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**A STUDY OF DIVERGENCE FROM TENETS OF THE SEVENTH-DAY ADVENTIST CHURCH
BY SOME FRESHMEN WOMEN STUDENTS OF SOUTHERN MISSIONARY
COLLEGE IN REGARD TO CLOTHING WORN TO
RELIGIOUS SERVICES ON SABBATH**

by

Thelma Hemme Cushman

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

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Introduction

The purpose of this document is to provide a comprehensive overview of the project's objectives, scope, and the methodology used to achieve them. This document is intended for the project's stakeholders, including the project sponsor, the project team, and the project's end users. It is intended to provide a clear understanding of the project's goals and the steps that will be taken to achieve them.

The project's primary objective is to develop a new software application that will improve the efficiency and effectiveness of the organization's operations. The project's scope is defined by the following requirements:

- The application must be able to handle a large volume of data.
- The application must be able to integrate with existing systems.
- The application must be user-friendly and easy to learn.
- The application must be secure and reliable.

The methodology used to develop the application is based on the following principles:

- Iterative development: The application will be developed in a series of iterations, allowing for frequent testing and feedback.
- User involvement: Users will be involved in the development process from the beginning to the end, ensuring that the application meets their needs.
- Agile development: The project will be managed using an agile development methodology, allowing for flexibility and adaptability.

The project's timeline is as follows:

- Phase 1: Requirements gathering and analysis (2 weeks)
- Phase 2: Design and development (8 weeks)
- Phase 3: Testing and deployment (4 weeks)

The project's budget is estimated to be \$1,000,000. The project's risks are as follows:

- Scope creep: The project's scope may expand beyond the original requirements.
- Resource availability: The project may face a shortage of resources.
- Technical challenges: The project may face technical challenges that are not currently known.

The project's success will be measured by the following criteria:

- The application is delivered on time and within budget.
- The application meets the requirements of the project's stakeholders.
- The application is used by the organization's employees.

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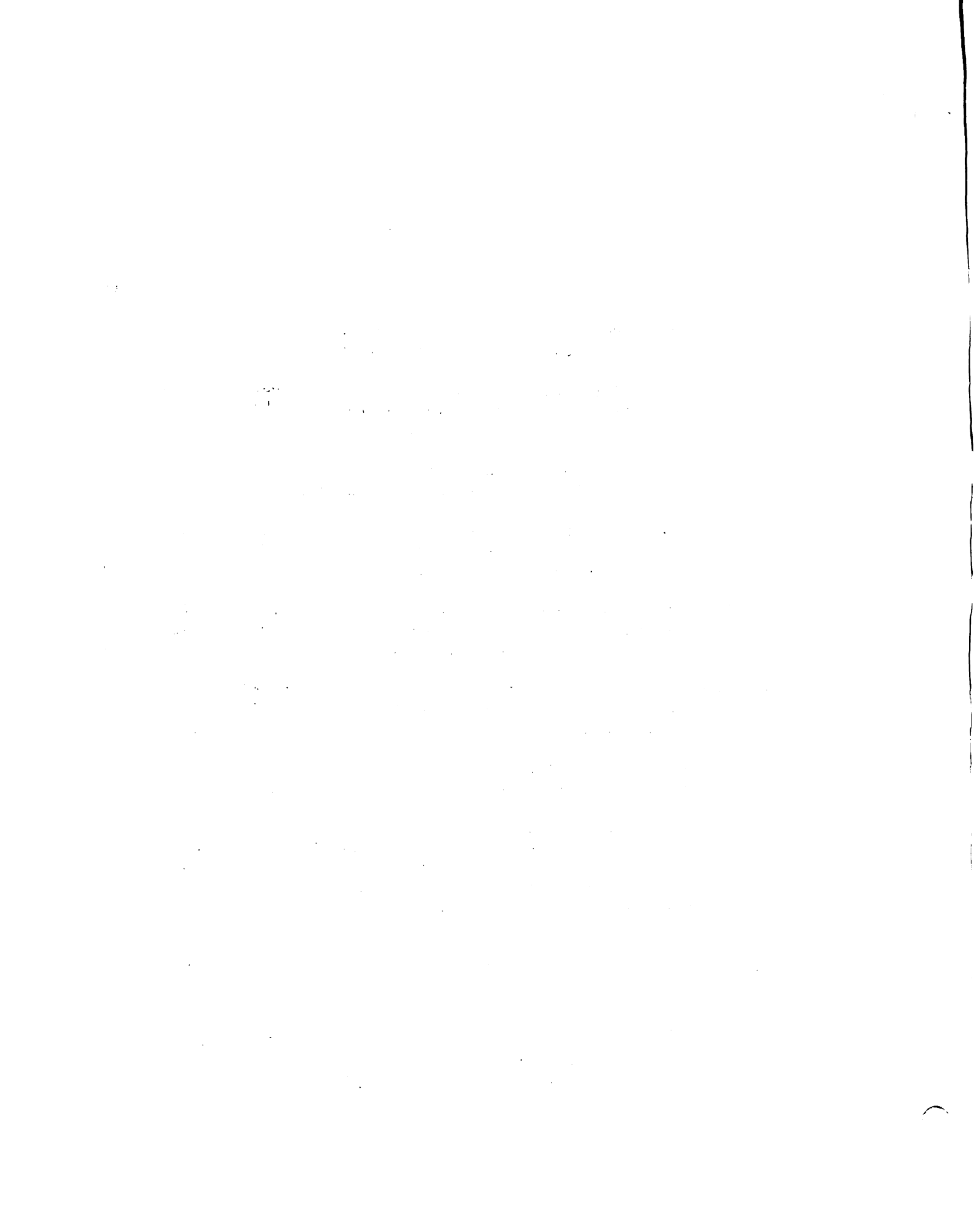


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1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that this is crucial for ensuring the integrity of the financial statements and for providing a clear audit trail.

2. The second part of the document outlines the various methods used to collect and analyze data. It includes a detailed description of the sampling techniques employed and the statistical tests used to evaluate the results. The data shows a significant correlation between the variables being studied.

3. The final part of the document provides a summary of the findings and discusses the implications of the results. It concludes that the study has provided valuable insights into the relationship between the variables and offers suggestions for further research in this area.

CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this study is to explore the clothing behavior of freshmen students of Southern Missionary College who reside in the Women's Residence Hall and to record some of the reasons which are given for non-conformity in the matter of dress worn to church as prescribed by the college. It is also the purpose of this study to investigate which items are worn to religious services, how many students deviate from church rules in this regard and in what manner, and in so far as possible, to relate deviants to family, teacher, and peer influence.

The Seventh-day Adventist Church has accepted as one of its basic tenets the challenge of Matthew 28:19,20 to go forth and teach the gospel to all nations.¹ In order to carry out this admonition, the Church has established educational institutions to prepare workers for service in the United States and abroad. Southern Missionary College at Collegedale, Tennessee, is one of the related schools of the Church which is dedicated to this purpose. Graduates of this college go out to do missionary work under the auspices of the Seventh-day Adventist organization.

¹King James version of the Bible.

In accordance with the teachings of the Church, students at Southern Missionary College are to conduct themselves in a manner which conforms to the ideals of the Church. Standards are set forth for the regulation of various areas of behavior, including the manner of dress. The Church bases its standards upon what it believes the Bible teaches; upon the writings of one of its early church leaders, Mrs. Ellen G. White; and upon its interpretation of these principles for modern times.

Each summer the deans of women from the denominational colleges and secondary schools of North America meet with representatives of the General Conference of Seventh-day Adventists to study ideals of behavior. The area of clothing is one of those studied. Any change in dress regulations is passed on to the schools and is incorporated in student handbooks. Some of the principles are spelled out in specifics regarding certain clothing items. Some items, such as shorts, are prohibited on the campuses. In other matters such as styles, colors, fabrics, etc., the student is allowed and encouraged to exercise his judgment and to express his individuality in clothing selection.

The Holy Scriptures set forth principles of Christian dress quite clearly. In the New Testament of the Bible, Goodspeed's translation of I Timothy 2:9,10 it reads, "Women for their part are to dress modestly and sensibly in proper clothes, not adorning themselves by braiding their hair, or with gold or pearls or expensive clothing, but as it is appropriate for women who profess to be religious, with good actions." Weymouth's translation of the same scripture is a little different. "I would have the women dress becomingly, with modesty and sobriety, not with plaited hair or gold or pearls or costly clothes."

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud.

2. The second part of the document outlines the specific procedures for recording transactions. It details the steps involved in the accounting cycle, from identifying the transaction to posting it to the appropriate ledger account.

3. The third part of the document discusses the importance of internal controls. It explains how internal controls can be designed to minimize the risk of error and fraud, and to ensure that the organization's assets are protected.

4. The fourth part of the document discusses the importance of auditing. It explains how an independent audit can provide assurance that the financial statements are fair and accurate, and that the organization is in compliance with applicable laws and regulations.

5. The fifth part of the document discusses the importance of transparency. It explains how transparency in financial reporting can build trust and confidence among investors and other stakeholders, and can help to prevent financial crises.

6. The sixth part of the document discusses the importance of ethical behavior. It explains how ethical behavior is essential for the long-term success of any organization, and how it can help to prevent financial fraud and other unethical practices.

7. The seventh part of the document discusses the importance of continuous improvement. It explains how organizations can use the lessons learned from audits and other reviews to improve their financial reporting processes and to prevent future problems.

The instructions given by Mrs. Ellen G. White are not believed to be contrary to this admonition but rather an elaboration and simplification of the principles set forth. The general recommendations for Seventh-day Adventist Church attire can be stated briefly. Clothing should be simple and unpretending, without profuse ornamentation, modest, neat and clean, appropriate, of becoming colors, and suited for service.

Special instructions regarding Sabbath dress have been given by Mrs. Ellen G. White.

There should be no display of apparel; for this encourages irreverence. The attention of the people is often called to this or that fine article of dress, and thus thoughts are introduced that should have no place in the hearts of the worshipers. . . . The parading of bows and ribbons, ruffles and feathers, and gold and silver ornaments is a species of idolatry and is wholly inappropriate for the sacred service of God, where the eye of the worshiper should be single to His glory. . . . Let none dishonor God's sanctuary by their showy apparel.²

All should be taught to be neat, clean, and orderly in their dress but not to indulge in that external adorning which is wholly inappropriate for the sanctuary. There should be no display of apparel; for this encourages irreverence.³

In a summary statement Mrs. White says that "Special care will be taken to dress in a manner that will show a sacred regard for the holy Sabbath, and the worship of God."⁴

²Ellen G. White, Testimonies for the Church (Mountain View, California: Pacific Press Publishing Association, 1948), Vol. 5, p. 499.

³Ellen G. White, Testimonies for the Church (Mountain View, California: Pacific Press Publishing Association, 1952). Vol. 4, p. 499.

⁴Ellen G. White, Selected Messages (Washington D. C.: Review and Herald Publishing Association, 1958), p. 476.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In the second section, the author outlines the various methods used to collect and analyze the data. This includes both primary and secondary data collection techniques. The analysis focuses on identifying trends and patterns within the dataset.

The third part of the document provides a detailed breakdown of the results. It includes several tables and charts that illustrate the findings. The data shows a clear upward trend in the key variables being measured.

Finally, the document concludes with a series of recommendations based on the findings. These suggestions are aimed at improving the efficiency of the process and ensuring that the data remains accurate and up-to-date.

Individuals who are not affiliated with the Seventh-day Adventist Church also have some definite recommendations on what is proper to wear to church. Eleanor Roosevelt said, "Your dress for church should be quiet and unobtrusive. Sports clothes should never be worn. Women should not wear low-necked or sleeveless dresses."⁵ Church clothes are less casual than school clothes and not as dressy as afternoon clothes. They are colorful but conservative. A hat is always worn to church, but you should never wear sleeveless dresses, sweaters, or sport oxfords.⁶

Mabel D. Erwin believes that, "For church you should be dressed with restraint . . . no 'dolling up' even for Christmas, Easter, or Yom Kippur. . . never gaudy."⁷ She gives some specifics in regard to church attire.

It is customary to wear hat and gloves at morning church services. . . . You may not go bareheaded except as a child. . . . It is poor taste to appear in dressy, informal costumes including voluminous veils, sequin trims, evening hats, cartwheel hats, fancy hair styles with flowers instead of a hat, rustling silks, strong perfume, striking make-up, too bouffant or too tight skirts, cocktail types, low necklines, bare arms and legs or in too casual attire such as sandals, anklets, sweaters, blue jeans, and suede jackets. Cleanliness, neatness, polish, and press are the keynotes.⁸

Gaylord Hauser describes the appropriately dressed woman as one who wears simple lines, is never fancy, extravagant or gaudy. She

⁵Eleanor Roosevelt, Eleanor Roosevelt's Book of Common Sense Etiquette (New York: The Macmillan Company, 1962), p. 159.

⁶Hazel Thompson Craig, Clothes With Character (Boston: Little, Brown and Company, 1941), p. 109.

⁷Mabel D. Erwin, Clothing for Moderns (New York: The Macmillan Company, 1949), pp. 148-149.

⁸Ibid. 149.

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In the second section, the author outlines the various methods used to collect and analyze the data. This includes both primary and secondary data collection techniques. The primary data was gathered through direct observation and interviews with key stakeholders. Secondary data was obtained from existing reports and databases.

The third section details the results of the data analysis. It shows a clear trend of increasing activity over the period studied. The data indicates that the majority of transactions occur during the middle of the day, with a significant peak in the afternoon.

Finally, the document concludes with a series of recommendations based on the findings. It suggests that the current processes are largely effective but could be improved by implementing more robust data security measures. Additionally, regular audits should be conducted to ensure the accuracy of the records.

can have a small number of well chosen garments and ignore the "style" of the moment. Her clothing will not be in such profusion that it screams for attention.⁹

The students are familiar with the dress regulations before entrance at Southern Missionary College. Each college applicant is requested to read these regulations and to pledge a willingness to abide by all the regulations of the college at the time of application for admission. The dress regulations are also mailed to the parents so that a suitable wardrobe may be planned for the student which will be within the requirements of the school.

