between American clothing and Oriental Western clothes except for color. ". . . Color is different . . . brilliant colors here . . . at home, colors are softer. Japanese use very little pure, bright color."

She is not using her entire wardrobe here, ". . . only because there is so little time for caring for them. At home, the maid does the laundry." Because she has to walk so much on campus, Miss Yamado is wearing all of her full skirts and rarely using her sheath skirts. At home, she stated, "I wear mostly sheath skirts but they are uncomfortable for all the walking I must do here. I miss using the subways and buses at home; transportation is very good there."

Miss Nori.....Japanese

Miss Nori, fondly called "Tammi," has lived in the city of Nagoya in Japan for twenty-one out of her twenty-three years. During World War II she and her family spent two years living in a rural community.

Dr. Nori, Tammi's father, is a practicing physician in Nagoya who received his education in medical science in Japan. An accomplished career-girl and university graduate in Japan, Mrs. Nori holds a government position as a State Senator and Court Judge. She is also responsible for rearing eight children--three sons, twenty-six, seventeen, and thirteen years old and five daughters, thirty-one, twenty-nine, twenty-seven, twenty-three, and twenty years old. As a court judge Mrs. Nori specializes in divorce cases. Because divorce is unacceptable by the major portion of Japanese population, a number of divorced women have been brought to the Nori household to work as servants until they can find a place in society. Tolerance and understanding are important and necessary virtues in Tammi's home.

Considering the salaries of both parents the family income, in American money, is approximately \$10,000.00. The sum of money earned and the occupation of the parents places the Nori family in the upper class. Their home is a large, two-story

house, completely Western in outside appearance, but a mixture of East and West on the inside. The crushed-stone face of the home looks onto a busy, Nagoya street. All of the six downstairs rooms and four upstairs rooms are Japanese all-purpose rooms except for a kitchen and one Western-style living room furnished with tables and chairs to form a lounge area for guests. There are three additional rooms with bathroom facilities, one with a large tub, one next door with a sink area, and one with a toilet. The house is staffed with two maids, two nurses, and one errand boy.

Tammi does not particularly miss sitting on zabutons (floor cushions) or sleeping on a bed roll but she does miss bathing in a big, deep bathtub filled with hot, scented water. The water in a Japanese bath nears the boiling point in temperature.

After six years of a public primary school, three years in junior high and three years in high school, Tammi attended the Prefectural Women's College for four years and received a B.A. degree. Over a period of eighteen years she also took course work in a Japanese music school.

While in college Tammi met an American professor who had come to Japan to study the history of Asia. She was quite impressed with this man who started her thinking about coming to the United States to study and then encouraged her to apply to Michigan State University. Since her arrival nine months

ago, Tammi has received tuition scholarships from Michigan State University and room, board, books, and clothing support from a private sponsor. She is presently doing graduate work here in Education with a minor in Child Development. Tammi is a little different from most of her girl friends at home. She commented that upper class Japanese girls usually go, not to college, but, to a private school to learn the tea ceremony, flower arranging, cooking, and home management. This, and attendance in dressmaking school to learn to make simple clothing items, are part of the training for marriage.

Although Tammi's parents are quite liberal, she feels that freedom at home is restricted. "I would like to have this much freedom at home, to come and go as I please, to be sociable and take opportunities to learn from one another. People don't waste time here; they use time more efficiently because of the informality of people's relations."

Clothing

"I have been in Western clothes since I was born. My mother is quite Western in dress, shoes, hats, and short hair cut . . . from 1920 on."

All Nori family members wear complete wardrobes of Western-style clothing except for one item. "We usually wear a kimono-type garment for sleeping . . . no buttons, only a tie . . .

it is restricting. I have bought pajamas here and like them. They are comfortable; I can really move in them."

With a cigarette in hand and wearing a pair of bermuda shorts with an overblouse, Tammi commented that no women smoke in Japan unless they are in undesirable occupations, women are not supposed to be very active, and they are not supposed to wear shorts and slacks. Due to the latter statement, the selection of sportswear is better in the United States than in Japan. She likes the comfortable quality of shorts and enjoys wearing them for lounging in her room. At home she wears shorts for tennis, slacks for horseback riding, and the kimono in a variety of colors, but always the same style, for dancing. Tammi is an expert in the "Noh" dance which is a classical, heavy, drama-type dancing requiring a full, kimono costume. At home, through the music school and a private source, she participated in her main hobby by taking three lessons each week in Eastern and Western dancing.