Southern Missionary College gives specific dress regulations in its handbook, SMC and You Student Handbook.

While dress is ultimately an individual matter, good sense and good taste require that certain general standards be taken into consideration as you plan your wardrobe. Modesty in dress for both men and women is not only considered good taste, but it is highly desirable from the standpoint of economy and the impression it gives to others.

FOR YOUNG WOMEN

1. Standards of good taste demand that the shoulder and upper part of the arm be covered. This means that all dresses and blouses should have sleeves. Cap sleeves are not sleeves.
2. The neckline should be modest--not cut low in front, back, or off the shoulders.
3. On a few occasions during the year many women choose to dress formally; however, you need not feel that your college wardrobe must contain a formal. A list of standards governing formal attire is given below.
4. Sheer or transparent blouses may not be worn.
5. Tight sweaters or skirts or form-fitting clothes of any kind are not to be worn.
6. All dresses and skirts must be long enough to cover the knees at all times in any standing or sitting position.

⁹Gaylord Hauser, Look Younger, Live Longer (New York: Farrar Straus and Company, 1950), pp. 192-195.

7. Party dresses are inappropriate for church wear. (Dresses that dip in the back are considered party dresses.)
8. Shorts, slacks, trowsers, slim-jims, jeans, or pedal-pushers of any kind are not to be worn on the campus at any time or in any public place. The regulation recreation and gym attire (black White Stag clam-diggers) may be worn on special occasions (see recreation rules).
9. Artificial appearances resulting from the use of cosmetics, hair-dyes, etc., are out of place and are not permitted at SMC.
10. Jewelry, such as rings, necklaces, necklace watches, lockets, earrings, pendants, bracelets, and anklets, is not to be worn while attending SMC.

FORMALS

1. All formals must have sleeves. A cap sleeve or a ribbon or net drape is not a sleeve.
2. All formals must be long enough to cover the knees in any standing or sitting position, regardless of the number of crinolins worn.
3. If a stole is worn, it must be attached to the dress so as to make it a part of the garment. A net or lace stole must be lined.
4. A dress that dips in the back must come up to within 6" of the neckline. A round neck dress that exposes too much of the back must be worn with a stole or a jacket.

NOTE: All formals will be checked before the first formal occasion.¹⁰

In spite of the regulations regarding dress and the ideals of the Church, it has been observed that some students at Southern Missionary College do not conform entirely to these rules regarding dress and appearance. Although deviations may be slight and vary with the individual's appraisal of the specific time and occasion, there are nonetheless, deviations which are detectable by members of the student body at Southern Missionary College and by teachers and guests on the campus.

The purpose of this study is to discover the amount of deviation from the social norms of the college regarding clothing worn to the church service on Sabbath at Southern Missionary College. Since

¹⁰Southern Missionary College, SMC and You Student Handbook (Collegedale, Tennessee: Southern Missionary College, 1963), pp. 25-27.

it has been observed that all the students do not conform at all times to the prescribed regulations in the college handbook, SMC and You, this study was designed to determine what items of clothing students wear to church service; what they consider acceptable attire for Sabbath worship; and to collect stated reasons for selecting clothing items worn to religious services on Sabbath. From the investigation of such data it is hoped to discover, in so far as possible, reasons for deviation from the prescribed dress, and to relate them to family, teacher, and peer influence.

The next chapter will discuss the methodology of the study. Chapters III, IV, and V will be concerned with an analysis of data showing the ideals of dress as stated by the students; their image of appropriate dress for religious services; actual dress practices or clothing behavior of the student; and the influence of others upon clothing behavior. The last chapter contains the summary and conclusions of the study.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data. The second part covers the process of reconciling accounts, highlighting the need to compare the company's internal records with the bank statements. Any discrepancies should be investigated immediately to prevent errors from accumulating. The third section addresses the role of technology in accounting, noting that modern software solutions can significantly reduce the risk of human error and streamline the reporting process. Finally, the document concludes by stressing the importance of regular audits to ensure the overall integrity of the financial system.

CHAPTER II

METHODOLOGY

This is an exploratory and descriptive study which attempts, by means of a questionnaire, to discover some factors affecting the dress practices of some of the freshmen girls who reside in the dormitory at Southern Missionary College.

The Instrument

Since the questionnaire can yield honest and frank responses while maintaining anonymity of the respondent, it was selected as a means of collecting data for this study. Economy was another factor in the selection of this instrument. The expenditure of finances as well as time was kept to a minimum by the use of the questionnaire.

Data for this study were obtained from the compilation of responses to a questionnaire administered to a group of 65 college freshmen, ages 17-25, who resided in the Women's Residence Hall. A purposeful quota sample technique was used; in other words, the women asked to fill in the questionnaire were selected on the basis of their college status and their residence.

The questions were asked in order to obtain a list of clothing items worn to religious services at this particular college, to determine how many and in what manner they deviate from church rules



for Sabbath dress as prescribed by the college. The first section of the instrument contained questions relating to the background of the population. Questions were asked in order to determine the extent of attendance at Seventh-day Adventist elementary and secondary schools. The ages of respondents were obtained as well as the age at which they became members of the Church. They were asked to give the church affiliation of each parent and to tell whether their parents lived together.

The students were asked to check all the clothing items listed they considered proper to wear to church this season. The response to the next question was the rating by number of four different outfits in the order of their appropriateness for church. These outfits included one for party wear, one for sports wear, and two outfits for church. One of the church outfits omitted a hat.

The respondents were then asked to complete an outline of items worn to church at their last attendance. In another question the respondents checked the items that best described their usual dress practice regarding specific items of clothing worn to church. Several questions were directed at securing information concerning persons who influenced their clothing choices and whether they felt appropriately dressed for church as well as for other occasions.

These questions were similar to some of those contained in the instrument used by Betty Wass in a study of clothing behavior.¹

It is hoped the findings from this study will indicate cues for the direction of further clothing research in relation to

¹Betty Marguerite Wass, "Clothing as Related to Role Behavior of Ninth Grade Girls" (unpublished Master's thesis, Department of Textiles, Clothing, and Related Arts, Michigan State University, 1962) Item 6, page 79, as found in Wass, Appendix.

clothing behavior. Since clothing does affect the psychological, sociological and economic aspects of women's lives, people in the clothing field can be of assistance, as well as clergymen, psychologists, and other professional people, in helping women to find ways of clarifying their image and practices of selecting appropriate attire for religious services.

Pretest

The questionnaire was pretested with a group of college freshmen girls on the campus of Andrews University, a church related school at Berrien Springs, Michigan. The purpose of the pretest was to determine the approximate amount of time which would need to be allotted for answering it, the interpretations which students would have for various items, and the types of responses which would be obtained from the girls. Twenty girls filled in the questionnaire. The instructions advised the students to ask questions if any of the items were not clearly understood. As a result of the pretest a small number of items were reworded or omitted. Since there seemed little difficulty in answering, the questionnaire was used.

As a result of the pretest some typographical errors were discovered and corrected. Two errors were not detected. On page 3 question 4, the age bracket 16-17 was omitted and on page 7 question 12, the category "average" was omitted.

The instrument was comparatively easy to administer. It did not take a great deal of time to answer the questions and those who read the instrument were interested in knowing the findings of this study.

The Setting

Southern Missionary College is located in Collegedale, Tennessee, about eighteen miles from Chattanooga. Collegedale is unincorporated and has a population of about 1,800. The next town of any size, Cleveland, is about fifteen miles north. The community of Collegedale is situated in a little valley surrounded by gentle rolling hills. The railroad is to one side of the valley and although there is no station, the trains stop to leave the mail Monday through Friday. Since Seventh-day Adventists are Sabbatarians the mail train does not stop on Saturdays and neither is the post office open on Saturdays. The post office is staffed by Seventh-day Adventists and is open on Sundays. Saturday mail is left at another station until it is collected and distributed on Sunday. For many years the college used Ooltewah, a tiny town two miles distant, as its post office. The Collegedale community has developed as a result of the college being located there.

Southern Missionary College believes in the education of the whole being.

True education means more than the pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existance possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come.²

As one means of meeting this ideal, the college has developed industries which employ students on a part-time basis. They not only earn money to help defray school expenses but they learn some skills

²Ellen G. White, Education, (Mountain View, California: Pacific Press Publishing Association, 1952), p. 13.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is essential for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to support informed decision-making.

3. The third part of the document focuses on the role of technology in data management and analysis. It discusses how modern software solutions can streamline data collection, storage, and reporting, thereby improving efficiency and accuracy.

4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and privacy. It provides strategies to mitigate these risks and ensure that data is used responsibly and ethically.

5. The fifth part of the document concludes by summarizing the key findings and recommendations. It stresses the importance of ongoing monitoring and evaluation to ensure that data management practices remain effective and aligned with the organization's goals.

6. The sixth part of the document provides a detailed overview of the data collection process, including the identification of data sources, the design of data collection instruments, and the implementation of data collection procedures.

7. The seventh part of the document discusses the various methods used for data analysis, such as descriptive statistics, inferential statistics, and qualitative analysis. It explains how these methods can be used to interpret the data and draw meaningful conclusions.

8. The eighth part of the document focuses on the ethical considerations of data management and analysis. It discusses the importance of obtaining informed consent, protecting personal information, and ensuring that data is used for legitimate purposes.

9. The ninth part of the document provides a final summary and concludes the report. It reiterates the key findings and offers final recommendations for improving data management and analysis practices.

that can help them, if needed, to earn a livelihood in the future. Some of these industries are engaged in interstate commerce and supply products to as many as 27 states. The following industries are college owned or sponsored: bakery, book bindery, printing press, spring factory, cabinet shop, commercial laundry, mercantile, super market, service station, and broom factory.

Students defray expenses in other ways such as janitor service, laboratory assistants, dormitory monitors, readers, secretaries, cafeteria work, yard work, etc.

Except for essential work, such as in the cafeteria, boiler house, night watch, etc., the work week ends at noon on Friday and resumes at 7:30 a.m. Sunday. This aids the student, as well as other workers, to prepare and be ready for the Sabbath which begins at sunset on Friday and ends at sunset on Saturday.

About 600 students live in the residence halls and about 300 are married and live with their families in the community. A very few single students live with relatives or friends in the area. Students and faculty are expected to attend religious services on Sabbath. No check is made of faculty attendance but dormitory students are asked, on their word of honor, to fill out an attendance record. Dormitory rooms are checked during church service to determine illness and reasons for not attending church.

The students who live in the residence halls come from a variety of environments. Usually about 35 states and several foreign countries are represented in the student body. Foreign missionaries send their students back to the United States for secondary and college education. This results in a variety of socioeconomic levels also. Some students



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In the second section, the author details the various methods used to collect and analyze the data. This includes both primary and secondary research techniques. The primary data was gathered through direct observation and interviews, while secondary data was obtained from existing reports and databases.

The third part of the document presents the results of the analysis. It shows a clear trend of increasing activity over the period studied. The data indicates that the majority of the observed behavior is concentrated in the latter half of the time frame.

Finally, the document concludes with a summary of the findings and their implications. It suggests that the observed patterns may be indicative of broader trends in the field. Further research is recommended to explore these findings in greater depth and to identify potential causes and effects.



from the Southern Highlands come from log cabin homes and must work their entire way through school even though this requires five or six years. There are always a few students who have cars and finances enough so that they do not have to do remunerative work while in school. The largest group receives some regular financial support from home or elsewhere. Many students earn enough during the summer months so they can, by part-time employment, pay all their expenses during the school year.

The Sample

The sample selected was made up of 65 freshmen women who lived in the Women's Residence Hall. All were members of the Seventh-day Adventist Church. Except for two, all were between the ages of 17 and 20. One was between 21 and 25 years of age and one failed to give her age bracket. All but eight respondents, 12 per cent, had attended a church related school before enrolling at Southern Missionary College. Twenty-eight, 43 per cent, attended church school for all eight grades and forty-seven, 72 per cent, attended Seventh-day Adventist secondary schools for all four years. Fourteen, 22 per cent, had never attended a church school and eight, 12 per cent, had never attended a Seventh-day Adventist secondary school.

Even though all the respondents were members of the church, this is not the case with the parents.³ Sixty mothers, 92 per cent, and forty-three fathers, 66 per cent, are Seventh-day Adventist church members. One indicated that her father was "part Seventh-day Adventist." Another stated that her father was a clergyman, but she did not state the denomination. The latter is not included in the

³Table 1

TABLE 1
NUMBER AND PERCENTAGE OF FATHERS AND MOTHERS OF FRESHMEN
WOMEN STUDENTS WITH CHURCH AFFILIATION

Church Affiliation	Fathers		Mothers	
	No.	Percentage	No.	Percentage
Baptist	2	3	2	3
Catholic	1	2		
Christian	1	2		
Clergy	1	2		
Episcopal	1	2		
Presbyterian	1	2		
Seventh-day Adventist	+43	66	60	92
None	12	18	3	5
Deceased	2	3		
Omitted	1	2		

+One of these is deceased

forty-three who stated that their fathers were members of the church, although it is highly possible that he is. Twenty-four students, 37 per cent, come from homes in which both parents believe the Seventh-day Adventist doctrines and are church members; two said that neither of their parents were members of this denomination. One has parents who are both affiliated with the Baptist Church. One girl comes from a home in which neither parent is a member of any church.

Of those fathers who belong to other faiths two are Baptists, one is Catholic, one is Presbyterian, one is Episcopalian, and one is Christian. Two mothers are Baptists.

Two have deceased fathers. All the mothers are living. Fifty-nine students, 91 per cent, indicated that their parents live together. Two mothers are widowed. This means, then, that in only four cases do the girls come from homes in which the parents do not live together.

The sample comes from a variety of environments and geographic areas. In the college there are students from nearly every state in the United States and from several foreign countries. Some students come from mountain cabins in the Southern Highlands while others claim Los Angeles as their home. There are differences in speech, customs, and socioeconomic levels.

Administration of the Instrument

The revised questionnaire was administered to 65 college freshmen girls who resided in the Women's Residence Hall at Southern Missionary College, Collegedale, Tennessee. In order to obtain individual and as unbiased responses as possible, the instrument was

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that this is crucial for ensuring the integrity of the financial statements and for providing a clear audit trail.