Before coming to the United States Tammi wore very little ready-to-wear clothing. She usually bought fabric and had a dressmaker make up a garment styled from a magazine picture or a personal design. The most often used magazines were Seventeen, Vogue, and Glamour. "I wasn't fashion conscious at home. I didn't like to spend much money on clothes but my mother wanted me to have more wardrobe." Her mother and

some girl friends used to help with style selection; they shopped in large department stores and specialty shops.

In preparation for her visit Tammi purchased eight sweaters and a winter coat. She feels that the sweaters were a poor choice because wearing them in heated classrooms and houses makes her too warm. She is still wearing most of the clothing she brought from home. Her main reason for not using all of her wardrobe is that she likes American food so much that she has added poundage to her small frame. There has been little, if any, difficulty in changing food patterns. She does miss two favorite dishes though, eating fresh, uncooked fish and live shrimp.

Other comments on dissatisfaction related to the color and style of clothing. The Oriental version of Western clothes generally has sleeves, too wide and colors too drab. Tammi felt that her wardrobe lacked color except for her socks which were too colorful, "... here, anklets worn are mostly white."

Since her arrival in the United States she has purchased knee socks and leotards, which she has become quite fond of wearing. "At home, only children wear them." Also, two pairs of shoes have been purchased "... to fit with the color of clothes."

After living in an American dormitory for a few months

Tammi still cannot accept the fact that so many girls walk around in their underwear. "At home, even with the family, we never do this. We dress immediately at home."

Miss Tanaka.....Japanese

Twenty-five years ago, Miss Tanaka was born in Tokyo, Japan. Her father, a graduate of Tokyo Agricultural University, the University of California, and a former government official in agriculture, died when she was nine years old and her brother was sixteen. Although Mrs. Tanaka graduated from Japan's Women's University in Tokyo, majoring in Home Economics Education, her occupation is that of an accountant.

For the past three years Miss Tanaka and her mother have lived together in a small, mainly Western-style, wooden house in the city of Tokyo. The five rooms in the house consist of two bedrooms, a living room, dining room, and a kitchen. Miss Tanaka's bedroom is partly a study. Mrs. Tanaka's room is not a bedroom by Western interpretation; it is one of the Japanese all-purpose rooms that may be any room by day and a sleeping room in the evening. There are no servants needed in this small, middle class home.

By August of 1961, Miss Tanaka expects to earn a Master of Arts degree from Michigan State University after her two years' study in the communication field. Before coming to the United States almost two years ago, Miss Tanaka completed six years in senior high, and four years at Tokyo University where she earned her Bachelor of Arts degree. Following the

completion of her college work she accepted a position as a producer-director and radio reporter in the center of the city of Tokyo. In American money her yearly salary for this job was \$900.00.

When the offer of a scholarship covering both tuition and maintenance was made to Miss Tanaka for the school year of 1959-1960, she left her job to continue study in the Communication Arts. Because this past year was not covered by a scholarship, she has financed herself by working at the Michigan State University radio station. In speaking of our educational system she has found the friendly attitudes and close relationships between students and teachers particularly enjoyable. "At home, professors are more dignified and aloof. And, smaller classes are good; we often have 200 to 300 students per class at home."

Clothing

For a going-away gift, Miss Tanaka's sister-in-law presented her with a silk kimono. This garment is the only one of Oriental flavor in her wardrobe here, or at home. Miss Tanaka did not express happiness over this expensive gift. She said she does not like wearing a kimono, never would have purchased it for herself, and wishes the money had been used to buy other clothing items. All other clothes in her

wardrobe are Western in style; most of them were made by a tailor-dressmaker in Tokyo. Ready-to-wear underclothes were purchased at home in a specialty shop. Mrs. Tanaka often sends new clothing to her daughter to help lessen the expenses of living in the United States. The few purchases that Miss Tanaka has made in a small department store in Lansing, Michigan, have included one pair of bermuda shorts, two pairs of shoes, leotards and snow boots. Other needed items were ordered from Japan. Mr. and Mrs. Tanaka were here in the United States early in their marriage and were Westernized at that time. Miss Tanaka and her brother have been wearing Western-style clothing since they were born.

"Clothing purchases are planned six months to one year in advance now that I am working and paying for my own clothes." Although her mother gives advice on the selection of expensive items such as suits and dresses, Miss Tanaka is influenced by the Sunday Mainichi (weekly fashion section of the newspaper), window displays, and the needs of her job. For example, pockets in her working clothes are used to hold pencils and paper necessary for interviewing people.

In preparation for her visit to the United States, Miss Tanaka spent an estimated total of \$100.00 for the following items: one dressmaker suit, two pairs of pajamas, two slips, three blouses, and two skirts.

Tokyo has a warmer climate than the Lansing area; this compelled Miss Tanaka to order warm head scarves from home to wear with her Japanese-made winter coat and American-made snow boots. Although she finds a colder climate here and desires to wear slacks to class during the winter, the temperature of American public buildings and homes with central heating is higher than those in Japan.

During the interview, Miss Tanaka said her social and cultural activities here did not differ much from those at home. She enjoys attending foreign films, picnics, lectures, and plays, and participating in ice skating, boating, and photography excursions. For a quiet hobby she collects stamps. All of these activities require only regular clothing: Miss Tanaka has no religious preference and, therefore, does not attend church (she comes from a Buddhist family). When an occasion calls for a rather dressy garment, a suit is worn; for casual wear, blouses and skirts are worn. Western-style dresses have been completely omitted from her wardrobe.

Miss Inouye.....Japanese

Miss Inouye was born in Otaru, Hokkaido, Japan, twenty-two years ago. Otaru is a northern industrial city located on Hokkaido, a large island of Japan. By air travel Otaru is approximately 600 miles from Tokyo. At the present time Miss Inouye's family is living in Tokyo where her father, a dentist, maintains his practice; he holds a D.D.S. degree from Tokyo Medical and Dental University. Mrs. Inouye studied Art and French at a junior college in Japan but has not had a career outside of being a housewife and mother to their three children, a twenty-six year old son, Miss Inouye, and a seventeen year old daughter.

In Japan the Inouye family is considered to have upper class status. They own a home, a two-story stone house, designed with Western as well as Japanese influence. A huge living room is furnished in Japanese modern with a carpeted floor, living room set, piano, desk, fireplace, and picture window while the other rooms have tatami flooring but contain the same influence in furnishings. Nine rooms make up the home; the maid has one of these rooms for her own and is treated like a member of the family.

Since August of 1958, Miss Inouye has been in the United States studying at the College of Wooster in Wooster, Ohio,

Columbia University in New York, and Michigan State University. At home she attended elementary school, Toyo Eiwa Senior High and Toyo Eiwa Junior College. Miss Inouye has had a desire to study in a foreign country since she was a child when her family was involved in diplomatic work. She chose to study in the United States because her aunt, now working with UNICEF, is a graduate of Teachers' College, Columbia University and was pleased with her educational visit here. Miss Inouye receives some scholarship aid, money from her parents, and having been influenced by the independence of American women, has a job so that she does not have to receive complete support from her parents. Miss Inouye states her feeling in her own words: "I know what freedom really means . . . freedom must be with responsibility. Going to school here and getting to know all peoples has been good. I'm less prejudiced now; I used to refuse to know Chinese, Koreans, and Formosans. I know now what is right for men and women through democracy."

Clothing

At home Miss Inouye and her family wear Western clothing all the time. Wool, cotton, and synthetic fabrics are most common for daily use while silk is reserved for dress or formal occasions.

The national costume of Japan, the kimono, is not required

dress for any national holiday although many wear this traditional garb for New Year's day, wedding parties, school graduations, and international receptions. Usually, girls do not wear a kimono until graduation from high school because they are expensive and not worn often enough for a growing girl to own one. In addition, young people are not fond of wearing the kimono because the body is swathed in clothing that restricts activity. Japanese dancing, not social dancing but an expressive, dramatic dance, calls for the kimono costume. Miss Inouye has one of these traditional kimonos here that she wears with a pre-tied obi because few people in the United States are able to correctly tie the obi and it is impossible to tie your own. At the time of her interview Miss Inouye was wearing a lovely, purple and pink floral printed, kimono-style lounging robe (yukata) in silk.

All of the Inouye family clothing purchases are made in Tokyo, in a large depōto (department store) or at tailor-dressmaker shops. Since little good, ready-to-wear clothing was available when Miss Inouye was home in 1958, most of her clothing was either made by herself or by a dressmaker. She spends much time in planning so that she can buy economically when she is beginning to pay for her own clothing. Her preference is for practical, functional clothing that is simple in style and can be worn for a long time. "My mother

3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

often helped me in the selection of my clothing. She's older, knew what I wanted, and had very good ideas." Other ideas for clothing purchases at home came from American magazines such as Vogue, Seventeen, Madmoiselle, and some French magazines.