2. The second part of the document outlines the various methods used to collect and analyze data. It includes a detailed description of the sampling techniques employed and the statistical tests used to evaluate the results.

3. The third part of the document presents the findings of the study. It shows that there is a significant correlation between the variables being studied, and that the results are consistent with the hypotheses.

4. The fourth part of the document discusses the implications of the findings. It suggests that the results have important implications for the field of study and that further research is needed to explore these findings in more detail.

5. The fifth part of the document concludes the study. It summarizes the key findings and provides a final statement on the overall significance of the research.

6. The sixth part of the document provides a list of references. It includes all the sources cited in the document, including books, articles, and other relevant literature.

administered to the sample as a group. The respondents answered the questions at the close of a very brief worship service. The one who administered the questionnaire is a home economist (graduate of the University of Tennessee) and was unknown to the population.⁴ Her appearance, use of lipstick and earrings, identified her as not belonging to the Seventh-day Adventist Church. From her presentation of the instrument, the girls had no way of knowing for whom they were answering the questions. They were asked not to write their names on the questionnaire because it was to be done anonymously. They did not converse with one another. These steps were taken to insure, as far as possible, honest and sincere responses.

The questionnaire was formulated and administered to determine the understandings that freshmen dormitory girls have of appropriate dress for the church service; to determine the self-image of actual dress practice; and to determine factors influencing selection of clothing for church attendance.

Definition of Terms

The terms party dress, traditional clothing, appropriate dress, inappropriate dress, modest dress, and immodest dress, as used in this study, are defined in the appendix. These definitions are explanatory of the terms used in describing and interpreting dress in this situation.

⁴Mrs. Thomas Anderson.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions.

2. It then outlines the various methods used to collect and analyze data, including surveys and interviews.

3. The next section describes the results of the study, highlighting the key findings and their implications.

4. Finally, the document concludes with a summary of the research and suggestions for future work.

5. The overall goal of this study is to provide a comprehensive overview of the current state of research in this field.

6. By examining the various methods and results, we hope to identify areas where further research is needed.

7. This document is intended to serve as a resource for researchers and practitioners alike.

8. We believe that the findings presented here will be valuable in informing future research and practice.

9. The data collected for this study were analyzed using a variety of statistical techniques.

10. These techniques allowed us to identify patterns and trends in the data that were not apparent through simple observation.

11. The results of these analyses are presented in the following sections of the document.

12. We believe that these findings will be useful in understanding the complex relationships between the variables studied.

13. The study was conducted over a period of six months, during which time a large amount of data was collected.

14. This data was then carefully reviewed and analyzed to ensure its accuracy and reliability.

15. The results of this analysis are presented in the following sections of the document.

16. We believe that these findings will be useful in understanding the complex relationships between the variables studied.

17. The study was conducted over a period of six months, during which time a large amount of data was collected.

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19. The results of this analysis are presented in the following sections of the document.

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21. The study was conducted over a period of six months, during which time a large amount of data was collected.

22. This data was then carefully reviewed and analyzed to ensure its accuracy and reliability.

23. The results of this analysis are presented in the following sections of the document.

24. We believe that these findings will be useful in understanding the complex relationships between the variables studied.

CHAPTER III

THE STANDARD OR IDEAL FOR CLOTHING CHOICES

In an attempt to obtain the student image of appropriate clothing for church services, the instrument included a question asking the respondent to check all the listed items that she thought were appropriate to wear to church this season. It will be noted that the following items of clothing were considered appropriate by the majority of respondents: plain dressy coat, coat with real fur trim such as mink, dress with high neckline, sleeveless dress with jacket, dress with full skirt, straight or slim skirt, pleated skirt, tailored blouse, dressy blouse, shoes with high heels, and a small leather purse. Table 2 gives the tabulations of responses in numbers and percentages.

There was 100 per cent agreement on the appropriateness of suits, small hats, shoes with medium heels, nylon hose, and medium size leather purses. Agreement was also shown on the inappropriateness of plain sport coats, car coats, leather or imitation leather jackets, ski parkas or jackets, party dresses, kilts, knee ticklers, culottes, loafers, sandals, knee-high socks, and tote bags. No one checked these items as being considered proper to wear to church. Some of the respondents did not know what some of the items were such as a raccoon collar, synthetic coat collar, tote bag, kilts, or whimsey.

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TABLE 2

NUMBER AND PERCENTAGE OF RESPONSES GIVEN BY FRESHMEN WOMEN INDICATING WHAT THEY CONSIDERED PROPER CLOTHING ITEMS FOR CHURCH WEAR THIS SEASON

Items of Clothing	Responses	
	Number	Percentage
Coat with real fur like mink	24	37
Coat with real fur trim like mink	53	82
Coat with raccoon collar	*1 19	29
Coat with synthetic collar	*4 31	48
Plain dressy coat	61	94
Plain sport coat		
Car coat		
Leather or imitation leather jacket		
Ski parka or jacket		
Suit	65	100
Party dress		
Dress with full skirt	54	83
Sleeveless dress, no jacket	5	8
Sleeveless dress with jacket	56	86
Dress with low-cut neckline	2	3
Dress with high neckline	58	89
Straight or slim skirt	55	85
Pleated skirt	44	77
Flared skirt	27	42
Full gathered skirt	27	42
Kilts	*2	
Knee ticklers (skirt above knees)		
Culottes		
Bulky knit sweater	55	85
Pullover sweater	9	14
Cardigan sweater	22	34
Tailored blouse	36	55
Dressy blouse	56	86
Whimsey or veil	*1 25	38
Scarf on head	2	3
Small hat	65	100
Large hat	30	46
No head covering	28	43

TABLE 2 (Continued)

Items of Clothing	Responses	
	Number	Percentage
Shoes with high heels	47	72
Shoes with medium heels	65	100
Flat, dressy shoes	17	26
Loafers		
Sandals		
Knee-high socks		
Nylon hose	65	100
Bobby socks		
No stockings	1	2
Billfold, no purse	1	2
Satin, velvet or beaded purse	3	5
Small leather purse	55	85
Medium size leather purse	65	100
Large leather purse	27	42
Tote bag	*3	

*Did not know what these are.

Year	Value	Description
1951	100	...
1952	100	...
1953	100	...
1954	100	...
1955	100	...
1956	100	...
1957	100	...
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1959	100	...
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2022	100	...
2023	100	...
2024	100	...
2025	100	...
2026	100	...
2027	100	...
2028	100	...
2029	100	...
2030	100	...

There appears to be no rigid rule concerning the wearing or not wearing a hat. While all said a hat is proper, 43 per cent indicated it is proper to wear no head covering at all and 3 per cent thought it was all right to wear a scarf on the head. Large hats and whimsys were considered proper by a large number of respondents.

Those articles of clothing that the appropriately dressed woman does not wear to church were checked as being "appropriate" by five or less. These items are: no hose, dress with low-cut neckline, sleeveless dress with no jacket, head scarf, satin purse, beaded purse or velvet purse.

Table 3 gives the descriptions of four outfits the students were asked to rate by number for appropriateness for church services. Table 4 shows how the girls rated these four outfits for church. Outfit "B" was rated first by the largest number, 42 girls or 65 per cent. This same outfit was rated highest for second place. Twenty girls, 31 per cent rated outfit "B" second. Only two girls placed it in third place and no one ranked it fourth. Twenty-one students, 32 per cent, rated outfit "D" first and 41 girls or 63 per cent, rated "D" second. Outfits "A" and "C" received the most votes for third and fourth places.

Outfit "B" may be described as traditional dress. It includes hat, gloves, hose, medium heels, and medium size purse which is appropriate for church wear. Outfit "D" is also traditional, but it does not include a hat. The combined first and second place ratings of these two outfits, "B" and "D" total 62. This represents 95 per cent of the respondents.

Outfit "A" may be described as the party type. Its combined third and fourth place ratings total 62. Outfit "C" has a casual appearance

TABLE 3

DESCRIPTIONS OF OUTFITS RATED FOR APPROPRIATENESS FOR CHURCH SERVICES
BY FRESHMEN COLLEGE WOMEN

Outfit A	Coat with fur trim Party dress Whimsey or veil Nylon hose Medium size purse Shoes, high heels Fabric gloves
Outfit B	Dark tailored coat Sheath dress Medium size hat Nylon hose Medium size purse Shoes, medium heels Fabric gloves
Outfit C	Coat with raccoon collar Dark wool plaid skirt Cardigan sweater Shoes, medium high heels Tailored gloves Small leather purse Small hat
Outfit D	Plain color dress coat Dacron wool jacket dress Pumps with medium heels Nylon hose Medium size purse Fabric gloves



TABLE 4
 RATINGS BY NUMBER (SHOWING NUMBER AND PERCENTAGE OF EACH RATING)
 OF FOUR OUTFITS RATED FOR APPROPRIATENESS
 FOR CHURCH SERVICES BY FRESHMEN COLLEGE WOMEN

Rating	1	2	3	4	Total*
<u>Outfit A</u>					
Number	1	1	28	34	64
Percentage	2	2	43	52	99
<u>Outfit B</u>					
Number	42	20	2	0	64
Percentage	65	31	3	0	99
<u>Outfit C</u>					
Number	0	2	32	30	64
Percentage	0	3	49	46	98
<u>Outfit D</u>					
Number	21	41	2	0	64
Percentage	32	63	3	0	98

*One respondent did not follow directions and her responses could not be used. Percentages have been rounded.

with combined ratings for third and fourth places also totaling 62. This would indicate that at least 95 per cent of the population recognized both appropriate and inappropriate church attire.

As a part of an individual research problem at Michigan State University conducted by Ruth Marie King, freshmen women students at Kentucky State College were asked to check those clothing items they thought were appropriate for basketball games, coke dates, classes, semi-formal dances and church.¹ The tabulations on page 43 of King's study were very similar to those of this study in the area of church attire.

King collected her data by means of a questionnaire administered to 84 freshmen female college students at Kentucky State College at Frankfort. This is an integrated school but the enrollment is primarily Negro. It is a state sponsored college and is not church related as is Southern Missionary College.

A comparison of Tables 2 and 4 with the findings of King's study show a similarity. The tally of responses of the two groups which checked the items appropriate for church were approximately the same.

Betty Wass received similar responses when questioning ninth grade girls in East Lansing, Michigan.² In contrast, however, a noticeable number of Wass's population included knee-ticklers, bobby socks, and loafers, which are casual items.

¹Ruth Marie King, "A Study of Clothing Preferences Among Freshmen Female College Students: Student and Faculty Opinions on Clothing Selections for Various Occasions," (unpublished Master's problem, Department of Textiles, Clothing, and Related Arts, Michigan State University, 1964), p. 43.

²Betty Wass, "Clothing as Related to Role Behavior of Ninth Grade Girls," (unpublished Master's thesis, Department of Textiles, Clothing, and Related Arts, Michigan State University, 1962), pp. 30-31.

In a further attempt to discover the student image of appropriate dress, the respondents were asked to name a Collegedale community woman and a college student whom they thought dressed the most appropriately for church on Sabbath. In this study appropriate dress for church is defined as "that attire which is modest and neat; does not draw attention to the wearer by the parading of bows, ribbons, ruffles, feathers, artificial flowers, and gold or silver ornaments; is not too informal or too dressy but includes a hat."¹

In identifying an example of appropriate dress, one respondent said no one dressed appropriately for church. Although seven girls failed to answer this question and six said they did not know any community women, the responses were significant.

Two of the community women received 26 votes as being the most appropriately dressed for church. Miss "A", who was named 14 times, is in an administrative position and has close contact with the population. She is young, tall, and wears her clothes very well but seldom wears a hat. Mrs. "B" nearly always wears a hat to church, and her dress meets the criteria of appropriateness as defined in this study. The other women who were named are also in the public eye a great deal. Of the 17 community women named 13 of them have been observed to meet the dress criteria of this study. Four women do not meet the criteria of appropriate dress. One wears gaudy colors and large attention-getting hats. Three of the women are often seen in church without hats but with attractive and modest hair styles.

With the exception of Miss "A" and Mrs. "B" there was no concentration in naming the community women. Eleven women each received one

¹Appendix B, p. 68.

[The text in this block is extremely faint and illegible. It appears to be a multi-paragraph document, possibly a letter or a report, but the specific content cannot be discerned.]

vote. Of the remainder two women were mentioned four times, two others were named three times and two were named two times each. It is possible the reason for the selection of these individuals is that they are better known than other community women.

Not enough is known about the dress practices of the college students, who were singled out as being the most appropriately dressed, to draw any valid conclusions. There does not appear to be any one student who is the model for this segment of the dormitory population. Of the 38 girls listed, only one was designated by six respondents and two received five votes each. Three girls received three votes and five received two votes each. Twenty-seven girls were named only once. It is not known whether these girls have similar or different patterns of dress. Since no one was named by a majority or even by a large number of girls it is possible that the names could have been chosen on the basis of acquaintance or friendship rather than on actual dress practices.

The respondents were asked to give reasons for their choice of the community woman and the college student they believed to be the most appropriately dressed for church. Although there does not appear to be a model among the student group, their reasons for selection, however, give insight into their clothing image. Descriptions of appropriately dressed community women and students included words like neat, good taste, appropriate, inconspicuous, wears a hat, wears a suit, simple, modest, and not overdressed.