In America Miss Inouye has found much pleasure and satisfaction in looking through pattern books, buying patterns and cotton material, and making some of her garments. "In Japan we don't have patterns and I like them very much."

Miss Inouye is an active member of a Protestant Church and enjoys participating in church work. Her hobbies are creative but quiet, such as flower arranging, oil painting, gardening, and doll-making. None of these require specialized clothing. For swimming she wears a bathing suit; ". . . but, we do not sunbathe. We don't want to be any darker so we use parasols during the summer." She finds little time for sports here but wears bermudas and slacks around the dormitory, not to school. Activities this past year at Michigan State have included concerts, travelogs, and the campus United Nations. Miss Inouye commented that she did not like social dancing and further remarked that formals and evening bags were unnecessary items in her wardrobe. Although winters are colder in the United States than in Tokyo, Miss Inouye dislikes heavy coats and has selected light, warm coats, leotard tights, wool skirts, sweaters, and much-enjoyed snow boots. Because

her mother wanted her to spend little time away from her studies doing laundry, all of her lingerie and sleepwear are of the easy-to-care-for variety in nylon. Long pajamas are worn during the winter and short, sleeveless ones worn when the warm weather is at hand.

Most of Miss Inouye's original wardrobe was purchased in Japan before coming to the United States. She did not want to seem strange among other young people here so she purchased a few popular styles of clothing after her arrival, four dresses and four suits. Three of the suits were heavyweight and three of the dresses were lightweight. Now, all of her clothing, except for blouses, has been purchased in the United States; she orders her blouses from Japan because, she related, they are of good fabric, style, workmanship, and about one-third as expensive as American garments. Miss Inouye's present wardrobe is fairly new because, since leaving home, she has gained weight and has changed her taste in color and style. This change of taste for clothing she attributes to the influence of the art courses in which she has her major. She frowns upon short skirts; she feels they are unbecoming. Miss Inouye dislikes the bleaching of hair and extreme use of make-up which makes ". . . girls look not like students but cheap, city-street girls."

CHAPTER V

ANALYSIS OF DATA

Questionnaire

From the questionnaire, it was discovered that four months was the least amount of time any of the participants in this study had been in the United States; an accumulation of twenty years from several visits here was noted as the greatest length of time. All of these women have come from urban families. In each of seven cases, the father of the family holds a minimum of a Bachelor's degree; in one case, the father is a graduate of a military school. Six mothers hold college degrees and two are high school graduates.

The question, "Check the category most appropriate in describing the total income of your parents as closely as possible in American money," proved to be a poor one. Seven students had no idea of the amount of their family income; one student who gave an estimate felt the need to qualify her statement by saying that money at home was worth six times more than here in the United States.

At home, all the women have shopped primarily in large department stores in large cities. In reference to Table I (page 58) it was found that underclothing, sleepwear, and outer-clothing (coats and jackets) have most often been purchased.

in the ready-to-wear market. The national costumes are handmade by dressmakers; very little interest was shown in home sewing.

Table I. Group Responses of Eight Respondents Concerning Clothing Practices at Home

	Buy ready-made	Made by tailor or dressmaker	Made at home by yourself	Made at home by another
Underclothes	7	1	1	1
Sleepwear	7			3
Blouses	4	3		2
Skirts	2	4	2	3
Dresses	1	6	1	2
Coats	6	5		
Jackets	7	3		1
Kimono		4		1
Andarin Dress	—	4	—	—
TOTALS	34	30	4	13

"Weather conditions" and "money available" either greatly or moderately influenced the entire sample in their clothing purchases since coming to the United States (see Table II, page 59). Over half showed a moderate influence from something that others have; only one was influenced from clothing worn by classmates to class.

Table II. Factors Influencing Clothing Purchases of Seven* Respondents since Their Arrival in the United States

Factors Influencing Purchases	Extent of Influence			
	Greatly	Moderately	Slightly	Never
New fashions, styles		4	2	1
Money available	2	5		
Marital status		2	4	1
Religion		1	3	3
Weather conditions	2	5		
Dates, social activities		3	3	1
Sports, hobbies		3	3	1
Clothes that others have		4		3
Clothes worn by others to class		1		6
TOTALS	4	28	15	16

*One student has been in the United States only four months and has not purchased any clothing since her arrival.