The words and phrases used to describe the women who were selected as being the most appropriately dressed for church are tabulated in Table 5. The words used to describe the appropriately dressed

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TABLE 4

WORDS AND PHRASES USED TO DESCRIBE THE WOMEN NAMED AS THE MOST
APPROPRIATELY DRESSED FOR CHURCH

Descriptive Words	Community Women No.	College Women No.	Total No.
Always looks nice	3	3	6
Always takes pride in her clothes		1	1
Appropriate	3	10	13
Attractive	4	2	6
Becoming colors	1	1	2
Becoming styles	3	2	5
Carries a purse	1	1	2
Clean	1	2	3
Conservative	3	3	6
Coordinated accessories	4	3	7
Cute		1	1
Don't know many of them	6		6
Fits properly	3	1	4
Good taste	15	14	29
Has money to buy them		1	1
Has nice clothes		2	2
Inexpensive	1	7	8
Inconspicuous	9	7	16
Mainly her decorum		1	1
Modest	3	7	10
Neat	25	24	49
New Clothes	1		1
None	1		1
No one at all times appropriate for church		1	1
Not gaudy	4	2	6
Not always a hat	2		2
No hats	1		1
Not overdressed	3	6	9
Nice colors	1		1
Never have seen her inappropriately dressed for church	2	1	3
Omitted	4	3	7
Originality	1	1	2
Plain	5	6	11
Pressed		1	1
Smart looking clothes	1	6	7
Wears dresses		2	2
Wears gloves	2	3	5
Wears heels	2	2	4
Wears hat	5	8	13
Wears suits	3	7	10
Wears latest styles	1		1
Well groomed	2	1	3

community women are very nearly like those used to describe the college student. The women of both categories were described as having a dress that is "neat," "in good taste," "appropriate," "inconspicuous," and "modest." The appropriately dressed woman wears suits and hats. This, then is the freshmen image of appropriate dress for community and college women for church on Sabbath.

In response to the question, "Have you ever noticed someone in church whom you did not think dressed properly?", 63 respondents said "yes" and only two said "no." One girl who said "no" gave an interesting comment, "I try to keep my mind on the minister and not on what people wear." Table 6 is a summary of the things the respondents noticed others wearing to church which they thought inappropriate for the occasion. Dress of the party type, classroom attire, sleeveless garments, and clothing which was too fancy, too sporty, and too showy was stated most often as being inappropriate church attire.

The student image of clothing for religious services may be described as "neat," "inconspicuous," "modest," and "in good taste." The appropriately dressed woman included plain suits and dresses and she is neither overdressed nor underdressed. She carries a medium or small size purse and wears shoes with medium or high heels. Her dresses have either straight or full skirts and they have sleeves. Hosiery is a must but she may choose to wear a small hat or a whimsey or veil or no head covering at all. She wears gloves to church.

The next chapter will be concerned with the actual dress practices and the clothing behavior of the student and how she relates herself to this image.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that this is crucial for ensuring the integrity of the financial statements and for providing a clear audit trail. The text notes that any discrepancies or errors in the records can lead to significant complications during an audit and may result in the disallowance of certain expenses.

2. The second part of the document outlines the specific procedures for recording transactions. It details the requirements for receipts, invoices, and other supporting documents. It states that all receipts must be properly dated, itemized, and signed by the individual receiving the goods or services. Additionally, it requires that all invoices be reviewed for accuracy and that any missing or incomplete information be promptly addressed.

3. The third part of the document addresses the issue of expense reporting. It explains that employees are required to submit a detailed report of all business-related expenses incurred during the reporting period. This report should include the date, location, purpose, and amount of each expense. The text also notes that only those expenses that are directly related to the business and are reasonable in amount are eligible for reimbursement.

4. The fourth part of the document discusses the process of reviewing and approving expense reports. It states that all reports must be reviewed by the appropriate supervisor or manager to ensure that the expenses are legitimate and necessary for the business. The reviewer should verify that the receipts and other supporting documents are properly maintained and that the amounts reported are accurate. Once approved, the expense report should be submitted to the accounting department for processing.

5. The fifth part of the document provides information regarding the consequences of non-compliance with the expense reporting policy. It states that employees who fail to maintain accurate records or who submit false or inflated expense reports may be subject to disciplinary action, including suspension or termination. The text also notes that any fraudulent activity may be reported to the appropriate authorities for investigation.

TABLE 6

ENUMERATION AND COMMENTS BY STUDENTS CONCERNING CLOTHING THEY HAVE
OBSERVED WORN TO CHURCH WHICH THEY BELIEVE IS INAPPROPRIATE

Comments	Number
Accessories	1
Bobby socks	3
Classroom attire	10
Colors bright and gaudy	4
Colors didn't harmonize	1
Combinations didn't match	4
Culottes	1
Dresses, party	13
Dress, party with several crinolines	1
Dress, sun	2
Dress, inappropriate--leopard dress with leopard hat to match	1
Everyday clothing	1
Furs, fancy	1
Gloves, none	1
Hose, none	5
Immodest	1
Shoes, flats	1
Shoes, tennis	1
Skirts too short	7
Sleeveless	9
Sloppy	2
Overdressed	4
"Like Queen Jezebel"	1
Too gaudy	1
Too dressy	4
Too fancy	7
Too casual	2
Too showy	8
Too sporty	9

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in the context of public administration or corporate governance. The text suggests that without reliable records, it becomes difficult to track progress, identify issues, and ensure that resources are being used effectively.

2. The second part of the document addresses the challenges associated with data collection and analysis. It notes that while modern technology offers powerful tools for gathering and processing information, the quality and consistency of the data can vary significantly. The author highlights the need for standardized protocols and rigorous quality control measures to ensure that the data being used is accurate and relevant to the research or project at hand.

3. The third part of the document focuses on the ethical implications of data collection and analysis. It discusses the potential for misuse of personal or sensitive information and the importance of obtaining informed consent from individuals whose data is being collected. The text also touches upon the broader societal implications of data-driven decision-making, including issues of privacy, security, and the potential for bias or discrimination.

4. The fourth part of the document provides a detailed overview of the research methodology used in the study. It describes the selection of participants, the design of the data collection instruments, and the statistical methods employed to analyze the results. The author aims to provide a clear and replicable account of the research process to allow other researchers to evaluate the findings and potentially conduct similar studies.

5. The fifth part of the document presents the key findings of the study. It discusses the patterns and trends observed in the data, highlighting both the strengths and limitations of the research. The author provides a nuanced interpretation of the results, taking into account the context and the potential for confounding factors. This section is crucial for understanding the implications of the study and for identifying areas for further research.

6. The sixth part of the document offers practical recommendations based on the study's findings. It provides guidance on how the insights gained from the research can be applied in real-world settings, whether in the public sector, private industry, or academic research. The author emphasizes the importance of tailoring these recommendations to the specific needs and circumstances of the target audience.

7. The final part of the document concludes the study and reflects on the overall contribution of the research. It acknowledges the limitations of the study and suggests directions for future work. The author expresses gratitude to the participants and the research team, and provides contact information for those interested in further details or collaboration. This concluding section serves to summarize the key takeaways and leave a lasting impression on the reader.

CHAPTER IV

ACTUAL DRESS PRACTICES

A picture of actual dress practices of the freshmen women of Southern Missionary College will be partially formed from their descriptions of specific clothing practices. Some specific dress practices were obtained from the answers to five questions which are summarized in Tables 10-14 of Chapter V of this study. The questions were concerned with the items of clothing worn to church in spite of the fact that the respondents' mothers or that the Dean of Women did not approve, or that their girl friends or boyfriends did not like them. What is important at this juncture is that the items were worn, and not why they were worn.

The items the girls insisted upon wearing were described in terms which indicated that the definition of modesty was the primary area of disagreement. The point of contention in nine cases was the wearing of sleeveless garments. Ten girls disagreed with others on the length or fit of specific garments. The following were mentioned only once: a party dress, a low neckline, a high hat, a big hat and high heels. Respondents wore these items to church even though they knew others did not like or approve of them.

According to Table 7, the majority, 80 per cent, always wear gloves to church while 11 per cent usually wear them. When it comes to a hat, the picture is different. About one third wear a hat

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TABLE 7

FREQUENCY OF SPECIFIC DRESS PRACTICES FOLLOWED BY FRESHMEN
WOMEN WHEN ATTENDING CHURCH SERVICE ON SABBATH

Dress Practices	Always No. %	Usually No. %	Occasionally No. %	Seldom No. %	Never No. %	Omitted No. %
I wear gloves to church on Sabbath	52 80	7 11	5 8			1 2
I wear a hat or whimsey to church on Sabbath	2 3	9 14	23 35	19 29	11 17	1 2
I wear a party dress to church on Sabbath		1 2	1 2	4 6	59 89	1 2
I wear party accessories to church on Sabbath				1 2	63 97	1 2
I wear a sleeveless blouse or dress to church on Sabbath			7 11	11 17	46 71	1 2

occasionally and only two indicated they always wear a hat to church. Eleven said they never wear a hat to church. In practice most of the girls wear gloves to church most of the time but they wear hats less frequently, some never wearing a hat on Sabbath.

Some girls wear party dresses and party accessories to church. Although this was indicated by a small number, six, it does give a picture of what some actually do. One girl said this was her usual practice and another girl indicated that she wears party clothes occasionally. Sleeveless garments are worn to church occasionally by seven, and eleven seldom wear them. There appears to be an inverse relationship between the wearing of gloves and the wearing of party dresses, party accessories and sleeveless garments. Those who always wear gloves seldom or never wear party dresses or party accessories to church.

To further probe the student image of appropriate Sabbath dress and how well she believes she measures up to it in actual practice, each girl was asked to describe what she wore to church the last time she attended.

In spite of the fact that all respondents had said that a small hat was proper, 47 wore no head covering. In practice 19 girls that said hats were proper did not wear a hat the last time they attended church.

A purse was not carried by 23 the last time they attended church. According to Table 2, only one indicated she thought it proper not to carry a purse, therefore 40 girls were not practicing what they believed to be appropriate in this respect.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In the second section, the author outlines the various methods used to collect and analyze the data. This includes both primary and secondary data collection techniques. The analysis focuses on identifying trends and patterns over time, which is crucial for making informed decisions.

The third part of the report details the results of the study. It shows that there has been a significant increase in sales volume over the past year, particularly in the online market. This is attributed to several factors, including improved marketing strategies and a more user-friendly website interface.

Finally, the document concludes with a series of recommendations for future actions. It suggests that the company should continue to invest in digital marketing and explore new product lines to further expand its market reach. Regular monitoring of key performance indicators is also advised to ensure ongoing success.

All but one girl wore gloves. In this practice she did what she later described as her usual custom. To the one who omitted gloves "they are always in the way and do no good anyway." She considered them a nuisance.

Although there was total agreement on the wearing of medium heels, a majority believed high heels to be acceptable also. In practice only ten described her shoes as having high heels. There could have been others who wore high heels but who described their shoes in terms of colors and fabrics and did not indicate height of heels. Thirty said they wore medium or low heels.

Descriptions of main garments worn to church are difficult to assess. Suits and a variety of dresses--full skirts, straight skirts, "A" shape, sheaths, a jumper, and a shift--were all worn in a wide range of fabrics and colors. The descriptions were not complete enough to gain an accurate picture.

Table 7 shows that fifty-eight, 89 per cent, felt that they were dressed appropriately in the outfits they described. Seven did not feel that they were appropriately dressed. In seven comments concerning changes they would have liked to make, the matter of hats was mentioned. Six felt that they should have worn a hat. One girl wore a hat but expressed feeling of discomfort because she loves to wear hats and the others did not wear them. She felt conspicuous. In general the girls felt appropriately dressed.

All the girls admitted that they felt uncomfortable when they wore inappropriate clothing to church. Fifty-nine felt that they dressed appropriately for all occasions. The same number also admitted that they had stayed away from church sometimes because they did not have the right clothes to wear. They said that in order to be dressed

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for the transparency and accountability of the organization. This section also outlines the various methods and tools used to collect and store data, ensuring that information is readily accessible and secure.

2. The second part of the document focuses on the analysis and interpretation of the collected data. It describes the process of identifying trends, patterns, and anomalies within the data sets. This involves the use of statistical techniques and data visualization tools to present the information in a clear and understandable manner. The goal is to derive meaningful insights from the data that can inform decision-making and strategic planning.

3. The third part of the document addresses the challenges and limitations of data analysis. It acknowledges that while data provides valuable information, it is not always perfect. Issues such as data quality, incomplete information, and the potential for bias are discussed. The document offers strategies to mitigate these challenges, such as implementing data validation procedures and being transparent about the limitations of the analysis.

4. The final part of the document provides a summary of the key findings and conclusions. It reiterates the importance of a systematic and rigorous approach to data collection and analysis. The document concludes by highlighting the potential of data to drive positive change and improve organizational performance, provided that it is used responsibly and ethically.

TABLE 8

NUMBER AND PERCENTAGE WHO ANSWERED "YES" OR "NO" TO THE QUESTION, "DID YOU FEEL THAT YOU WERE DRESSED APPROPRIATELY IN THIS OUTFIT?" (OUTFIT WORN TO CHURCH THE LAST TIME THEY ATTENDED). DESIRED CHANGES ARE GIVEN IN RESPONSE TO THE SUBQUESTION, "IF NO, WHAT WOULD YOU HAVE LIKED TO CHANGE?"

Did you feel that you were dressed appropriately in this outfit?

	Number	Percentage
No	<u>7</u>	<u>11</u>
Yes	<u>58</u>	<u>89</u>
Total	<u>65</u>	<u>100</u>

Desired Changes

Worn a hat

Should have worn a hat

Should have worn a small white hat

Added white straw sailor and purse

Different colors, hat added

Taken purse

Matching gloves and purse with small hat, but did not feel out of place.

Because no one wears hats and I love them. (She had worn a hat.

Parents are of another religion.)

There was too much white.

properly the times they stayed away from church they needed either a coat, hose, or shoes. One volunteered a reason for her absence from church. She said, "because I belonged to a real rich church." She felt that her clothes were not as nice as others had at this church.

Table 9 shows how well dressed each girl felt in comparison to others her age. Only two said they felt "better dressed." One thought she was not as well dressed as others her age. One omitted this item. Then, 15 per cent said they dressed "average" and forty-three, 66 per cent, thought they dressed "above average." More might have checked "average" but for the fact that this category was omitted from the questionnaire by mistake. Those that said they dressed "average" had to write it in between the other categories. This could be an explanation for the largest percentage placing themselves in the "above average" group. Fifty-five, 85 per cent, believed they dressed "average" or "above average" or were "better dressed."

TABLE 9

SELF-RATINGS OF THE WAY THE RESPONDENTS FELT THEY DRESSED
FOR CHURCH GIVEN IN NUMBERS AND PERCENTAGES

Rating	Number	Percentage
Better dressed	2	3
Above average	43	66
Average	10	15
Not as well dressed	1	2
Do not know	8	12
Omitted this item	1	2

CHAPTER V

INFLUENCES OF OTHERS UPON DRESS PRACTICES

This chapter is concerned with the influences others have upon the selection of clothing worn to church on Sabbath by freshmen women of Southern Missionary College. The influences of parents, teachers, peers, siblings, and the Dean of Women will be pointed out.

To determine the influence of others in this matter of clothing selection five questions were asked, using the same format, but with a different subject. The subjects were girl friends, boyfriends, parents, teacher, and the Dean of Women. The question was, "If your girl friend (or other subject) did not like some particular garment that you wear to church (that you like), what would you do?" Table 10 shows that 26 would wear it whether she liked it or not and 16 would wear it on occasions when she did not expect to be seen by the girl friend. Nearly a third of them had their own solutions to this problem. A close look at their open-end responses reveals that they would not wish to antagonize the girl friend by wearing it but on the other hand if they liked it themselves and thought it was appropriate, they would wear it anyway. Some would wear it for other occasions. The influence seems to be divided about equally between the girl friend and the idea of "I'll wear it anyway if I think it is all right."

The boyfriend's influence is stronger. The responses to this question are indicated in Table 11. The majority of girls would be

TABLE 10

DISTRIBUTION OF RESPONSES IN NUMBER AND PERCENTAGE IN RESPONSE TO THE QUESTION, "IF YOUR GIRL FRIEND DID NOT LIKE SOME PARTICULAR GARMENT THAT YOU WEAR TO CHURCH (THAT YOU LIKE), WHAT WOULD YOU DO?"

Response	Number	Percentage
Wear it whether she liked it or not	26	40
Never wear it again	4	6
Wear it on occasions when you do not expect to be seen by her	16	25
Other	19	29

TABLE 11

DISTRIBUTION OF RESPONSES IN NUMBER AND PERCENTAGE IN RESPONSE TO THE QUESTION, "IF YOUR BOYFRIEND DID NOT LIKE SOME PARTICULAR GARMENT THAT YOU WEAR TO CHURCH (THAT YOU LIKE), WHAT WOULD YOU DO?"

Response	Number	Percentage
Wear it whether he liked it or not	11	17
Never wear it again	8	12
Wear it on occasions when you do not expect to be seen by him	36	55
Other	10	15

careful to please him. They would either never wear it again or wear it on occasions when he was not expected to see them.

Parents also have a strong hold upon the clothing behavior of this group. Table 12 shows the tabulations and points to the fact that only five persons said they would wear it whether their parents liked it or not. Responses under "other" show that they would try to please them by adjusting so that their parents would like and approve what they wear to church. They would get something else that their parents would like, save the objectionable garment for more suitable occasions, or wear it and talk to them about it. All of these responses indicate an endeavor to secure parental approval and understanding.

TABLE 12

A DISTRIBUTION OF RESPONSES IN NUMBER AND PERCENTAGE IN RESPONSE TO THE QUESTION, "IF YOUR PARENTS DID NOT LIKE SOME PARTICULAR GARMENT THAT YOU WEAR TO CHURCH (THAT YOU LIKE), WHAT WOULD YOU DO?"

Response	Number	Percentage
Wear it whether they liked it or not	5	8
Never wear it again	29	45
Wear it on occasions when you do not expect to be seen by them	19	29
Other	12	18

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Teacher approval is strong. It is sought by the majority, about 70 per cent of the girls. This is shown on Table 13 and also by the open-end responses to "other." There is an indication, however, that their parents may not be in agreement with the dress regulations of the college. Three said they would not wear it until they went home and one girl would not wear it while at school. Another girl said she would wear it at home if she and her parents thought it was appropriate. For those who gave "other" answers, it appears that parental approval is more important than teacher approval. The fact still remains that the majority sought teacher approval of clothing worn to church.

TABLE 13

DISTRIBUTION OF RESPONSES IN NUMBER AND PERCENTAGE IN RESPONSE TO THE QUESTION, "IF YOUR TEACHER DID NOT LIKE SOME PARTICULAR GARMENT THAT YOU WEAR TO CHURCH (THAT YOU LIKE), WHAT WOULD YOU DO?"

Response	Number	Percentage
Wear it whether he liked it or not	12	18
Never wear it again	6	9
Wear it on occasions when you do not expect to be seen by your teacher	32	49
Other	15	23

The Dean of Women has a strong influence on clothing behavior for religious services. About 83 per cent of the girls want her to like what they wear on Sabbath. Table 14 helps to point this out. Again there is indication from the "other" responses that mothers and the Dean of Women do not always have the same interpretation of dress

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud.

2. The second part of the document outlines the various methods used to collect and analyze data. It describes the use of statistical techniques to identify trends and anomalies in the data, and the importance of using reliable sources of information.

3. The third part of the document discusses the role of the auditor in the process. It explains that the auditor's primary responsibility is to provide an independent and objective assessment of the financial statements, and to report on the results of their audit.

4. The fourth part of the document discusses the importance of communication in the audit process. It emphasizes that the auditor must maintain open and honest communication with the client, and must be able to clearly and concisely communicate the results of their audit.

5. The fifth part of the document discusses the importance of ethics in the audit process. It explains that the auditor must adhere to a strict code of ethics, and must be able to resist any pressure or influence that might compromise their independence and objectivity.

6. The sixth part of the document discusses the importance of the audit report. It explains that the audit report is the final product of the audit process, and it provides the client with the information they need to make informed decisions about their financial statements.

7. The seventh part of the document discusses the importance of the audit process in the overall financial system. It explains that the audit process is a key component of the financial system, and it plays a vital role in ensuring the integrity and reliability of the financial system.

8. The eighth part of the document discusses the importance of the audit process in the context of the global economy. It explains that the audit process is a key component of the global financial system, and it plays a vital role in ensuring the integrity and reliability of the global financial system.

9. The ninth part of the document discusses the importance of the audit process in the context of the digital economy. It explains that the audit process is a key component of the digital financial system, and it plays a vital role in ensuring the integrity and reliability of the digital financial system.

10. The tenth part of the document discusses the importance of the audit process in the context of the future of the financial system. It explains that the audit process is a key component of the future financial system, and it plays a vital role in ensuring the integrity and reliability of the future financial system.

11. The eleventh part of the document discusses the importance of the audit process in the context of the current financial system. It explains that the audit process is a key component of the current financial system, and it plays a vital role in ensuring the integrity and reliability of the current financial system.

12. The twelfth part of the document discusses the importance of the audit process in the context of the current global economy. It explains that the audit process is a key component of the current global financial system, and it plays a vital role in ensuring the integrity and reliability of the current global financial system.

13. The thirteenth part of the document discusses the importance of the audit process in the context of the current digital economy. It explains that the audit process is a key component of the current digital financial system, and it plays a vital role in ensuring the integrity and reliability of the current digital financial system.

14. The fourteenth part of the document discusses the importance of the audit process in the context of the current future of the financial system. It explains that the audit process is a key component of the future financial system, and it plays a vital role in ensuring the integrity and reliability of the future financial system.

standards. This is implied in the statement, "I'd wear it away from school if Mother approved." Others said they would wear it at home or just wear it elsewhere. The girls tend to seek the approval of the Dean of Women and at the same time they rely upon their mother's interpretation of appropriate dress.

TABLE 14

DISTRIBUTION OF RESPONSES IN NUMBER AND PERCENTAGE IN RESPONSE TO THE QUESTION, "IF YOUR DEAN OF WOMEN DID NOT LIKE SOME PARTICULAR GARMENT THAT YOU WEAR TO CHURCH (THAT YOU LIKE), WHAT WOULD YOU DO?"

Response	Number	Percentage
Wear it whether she liked it or not	4	6
Never wear it again	11	17
Wear it on occasions when you do not expect to be seen by her	29	45
Other	21	32

There seems to be a more liberal interpretation of appropriate Sabbath dress by some students when they are not on the campus and are away from the direct supervision of the college. For a few, the solution to the dress problem is to satisfy the school requirements while they are on the campus but to wear unacceptable items elsewhere. For some there seems to be a change of dress standards when the student goes home or leaves the campus.

It can be said that most of the freshmen dormitory girls seek the approval of the afore-mentioned individuals which can be ranked according to their influence. First come the parents followed by the

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud. The document also notes that records should be kept for a sufficient period to allow for a thorough audit.

The second part of the document outlines the specific requirements for record-keeping. It states that all transactions must be recorded in a clear and concise manner, and that the records must be accessible to all authorized personnel. The document also requires that records be kept in a secure and protected environment, and that they be subject to regular audits.

The third part of the document discusses the consequences of non-compliance with the record-keeping requirements. It states that failure to maintain accurate records can result in the loss of trust in the financial system, and can lead to the imposition of penalties. The document also notes that non-compliance can result in the loss of the ability to detect and prevent fraud.

The fourth part of the document provides a summary of the key points discussed in the document. It reiterates the importance of maintaining accurate records, and the specific requirements for record-keeping. The document also emphasizes the consequences of non-compliance, and the need for all personnel to adhere to the requirements.

The document concludes by stating that the requirements for record-keeping are essential for the integrity of the financial system, and for the ability to detect and prevent fraud. It calls on all personnel to adhere to the requirements, and to maintain the highest standards of accuracy and integrity in their record-keeping.

Dean of Women, then teacher and boyfriend, and last the girl friend.

The influence of the teacher and boyfriend appears to be of about equal importance. The girls are influenced by all these individuals and they make a conscious effort to please them.

The respondents were asked to tell why they wanted to wear the clothing they described that they knew was not liked by their parents, the Dean of Women, teacher, boyfriend and girlfriend. Four basic reasons for this behavior were stated in the 32 responses. (There were some multiple responses). Most of them, 24, wore it because they wanted to, liked it, and it was comfortable. One said she wore it because it was the style--another way of saying I wanted to follow it. Another chose to wear it because her mother wanted her to wear it. (Her boyfriend did not like it.) Seven indicated that it was all they had to wear or all that was in readiness.

The controversial items of apparel that the boyfriend did not like were hats in five instances. Four responses indicated the matter of color and/or style that was disliked. All of these descriptions lead one to believe that the disagreement was in the area of taste or some personal reason rather than modesty or fit. One girl said that she wore the pink wool sheath with the pleated bottom "because we had just had an argument the night before." He may have disliked either the color or the style or both but she wore it for a personal reason.

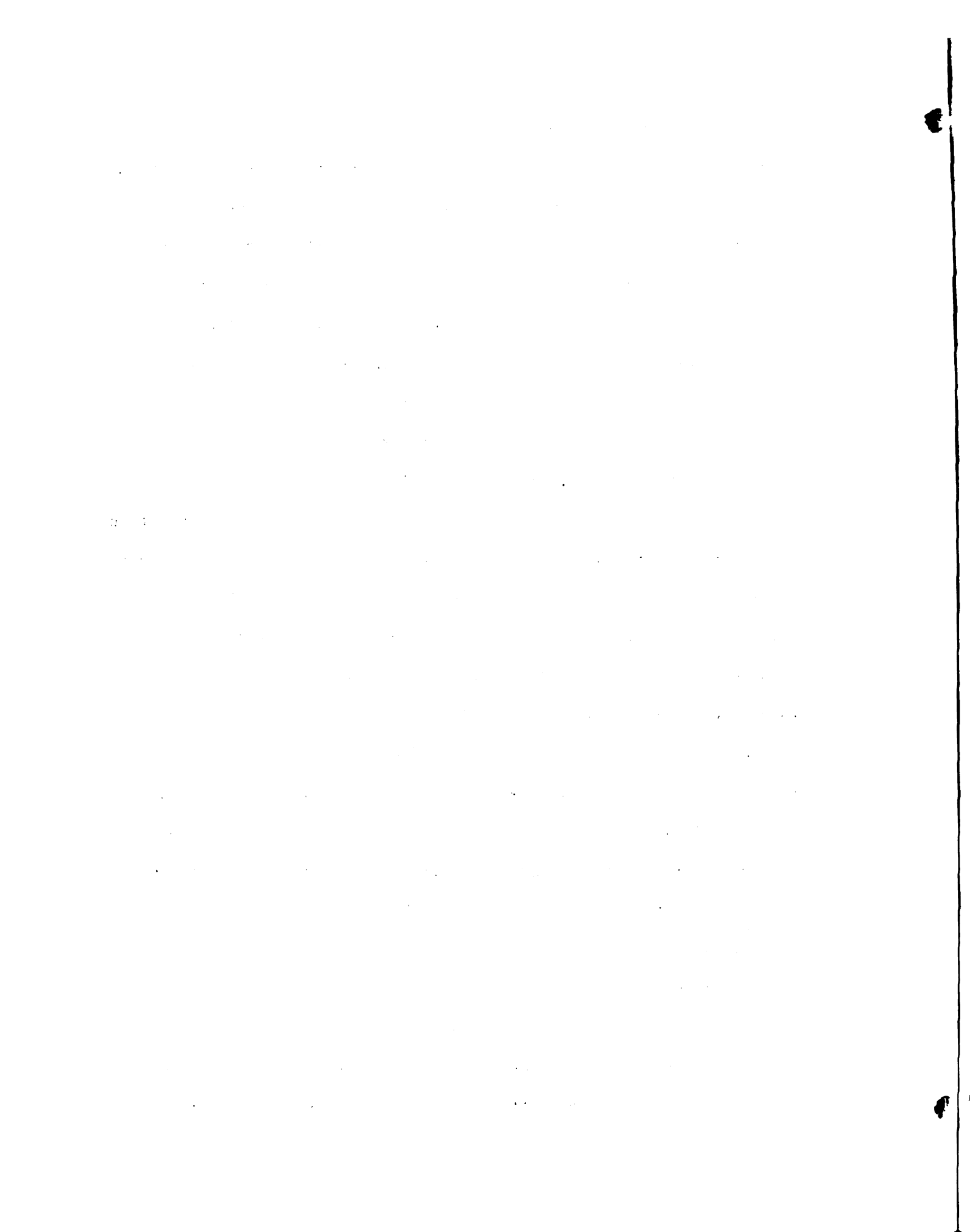
Mothers and the Dean of Women apparently did not object to hats and colors of apparel but to styles which involved definitions of modesty. Nine wore sleeveless dresses that they knew the Dean of Women or their mothers did not like. "Too tight," "too short," and "low-cut necklines" were described by six, four and two respectively. One

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girl said it was high heels that were objectionable. It is observed that the dress regulations in the student handbook give no stipulations in regard to shoes, however, in the past the wearing of extremely high heels has been prohibited and in some secondary schools the wearing of high heels is still frowned upon by school administrators. The areas of disagreement between student and mother and, or, Dean of Women of what is appropriate for church seem to be in the area of modesty, fit of the garments, comfort and appropriateness.