The following statements result from an analysis of Table III, page 61:

1. The main influence in seven wardrobes is Western.
2. Great interest is evidenced in the use of clothing separates, such as jackets, suits, blouses, skirts, and sweaters.
3. Twice as many short sleeve blouses as long sleeve blouses were counted.

4. Of the skirts, the heavy weight sheath and light weight full skirt are the most popular.

5. Seven respondents own slacks; five have more than one pair.

6. Six women have bermuda shorts in their wardrobes.

7. Nylons are worn by seven respondents; anklets by only five.

8. Seven of the women own at least three pairs of flat heel shoes.

9. Seven respondents have snow boots; all have been purchased since the women arrived in the United States.

10. All the Japanese own at least one hat; no Chinese woman has a hat.

11. Each of the students has a minimum of four scarves.

12. All the women own handbags, mainly the clutch type.

13. Three Chinese girls have a minimum of twenty mandarin dresses.

14. The four Japanese women own at least one kimono.

Table III. Itemized Wardrobe Giving Total Number As Reported by Questionnaire from Each of Eight Oriental Women

Wardrobe Items	Cases								Group Total
	No. 1*	No. 2	No. 3	No. 4	No. 5	No. 6	No. 7	No. 8	
Coats									
Fur				1					1
Fur-like (synthetic)									
Long-heavy weight	1	4	3	1	1	3		2	15
light weight	2	1					1	3	7
Short-heavy weight	1	3	1			2	1		8
light weight	2					1			3
Rain	1	1	1	1	1	1	1	1	8
Separate Jackets	1	2		6	16	2	4	1	32
Suits	3	7	2			4	5	9	30
Dresses									
Formals	4					1		1	6
Cocktail	8								8
Casual	10		3		6	8		2	29
Dressy	10		3		2	4		4	23
Blouses									
Casual-long sleeves	6	5	6		6	2	3	3	31
short sleeves	10	10	5		24	6	6	7	68
Dressy-long sleeves						1	2	1	4
short sleeves	5						3	2	10
Sweaters									
Cardigan	8	20	7	6	7	10	5	7	70
Pull-over	6	5	5		3	14	2	3	38
Skirts									
Sheath-heavy weight	5	4	5		15	4		4	37
light weight	5	3	3		4	2		4	21
Full -heavy weight	4		2		5	2	4	2	19
light weight	5	7	5		5	3	4	5	34

Table III. Continued

Wardrobe Items	Cases								Group Total
	No. 1	No. 2	No. 3	No. 4	No. 5	No. 6	No. 7	No. 8	
Sportswear									
Slacks	2	2	3		1	2	3	1	14
Pedal pushers									
Toreadors						1			1
Bermuda shorts	1			1	4	1	1	2	10
Jamaica shorts	2								2
Short shorts						1			1
Culottes									
Ski - pants									
jacket									
Bathing suit	1	1		1				1	4
Hosiery									
Nylons	1	6	7	2	6	7		4	33
Anklets	6		6		6	10		4	32
Knee socks	2	3				2		1	8
Leotards	6						1	3	10
Shoes									
Flats	4	7	3	6	1	5	3	3	32
Heels	5		3	4	4	2	3	5	26
Sneakers				1					1
Boots	1	1		1	1	1	2	3	10
Head Covering									
Hats					3	5	1	6	15
Scarves	10	10	4	6	5	13	4	11	63
Handbags									
Clutch	6	1	2	1	5	4	2	2	23
Overarm or shoulder	1		1	4		5	1	3	15
Evening	4		1			1	1	4	11
Mandarin Dress	20	100	2	45					167
Kimono					8	6	1	3	18
Obi					3	1	1	3	8
Tabi					5			1	6
Geta					1			3	4

Table III. Continued

-
- *Number 1 is the first Chinese respondent, Miss Wong,
2 is the second Chinese respondent, Miss Yi
3 is the third Chinese respondent, Miss Lew
4 is the fourth Chinese respondent, Mrs. Chang

5 is the first Japanese respondent, Miss Yamado
6 is the second Japanese respondent, Miss Nori
7 is the third Japanese respondent, Miss Tanaka
8 is the fourth Japanese respondent, Miss Inouye

Other Findings From Questionnaire and Interview

1. All participants wear their national costumes at least once each year.
2. For formal wear, the total sample wears national garments made of silk.
3. All participants feel that their national costumes are uncomfortable.
4. One Japanese girl rejects her national costume.
5. One Chinese girl feels conspicuous and self-conscious in her national dress.
6. Seven participants have worn Western clothing since birth.
7. Oriental children wear Western clothing.
8. Many wear Western-style pajamas for their comfort.
9. All women in this study have some synthetic fabric in their wardrobes.
10. Only cash purchases are made by all respondents.
11. The variety and intensity of color in American clothes was often mentioned.
12. Red is a popular color with the Chinese.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS FOR

FURTHER STUDY

The purposes of this study were: (1) to gain some understanding of the national dress and cultural background of the Chinese and Japanese students, (2) to discover their familiarity with Western dress before coming to the United States, (3) to obtain information regarding the buying practices and kinds of clothing purchased and worn before coming to the United States, (4) to discover the attitudes and values of these students toward Western dress, (5) to determine the kinds of clothing items selected and purchased in this country, and (6) to ascertain the influence of Western dress on their wardrobes.

To secure information regarding background and clothing practices, a questionnaire was formulated. Further collection of data resulted from the administration of the interview schedule which was developed to incorporate some depth interview techniques with probe questions, such as "why?," "explain," and "to what extent was this done."

Following the participant's completion of the questionnaire and interview schedule, the author wrote an individual, descriptive case on each of the eight Oriental women. In each instance an attempt was made to be as objective and as accurately

descriptive as possible. From the accumulation of information gathered by the instruments and conversations during the interviews, some generalizations relating to clothing and cultural background have been formulated. These generalizations and comments are only true of this small sample of Oriental students; they are not to be considered indicative of all Oriental women students in the United States or women in the whole of China or Japan. Extensive research in this area is mandatory before generalizations concerning Oriental populations could possibly be considered valid.

Of the total sample of eight women, one is a home economist on leave from her job as a Home Management Specialist. None of the sample showed a special clothing interest.

It appears that there is extremely wide acceptance of Western-style clothing by these Chinese and Japanese students. This acceptance is believed to be related to the comments made by the entire sample concerning the uncomfortable features of their national costumes. Western-style clothing comprised more of the students' wardrobes than does Eastern-style clothing. Although Western-style clothing is acceptable for most occasions, Eastern-style costumes are worn for formal events, such as weddings, funerals, and national holidays. All but one of these Oriental students were introduced to Western-style clothing when they were born so that there were

relatively slight adjustments needed by the student in adapting to clothing practices in the United States.

The differences in the economic systems between the East and West were noted; these women stated that clothing of equal quality could be purchased for less money in the Orient. These purchases were cash payments and many times made in accordance with a planned budget.

Some cross cultural fertilization was noted. Educational visits to the United States seem to increase the interest in, and acceptance of peoples from other countries and cultures. Western living offers some conveniences to the Oriental; automatic hot water and efficient central heating systems were often mentioned. The women felt that there was more freedom of living here due to American emphasis on individuality and the accent on youth. Several respondents mentioned the great respect shown for the elder or aged citizen in Oriental society.

Suggestions for further study in this and related areas are:

1. A study of the ready-to-wear markets of Oriental clothing available in the United States.
2. Color preference of the Oriental student in the selection of personal clothing.
3. A study to determine the relationship between the acceptance of Western clothing and Western customs and patterns

of living.

4. The influence of World War II as a factor in the Westernization of China and Japan.

5. The relationship of the rural and urban Oriental in continued use of the national costume or acceptance of Western-style clothing.