Still another attempt was made to probe the influence of the mother, the Dean of Women, and the boyfriend. Three questions were asked using the same format but with a different subject. The question was, "Have you ever worn something to church that you knew your mother (boyfriend, the Dean of Women) did not approve?" Eighty-three per cent said "no" and 15 per cent said "yes." (One respondent omitted this question.) When asked if they had ever worn something to church that they knew their boyfriend did not like, 82 per cent said "yes" and 18 per cent said "no." Eighty per cent indicated they had never worn anything to church that they knew the Dean of Women did not approve. The girls indicated by their practice that they valued the approval of parents, the Dean of Women and boyfriends. When asked if they had ever worn something to church that they knew these individuals did not like, they said "yes" in this order: Dean of Women 13, boyfriend 12, and mother 10. Only about 35 per cent did not value the approval of these individuals while the majority did. The Dean of Women, boyfriend, and mother each has an influence upon the freshmen girls at Southern Missionary College in the matter of clothing selection for church.



In connection with these questions the respondents were asked to tell what it was that they wore that was not liked and why they wore it. The specific disagreements students had with their mothers and the Dean of Women were in the category of modesty and health. Nine said that sleeveless garments they wore were not liked by their mothers or the Dean of Women. Garments were too tight in six cases and too short in four instances. One disagreed upon the matter of whether it was warm enough to not wear a coat. This is in the area of comfort rather than modesty or taste. The mother and the Dean of Women tend to influence the respondents in the matter of modesty and health while the boyfriends wield their influence in the area of style and taste.

The girls were asked to give reasons for wearing the articles of clothing that they knew were not liked by these individuals. The reasons were stated in many different ways but nearly all said they wanted to wear it or that they liked to wear it. In five cases they had nothing else in readiness. Comfort was the reason given by three for wearing sleeveless garments. One wore a particular garment just to spite her boyfriend. Another wore a hat that her boyfriend did not like because her mother wanted her to wear a hat.

It appears that those who wore clothing they knew was not acceptable to the Dean of Women, mother or boyfriend did it because they had a conflicting set of values. It must be remembered, however, that 80-83 per cent did not wear items that were objectionable to these individuals. Those who wore objectionable items were in the minority group and did so probably because their values were different from others in this respect. The approval of the Dean of Women, their mothers or boyfriends was important to the freshmen dormitory population.

The girls said that their dress practices would not change if they were accompanied to church by their parents or a teacher. One girl, however, thought she would wear lower heels if she went to church with a boy. Perhaps her height rather than any dress standards would account for this response. The fact that the respondents would not dress differently when accompanied to church by others is an indication of the influence of these individuals as well as their self image of proper church dress.

The approval of the church pastor and the boyfriends are most important to the freshman girls.¹ They were asked, "If someone criticized the clothes you wore to church last Sabbath, the criticism that would bother you most would be from what person?" Nineteen students would prize the approval of the pastor and their boyfriends. To six girls the approval of their mothers was most important and five mentioned girl friends and five their fathers. If others--the Dean of Women, teacher, older sister and older brother--criticized what they wore to church, apparently it would not bother them as much as the pastor or boyfriend criticizing their choice of church attire.

The pastor and boyfriend are the most important influences in the area of church dress. Their approval is valued by the majority of the girls in the sample.

¹See Table 15.

TABLE 15

DISTRIBUTION OF RESPONSES IN ANSWER TO THE QUESTION, "IF SOMEONE CRITICIZED THE CLOTHES YOU WORE TO CHURCH LAST SABBATH, THE CRITICISM THAT WOULD BOTHER YOU MOST WOULD BE FROM WHAT PERSON?"

Responses	Number	Percentage
Pastor	19	29
Boyfriend	19	29
Mother	6	9
Girl Friend	5	8
Father	5	8
Dean of women	2	3
Teacher	2	3
Older Sister	2	3
No One	2	3
Older Brother	1	2
Any One	1	2
No Response	1	2

1950

1. The first part of the report deals with the general situation in the country...

2. The second part of the report deals with the economic situation...

3. The third part of the report deals with the social situation...

4. The fourth part of the report deals with the political situation...

5. The fifth part of the report deals with the cultural situation...

6. The sixth part of the report deals with the international situation...

7. The seventh part of the report deals with the future prospects...

8. The eighth part of the report deals with the conclusions...

9. The ninth part of the report deals with the appendix...

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary and Conclusions

This investigation was primarily concerned with the study of the student image of proper clothing for church at Southern Missionary College, actual clothing behavior in this area, and influences related to behavior. Objectives of the problem were:

1. to investigate which clothing items were worn to religious services at this particular college.
2. to determine how many students deviate from church rules for Sabbath dress and in what manner.
3. to record some of the reasons which are given for non-conformity in the matter of religious dress regulations as prescribed by the college.

Ideal and actual clothing practices were examined. Reasons that were given for non-conformity were examined.

A questionnaire was developed as the means of obtaining information and it was administered in Collegedale, Tennessee--a community of predominately Seventh-day Adventists who are connected with the college and its supporting industries. Sixty-five college freshmen who resided in the Women's Residence Hall (the entire number of freshmen girls who attended worship the evening of May 19, 1964) completed the questionnaire.

Ideal and actual clothing behavior were explored. The girls were asked to indicate those clothing items that are proper to wear to church this season. In another question they ranked four different

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is essential for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to support informed decision-making.

3. The third part of the document focuses on the role of technology in modern data management. It discusses how advanced software solutions can streamline data collection, storage, and analysis, thereby improving efficiency and accuracy.

4. The fourth part of the document addresses the challenges associated with data security and privacy. It provides guidance on implementing robust security measures to protect sensitive information from unauthorized access and breaches.

5. The fifth part of the document explores the importance of data governance and compliance. It discusses the need for clear policies and procedures to ensure that data is used in a lawful and ethical manner, in accordance with applicable regulations.

6. The sixth part of the document discusses the benefits of data-driven decision-making. It explains how analyzing data can provide valuable insights into organizational performance, customer behavior, and market trends, enabling leaders to make more strategic and effective decisions.

7. The seventh part of the document concludes by summarizing the key points discussed throughout the document. It reiterates the importance of a data-centric approach and the need for ongoing monitoring and improvement of data management practices.

outfits for appropriateness for church wear. They selected the community woman and the college student that they thought dressed most appropriately for church and they stated their reasons for selection. The respondents appraised their own dress behavior as well as that of others.

The influence of others upon actual dress behavior was probed by asking if they would dress differently if accompanied to church by boyfriend, teacher, parents, or Dean of Women. They were also asked if they had ever worn something to church that they knew these individuals did not like, and how they would feel about clothing items they knew were not approved by these individuals. The respondents also indicated whose criticism of their Sabbath clothing would bother them most.

The majority of girls checked clothing items that are considered proper for church by the appropriately dressed women. A minority checked some items not usually worn by her. The dress standards of Southern Missionary College are upheld by the majority of respondents while a small number of the population deviate in some details on some occasions. They do not always dress in the manner that they indicated as their ideal. Students do not always define appropriate clothing in the same way that others do. Where differences of the ideal dress image differed between students and others, a pattern is seen. The girls tend to disagree with parents, teachers, and the Dean of Women regarding modesty and health while disagreements with boys involve the choice of colors, styles, and taste.

A breakdown of standards is noticeable when the student goes home or leaves the campus. Through answers to their questions they

The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is essential for ensuring transparency and accountability in the organization's operations.

Furthermore, it highlights the need for regular audits and reviews to identify any discrepancies or areas for improvement. This process should be conducted in a systematic and thorough manner to ensure the integrity of the data.

In addition, the document stresses the importance of maintaining up-to-date financial statements and reports. These documents provide a clear overview of the organization's financial health and are crucial for decision-making by management and stakeholders.

It also notes that accurate record-keeping is vital for compliance with various regulatory requirements and industry standards. Failure to maintain proper records can result in legal penalties and damage to the organization's reputation.

Therefore, it is recommended that all employees be trained on the proper procedures for record-keeping and that a dedicated team or department be responsible for overseeing these processes. This will ensure that the organization's records are always accurate and up-to-date.

The second part of the document focuses on the importance of effective communication and collaboration within the organization. It states that clear communication is essential for ensuring that all team members are aligned with the organization's goals and objectives.

It also emphasizes the need for regular meetings and updates to keep everyone informed of the latest developments and changes. This helps to foster a sense of transparency and trust among team members.

Furthermore, the document highlights the importance of active listening and open communication. Encouraging team members to share their ideas and concerns can lead to more innovative solutions and a more productive work environment.

It also notes that effective communication is crucial for building strong relationships with external stakeholders, such as clients, suppliers, and regulatory bodies. This helps to ensure that the organization is meeting the needs and expectations of all parties involved.

Therefore, it is recommended that the organization invest in training and resources to improve its communication and collaboration skills. This will help to ensure that the organization is able to achieve its goals and maintain a positive reputation in the market.

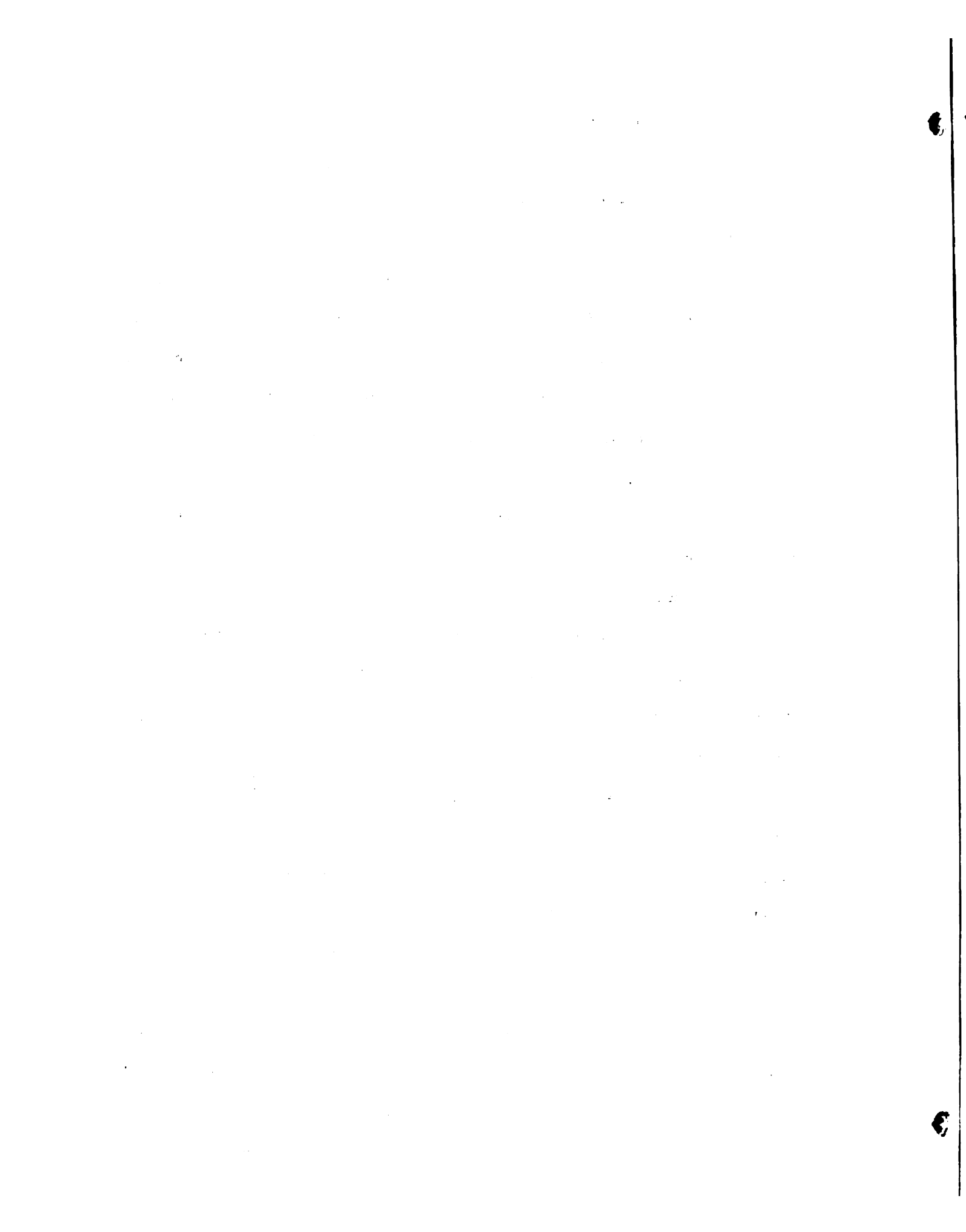
indicated a tendency to dress in accordance to their own interpretations of modesty when they were away from the college. The student's definition of modesty sometimes differed from that of the student handbook.

The dormitory deans and college administrators along with the other members of the faculty and staff find it necessary to help some students to interpret the meaning of modesty. It is a rare occasion, but it sometimes happens, that a student must go and change clothes before she can attend class. Each teacher has his own method of dealing with deviants.

As a rule the girls thought they were as well dressed as the average or better dressed than average.

The student image of proper church clothing seems to parallel the adult image up to a point from which it digresses from the traditional manner of church clothing to which middle age to older adults subscribe. Some of the population feel properly dressed for worship when wearing garments that are sleeveless and, or, have a low-cut neckline. They may omit hat, hose, or purse and, if they wish, wear shoes with high heels, and carry an evening handbag or wear a sporty sweater or coat. In other words they have learned what is the traditional clothing image but they have not adopted it entirely. Sometimes they wish to subscribe to that image and other times they wish to depart from it in the afore-mentioned manner.