6. A study to discover the degree of change in traditional customs in China and Japan.

7. A cross cultural study to discover clothing attitudes.

BIBLIOGRAPHY

Books

- Bennett, John W., Passin, Herbert and McKnight, Robert K. In Search of Identity. Minneapolis: The University of Minnesota Press, 1958.
- Chamberlain, Basil Hall. Things Japanese. Albemarle Street, London: John Murray, 1905.
- de Garis, Frederic. Their Japan. Yoshikawa, Yokohama, 1936.
- East and West Association, The. The People of China. New York, 1944.
- Endacott, G. B. A History of Hong Kong. London: Oxford University Press, 1958.
- Goode, William J. and Hatt, Paul K. Methods in Social Research. New York: McGraw-Hill Book Co., Inc., 1952.
- Isaacs, Harold R. Scratches On Our Minds. New York: The John Day Company, 1958.
- Joya, Mock. Quaint Customs and Manners of Japan. March, 1953.
- Kahn, Robert L. and Cannell, Charles F. Survey Research Center, University of Michigan. The Dynamics of Interviewing. New York: John Wiley and Sons, Inc., 1957.
- Kato, Hidetoshi. Japanese Popular Culture. Rutland, Vermont: Charles E. Tuttle Company, 1959.
- Langner, Lawrence. The Importance of Wearing Clothes. New York: Hastings House, 1959.
- Latourette, Kenneth Scott. The Chinese, Their History and Culture. New York: The Macmillan Company, 1943.
- Lew, Dr. T. T., Prof. Hu Shih, Prof. Y. Y. Tsu, and Dr. Cheng Ching Yi. China To-Day Through Chinese Eyes. New York: George H. Doran Company, 1922.

McNair, Malcom P., Brown, Milton P., Leighton, David S. R., and England, Wilbur B. Problems in Marketing. New York: McGraw-Hill Book Company, 1957.

Nitobe, Inazo and Others. Western Influences In Modern Japan. Chicago, Illinois: The University of Chicago Press, 1931.

Payne, Stanley L. The Art of Asking Questions. Princeton, New Jersey, 1951.

Scott, A. C. The Flower and the Willow World. United States: Orion Press, 1960.

Winfield, Gerald F. China: The Land and the People. New York: William Sloane Associates, Inc., 1948.

Other Sources

Women's Wear Daily, Vol. 102, No. 99 (May 22, 1961).

Wybourn, Marjory. "Proposals for Improving the Clothing and Textile Educational Experiences of Home Economics Students from Other Lands." Unpublished Doctor's dissertation, Teachers' College, Columbia University, 1958.

APPENDIX

BACKGROUND INFORMATION

1. Name _____ Age _____
Nationality _____ Country of Citizenship _____
Place of Birth (city and country) _____
Are you at present: Single _____ Married _____ Divorced _____ Widowed _____
Do you have a religious preference? Yes _____ No _____ If yes, please state
your preference _____
In what city or region in your homeland do you normally live and work? _____

Is it a city _____, small town _____, suburb _____, or rural community _____
What was your occupation before coming to the U.S.? _____
What was your approximate yearly salary at home? _____
How long have you been in the U.S.? _____
2. List all of the schools you have attended, the length of time spent in each
school, and any diploma or degree you received.

3. How did you happen to come to the U.S. to study?

How is your study being financed?

List the numbers and ages of your brothers and sisters.

Brothers

Sisters

What is the occupation of your father? _____

Describe his educational background.

What is the occupation of your mother? _____

Describe her educational background.

Check the category most appropriate in describing the total income of your parents as closely as possible in American money.

\$1,999 or less _____

6,000 to 6,999 _____

2,000 or 2,999 _____

7,000 to 7,999 _____

3,000 to 3,999 _____

8,000 to 8,999 _____

4,000 to 4,999 _____

9,000 to 9,999 _____

5,000 to 5,999 _____

10,000 and over _____

Describe the type of home that your family lives in.

To what degree have each of the following factors influenced the clothing that you have bought since you came to the U.S.

	Greatly	Moderately	Slightly	Never
New fashions, styles				
Money available				
Marital status				
Religion				
Weather conditions				
Dates, social activities				
Sports, hobbies				
Clothes that others have				
Clothes worn by others to class				

Do you plan your clothing expenditures for the year? Yes ____ No ____

For the month? Yes ____ No ____

Always ____ Sometimes ____ Never ____

In what kind of a community do you shop/in

at home

in the U.S.

Small city ____

Small city ____

Small town ____

Small town ____

Large city ____

Large city ____

Other (describe) _____

Other (describe) _____

3. List the towns and/or cities where you have purchased clothing since you came to the U.S.

4. At what type of store do you buy clothing

in the U.S.

Large department store _____

Small department store _____

Chain store _____

Speciality shop _____

Catalog or mail order _____

Variety or general store _____

Other (describe) _____

[illegible]

16. Please list the number of items of clothing that you have here with you, the approximate average cost of the item, the numbers showing eastern and/or western influence, and the number of those items purchased since your arrival in the U.S. By eastern influence is meant those clothes that show Oriental influence; western influence is that of the United States.