The student image for them is not the same as that of the appropriately dressed adult or older person who wears the traditional clothing considered proper for church. This situation does not appear to be unique to Southern Missionary College. It has been observed



that young people on other college and university campuses like to be independent and dress in a manner that suits their way of life and their way of thinking.

The teenager and young adult today does not wish to be burdened with wearing a hat. Hats do not go well with some current hair styles and it is possible that some women prefer current hair fashions to wearing a hat. There is much emphasis on casual living which also could influence women to omit hats from their costumes. The writer did not own a hat until her junior year in college. It was thought hats were for older women and young people do not wish to be in that classification. There could be some college women who have similar ideas. Whatever the reason for so many of the girls' not wearing hats to church, it is their practice. It seems to be important to young college women that older women wear hats to church but they have not yet accepted this as a standard for themselves.

It has been observed that Miss "A", who was named most often as being the community woman who dressed most appropriately for church, seldom wore a hat to church. Miss "A" is still in her twenties while Mrs. "B" is in her fifties. Most of the community women, named by respondents, wore hats to church either all or most of the time.

While the girls did not usually wear hats, they did wear gloves to church most of the time. Eighty per cent said they always wore gloves to church and 11 per cent said they usually wore them. Only one person indicated she seldom wore gloves to church.

Dress regulations in the student handbook do not state specifics in the area of accessories. As a result various alterations and

1. The first part of the document discusses the importance of maintaining accurate records of all transactions.

2. It is essential to ensure that all entries are supported by appropriate documentation.

3. Regular audits should be conducted to verify the accuracy of the records.

4. The second part of the document outlines the procedures for handling discrepancies.

5. Any errors identified during the audit process should be promptly investigated.

6. It is crucial to maintain a clear and concise trail of all adjustments.

7. The final section provides a summary of the key findings and recommendations.

8. These findings should be used to improve internal controls and prevent future issues.

9. The document concludes with a statement of appreciation for the cooperation of all parties.

10. It is hoped that these measures will ensure the highest level of accuracy and integrity.

11. The document is signed by the auditor and dated as follows:

12. The auditor's name and contact information are provided for reference.

13. The document is prepared in accordance with the relevant accounting standards.

14. It is intended to provide a clear and comprehensive overview of the audit process.

15. The document is subject to change without notice.

16. The auditor's report is a confidential document and should be handled accordingly.

17. The document is prepared in accordance with the relevant accounting standards.

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24. The auditor's report is a confidential document and should be handled accordingly.

interpretations of proper accessories are seen. The student image of appropriate dress reflects the casual way of living that modern young people enjoy. While they all give lip service to the appropriateness of hats, nearly half of the same, 30, also say that it is all right to wear a scarf on the head or to go with no head covering at all.

One hundred per cent of the population indicated that a party dress was not proper but five, 8 per cent, also said that a sleeveless dress with no jacket was appropriate for church. Thirty-three respondents have observed others wearing party clothes to church and said that it was not proper. All believe that nylon hose are proper and one also indicated that the wearing of no stockings was all right. More than half, 58 per cent, included bulky knit, pullover and cardigan sweaters as church attire. While all believe that shoes with medium high heels and a purse of medium size are suitable for church, forty-seven, 72 per cent, also approve of shoes with high heels and one said she would not carry a purse if she did not want to.

Classroom attire is a relatively simple matter to control but church clothing is very difficult to regulate. Those faculty and staff members who do notice student divergence from the dress standards often do not know the name of the individual. It is difficult to speak to a person about his personal appearance and doubly hard when his acquaintance has not been made previously. The Dean of Women cannot observe each student's clothing each Sabbath. She does give worship talks and individual counsel and each year invites guest speakers to talk on the subject of appropriate dress. Attempts are made to enlist student cooperation in this area of their education.

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Fashion trends exert a powerful influence upon young people, but some aspects of current fashion may not meet the dress standards of Southern Missionary College. The basic principles of appropriate dress for Seventh-day Adventists have remained constant. "Our appearance in every respect should be characterized by neatness, modesty, and purity. But the word of God gives no sanction to the making of changes in apparel merely for the sake of fashion,--that we may appear like the world."¹

The interpretations of the dress standards for Seventh-day Adventists have varied from time to time. For example in the 1920's "bobbed" hair was believed to be sinful. Today short hair is acceptable. It is possible that future generations might be considered appropriately dressed for church in a manner that today would be shocking to church members.

Recommendations

The primary contribution of this study is an increase in the understanding of the freshmen women's clothing image for church attire and actual clothing behavior of this population. A great deal of information has been revealed but, nevertheless, some methodological revision of the instrument would improve its effectiveness. Some difficulty was encountered in coding, particularly in the open-end responses. The checklist of clothing appropriate for church did not contain all the clothing items worn by girls. The questionnaire

¹Ellen G. White, Messages to Young People (Nashville: Southern Publishing Association, 1930), p. 358.

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might have been made more efficient had it been pretested orally as well as by writing.

Use of this instrument with another Seventh-day Adventist college group or with a church related college of another faith would be an interesting study. A sample could also be interviewed to find if they themselves see a conflict in ideal and actual clothing behavior. Such an approach might delve more deeply into the influences of others and into causes of deviations from the prescribed regulations.

It is recognized that there are deviations from the accepted norms for appropriate dress for church and that the student image for herself is different from that which she has for older adults. Since there appears to be a change of dress standards when some students leave the campus of Southern Missionary College or when they are at home under parental influence, there appears to be a real need for a re-evaluation study of dress standards and administrative policies regarding the regulation of these standards.

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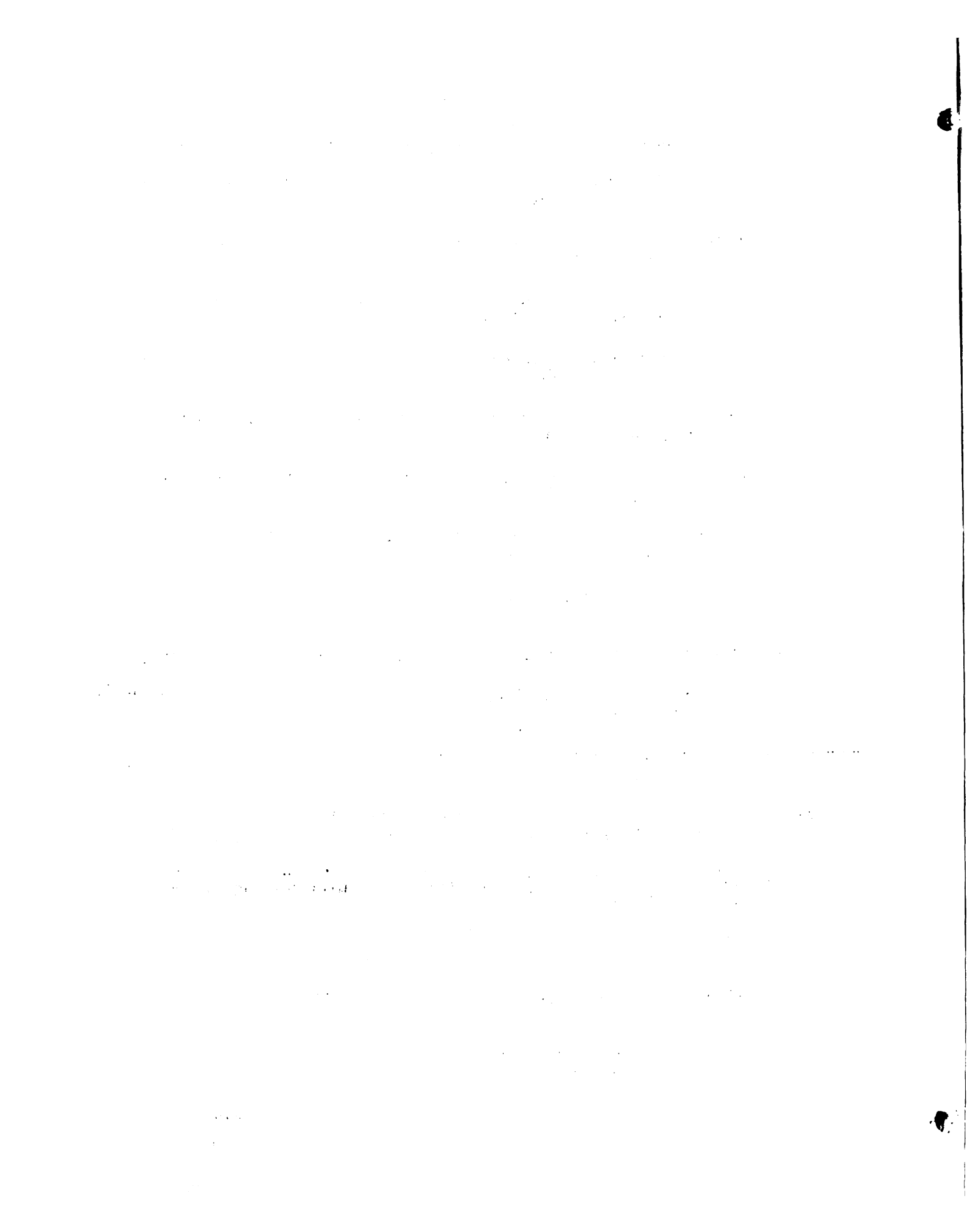
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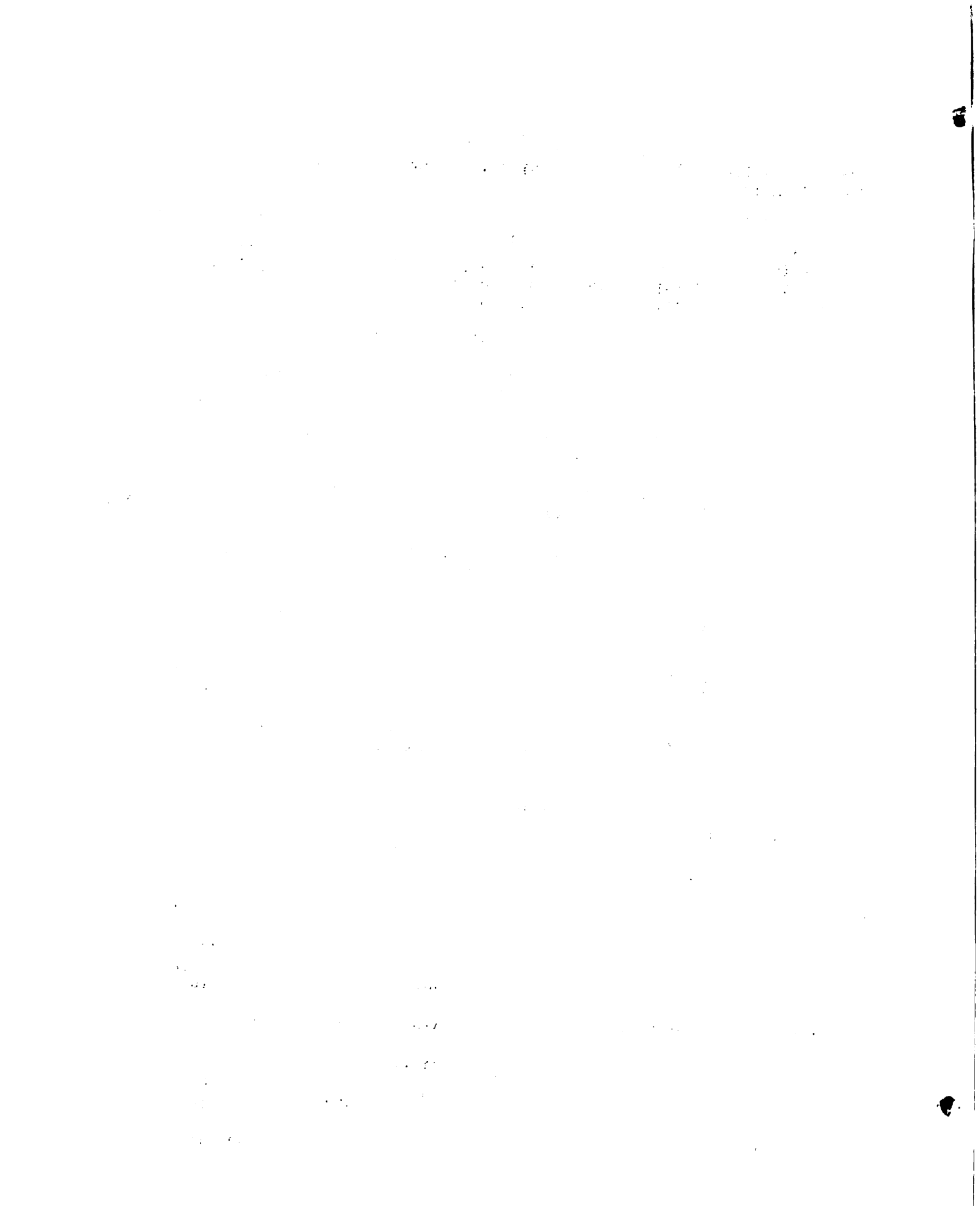
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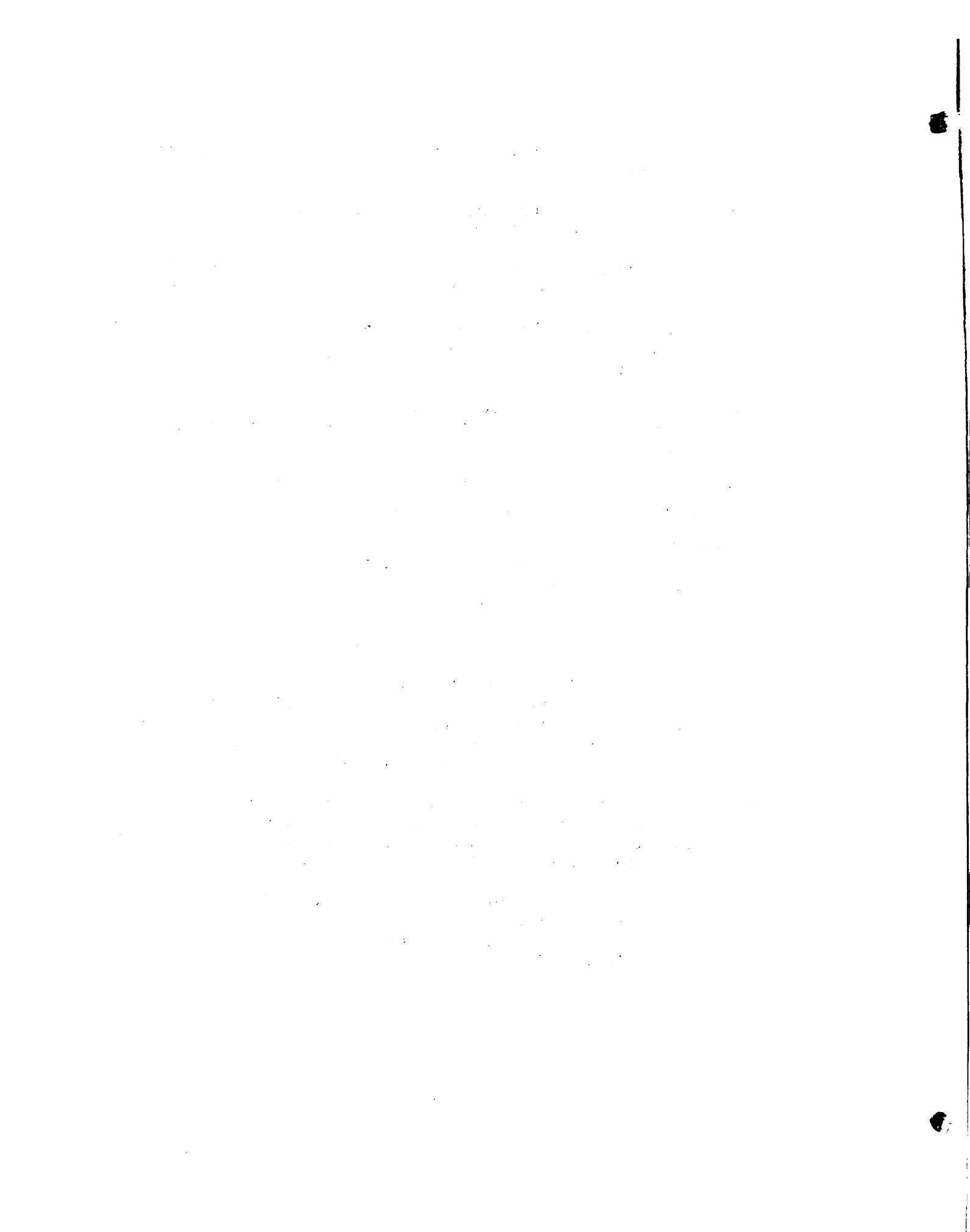
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APPENDIX A