	Total number	Approximate average cost	Number of eastern influence	Number of western influence	Number purchased in U.S.
ats					
Fur					
Fur-like (synthetic)					
Long - heavy weight					
light weight					
Short - heavy weight					
light weight					
Rain					
arate Jackets					
ts					
sses -					
Formals					
Cocktail					
Casual					
Dressy					
ses					
Casual - long sleeves					
short sleeves					
Dressy - long sleeves					
short sleeves					
sters					
Cardigan					
Pull-over					
ts					
Sheath - heavy weight					
light weight					
Full - heavy weight					
light weight					
tswear					
Slacks					
Pedalpushers					
Treaders					
Bermuda shorts					
Jamaica shorts					
Short shorts					
Culottes					
Ski - pants					
jacket					
Bathing suit					
ry: Nylons					
Anklets					
Knee socks					

	Total number	Approximate average cost	Number of eastern influence	Number of western influence	Number purchased in U.S.
Shoes					
Flats					
Heels					
Sneakers					
Boots					
Head Covering					
Hats					
Scarves					
Handbags					
Clutch					
Overarm or shoulder					
Evening					
Miscellaneous ——— Please list below any items in your wardrobe that did not fit into the previous categories.					

Do you feel that any items you have with you are unnecessary? Yes _____ No _____

If yes, please list them and tell why you have found them so.

Do you feel that you are lacking any items needed in your present wardrobe?

Yes _____ No _____

If yes, please list them and tell why you feel they are necessary.

A. HOME:

1. Describe your national costume. (note symbolism)
2. How often did you wear this costume at home?
3. Do you wear special clothing for any national holiday? Describe this and tell about your reasons for wearing these items.

4. What kinds of hobbies do you participate in at home, ie. —what kind of activity do you enjoy in your leisure time?

5. Some activities require special clothing, such as a bathing suit for swimming. Describe any special clothing that you wear for particular activities.

6. In one months time at home, how often would you attend:

- a. Movies
- b. Dances
- c. Teas or afternoon parties
- d. Lectures
- e. Plays or concerts
- f. Professional or organizational meetings
- g. Others (specify)

7. If your social activities have not already been discussed, tell me what kinds of social activity you actively participate in at home.

UNITED STATES:

8. What do you like about living in the United States regarding--

a. Social and cultural activities...

b. Winter clothing...

c. Sport clothes....

d. Lingerie and sleepwear....

9. Some Oriental people who have been brought up in an eastern culture may find it difficult to accept certain practices here in the west, such as, the independence of women. Are there any American customs or patterns of living that you dislike or are dissatisfied with?

10. Describe any customs or patterns of living in the east that you find difficult to practice here in the west like sitting on floor pillows at mealtime and sleeping on bed rolls.

11. Name and describe specific cases or events where you feel you have had to adapt in order to live in a western culture. One example might be in wearing hats rather than head scarves.
12. What are some things you have learned from living in the United States that you will take to your country? Why?

12. What are some things you have learned from living in the United States that you will take to your country? Why?

C. CLOTHING:

13. When were you first introduced to western-style clothing? What were the conditions?
14. When you are living in your own country, do you wear western-style clothing?
15. To what extent is western clothing worn at home by members of your family?
(Name specific items and tell to what extent they are worn)

6. Where did you get ideas for the kinds of clothing that you purchased at home?
(To what extent did these sources influence your selections?)

- a. Newspapers...
- b. Magazines...
- c. Television...
- d. Movies...
- e. Window displays...
- f. Merchandise in stores...
- g. Family...
- h. Friends...
- i. Other (specify)...

7. Did you have a clothing allowance or budget for your clothing purchases at home?
Explain.

18. Approximately, how much money did you spend on clothing in your last year at home? Explain any conditions that you feel may not make this indicative of a normal year of clothing expenditures for you.

19. What kinds of clothing purchases did you make at home to prepare for your visit to the United States?

20. Are you still wearing the clothes you brought with you from home? Have you been pleased with them? Why?

Have you been displeased with them? Why?

21. Refer to questionnaire concerning whether clothes at home were ready-to-wear or made, and types of stores that clothes were purchased in. Question further.... the variety and costs of clothing items purchased, types of shopping trips made and their frequency, and type of payment for clothing.

Michigan State

Library

1954



MICHIGAN STATE UNIV. LIBRARIES



31293105152262