C O N F I D E N T I A L Q U E S T I O N N A I R E

What this is all about

The students of Southern Missionary College are, in many respects, the most important element of the Southern Union. Much attention is focused upon SMC students--their activities and achievements.

This study is intended to supply important information about the practices of freshmen students of Southern Missionary College regarding clothing worn to church services on Sabbath.

You can help to make this study possible by answering the questions as carefully as possible. It is important to answer All of the questions. Do not omit answers to any questions. If there is something you do not understand you may ask questions of the one administering this questionnaire.

This information is confidential. Do not write your name on the questionnaire. Thank you for participating in this study.

Questionnaire

Please do not write your name on this questionnaire. It is confidential. Where short answers are required write them in the blanks provided. Be sure to answer all the questions.

I.

1. Did you attend a Seventh-day Adventist grade school? Yes No

I attended a Seventh-day Adventist grade school for all eight grades. Yes No

I never attended a Seventh-day Adventist school. Yes No

For a part of my grade school I attended a Seventh-day Adventist school. Yes No

2. Did you attend a Seventh-day Adventist academy? Yes No

I attended a Seventh-day Adventist academy for all four grades. Yes No

I never attended a Seventh-day Adventist academy. Yes No

For a part of my academy grades I attended a Seventh-day Adventist academy. Yes No

3. Are you a member of the Seventh-day Adventist Church? Yes No

If **yes**, at what age did you become a member? Check the age group.

8-11

12-15

16-20

21-25

26 and above

4. What is your age? Check the group that contains your age.

15 or younger

18-20

21-25

26 and above

5. What is the church affiliation of your father? _____

6. What is the church affiliation of your mother? _____

7. Do your parents live together? Yes No

II.

1. What kinds of clothes are proper for college women of your age to wear to church on Sabbath this winter? (Not what you might wear in some instances or might see worn, but what is proper to wear). Check all the items on this sheet which would be appropriate. If you do not know what some of these items are, place an "0" in front of that item.

<input type="checkbox"/> coat of real fur like mink	<input type="checkbox"/> whimsy or veil
<input type="checkbox"/> coat with real fur trim like mink	<input type="checkbox"/> scarf on head
<input type="checkbox"/> coat with raccoon collar	<input type="checkbox"/> small hat
<input type="checkbox"/> coat with synthetic collar	<input type="checkbox"/> large hat
<input type="checkbox"/> plain dressy coat	<input type="checkbox"/> no head covering
<input type="checkbox"/> plain sport coat	
<input type="checkbox"/> car coat	
<input type="checkbox"/> leather or imitation leather jacket	
<input type="checkbox"/> ski parka or jacket	

<input type="checkbox"/> suit	<input type="checkbox"/> shoes with high heels
<input type="checkbox"/> party dress	<input type="checkbox"/> shoes with medium heels
<input type="checkbox"/> dress with full skirt	<input type="checkbox"/> flat, dressy shoes
<input type="checkbox"/> sleeveless dress, no jacket	<input type="checkbox"/> loafers
<input type="checkbox"/> sleeveless dress with jacket	<input type="checkbox"/> sandals
<input type="checkbox"/> dress with low-cut neckline	<input type="checkbox"/> knee-high socks or tights
<input type="checkbox"/> dress with high neckline	<input type="checkbox"/> nylon hose
	<input type="checkbox"/> bobby socks
	<input type="checkbox"/> no stockings

<input type="checkbox"/> straight or slim skirt	<input type="checkbox"/> billfold, no purse
<input type="checkbox"/> pleated skirt	<input type="checkbox"/> satin, velvet or beaded purse
<input type="checkbox"/> flared skirt	<input type="checkbox"/> small leather purse
<input type="checkbox"/> full gathered skirt	<input type="checkbox"/> medium sized leather purse
<input type="checkbox"/> kilts	<input type="checkbox"/> large leather purse
<input type="checkbox"/> knee ticklers (skirt above knees)	<input type="checkbox"/> tote bag
<input type="checkbox"/> culottes	

<input type="checkbox"/> bulky knit sweater
<input type="checkbox"/> pullover sweater
<input type="checkbox"/> cardigan sweater
<input type="checkbox"/> tailored blouse
<input type="checkbox"/> dressy blouse

2. Which of the following descriptions of outfits do you consider most appropriate for church services this year? Place a "1" before the one you consider to be the most appropriate. Place a "2" before your second choice. Place a "3" before your third choice and a "4" before the one you think is least appropriate. (Do not omit any outfit).

- _____ a. coat with fur trim
party dress
whimsey or veil
nylon hose
medium size purse
shoes with high heels
fabric gloves
- _____ b. dark tailored coat
sheath dress
medium size hat
nylon hose
medium size leather purse
shoes with medium heels
fabric gloves
- _____ c. coat with raccoon collar
dark wool plaid skirt
cardigan sweater
shoes with medium high heels
tailored gloves
small leather purse
small hat
- _____ d. plain color dress coat
Dacron and wool jacket dress
pumps with medium heels
nylon hose
medium size leather purse
fabric gloves

III.

1. Do you feel that, in general, you are appropriately dressed for all occasions? ___ Yes ___ No
2. Do you feel uncomfortable when you wear inappropriate clothing to church? ___ Yes ___ No
3. Have you ever noticed someone in church whom you did not think dressed properly? ___ Yes ___ No

If yes, what was it that was not right? _____

4. Have you ever stayed away from church because you felt you did not have the right clothes? Yes No

If yes, what would you have needed? _____

5. If you went to church with a boy, would you dress differently from the way you dress when you go with girls? Yes No

If yes, what would be different? _____

6. If you went to church with your parents, would you dress differently from the way you dress when you go with girls? Yes No

If yes, what would be different? _____

7. If you went to church with one of your teachers would you dress differently from the way you dress when you go with girls? Yes No

If yes, what would be different? _____

8. Have you ever worn something to church that you knew your mother did not approve? Yes No

If yes, what was it that you wore that she did not want you to wear?

Why did you want to wear it? _____

9. Have you ever worn something to church that you knew your boyfriend did not like? Yes No

If yes, what was it? _____

Why did you want to wear it? _____

The first part of the document discusses the importance of maintaining accurate records. It emphasizes that proper record-keeping is essential for ensuring the integrity and reliability of the data collected. This section also outlines the various methods used to collect and analyze the data, highlighting the challenges faced during the process.

The second part of the document provides a detailed description of the experimental setup. It includes information about the equipment used, the procedures followed, and the conditions under which the data was collected. This section is crucial for understanding the context and limitations of the study.

The third part of the document presents the results of the study. It includes a series of tables and graphs that illustrate the findings. The data shows a clear trend, indicating that the variables studied are significantly related. The analysis also identifies the factors that influence the results, providing valuable insights into the underlying mechanisms.

The final part of the document discusses the implications of the findings. It highlights the practical applications of the research and suggests areas for further investigation. The authors conclude that the study has provided a solid foundation for understanding the relationship between the variables and offers a framework for future research in this field.

10. Have you ever worn something to church that you knew the Dean of Women did not approve? ___ Yes ___ No

If yes, what was it? _____

Why did you want to wear it? _____

11. If someone criticized the clothes you wore to church last Sabbath, the criticism that would bother you most would be from

- a. your older brother
- b. your older sister
- c. your father
- d. your mother
- e. your girl friend
- f. your boy friend
- g. your pastor
- h. one of your teachers
- i. the Dean of Women
- j. some other person (Write in name) _____
- k. no one

12. Compared to others of your age, how well do you usually feel you are dressed for church?

- Better dressed
- Above average
- Not as well dressed
- Do not know

13. Name one S.M.C. student (girl other than yourself) whom you consider dresses the most appropriately for church services. _____

Give reasons for your choice. _____

14. Name a Collegedale Church woman of the community whom you think dresses the most appropriately for church services. _____

Give reasons for your choice. _____

15. Describe what you wore last Sabbath or the last time you attended church?

Coat:

Main garments:

Head covering:

Gloves:

Shoes:

Purse:

Other:

16. Did you feel that you were dressed appropriately in this outfit?

Yes No

If no, what would you have liked to change? _____

IV.

1. Check the term that best describes your usual practice.

a. I wear gloves to church on Sabbath

- Always
 Usually
 Occasionally
 Seldom
 Never

b. I wear a hat or whimsy to church on Sabbath

- Always
 Usually
 Occasionally
 Seldom
 Never

c. I wear a party dress to church on Sabbath

- Always
 Usually
 Occasionally
 Seldom
 Never

d. I wear party accessories to church on Sabbath

- Always
 Usually
 Occasionally
 Seldom
 Never

e. I wear a sleeveless blouse or dress to church on Sabbath

- Always
 Usually
 Occasionally
 Seldom
 Never

V.

1. If your girl friends did not like some particular garment that you wear to church (that you like), what would you do?

- wear it, whether they liked it or not
 never wear it again
 wear it on occasions when you do not expect to be seen by them
 other _____

2. If your boyfriend did not like some particular garment that you wear to church (that you like), what would you do?
- wear it, whether he likes it or not
 - never wear it again
 - wear it on occasions when you do not expect to be seen by him
 - other _____
3. If your parents did not like some particular garment that you wear to church (that you like), what would you do?
- wear it, whether they like it or not
 - never wear it again
 - wear it on occasions when you do not expect to be seen by them
 - other _____
4. If your Dea n of Women did not like some particular garment that you wear to church (that you like), what would you do?
- wear it, whether she likes it or not
 - never wear it again
 - wear it on occasions when you do not expect to be seen by her
 - other _____
5. If your teacher did not like some particular garment that you wear to church (that you like), what would you do?
- wear it, whether she likes it or not
 - never wear it again
 - wear it on occasions when you do not expect to be seen by your teacher
 - other _____
6. Who usually helps you select your clothes?
- no one
 - father
 - mother
 - sister
 - friend (girl)
 - friend (boy)
 - other _____

1. The first part of the document discusses the importance of maintaining accurate records of all transactions.

2. It is essential to ensure that all entries are supported by appropriate documentation and receipts.

3. Regular audits should be conducted to verify the accuracy of the records and to identify any discrepancies.

4. The second part of the document outlines the procedures for handling cash and credit transactions.

5. Cash transactions should be recorded immediately and accurately, with a clear indication of the source and purpose.

6. Credit transactions should be recorded in a separate account, and the terms of the credit should be clearly stated.

7. The third part of the document describes the methods for reconciling the accounts and ensuring that the books are balanced.

8. Reconciliation should be performed at the end of each month, and any differences should be investigated and corrected.

9. The fourth part of the document provides information on the various types of accounts and how they should be maintained.

10. It is important to understand the differences between personal and business accounts, and to keep them separate.

11. The fifth part of the document discusses the importance of keeping up-to-date with changes in tax laws and regulations.

12. Consulting with a professional accountant or tax advisor can help ensure that you are in compliance with all applicable laws.

13. The sixth part of the document provides a summary of the key points discussed in the document.

14. It is hoped that this document will be helpful to anyone who is interested in learning more about bookkeeping and accounting.

15. If you have any questions or need further assistance, please do not hesitate to contact us.

16. Thank you for your interest in our services, and we look forward to helping you achieve your financial goals.

17. Sincerely,
[Signature]

18. [Name]
[Address]
[City, State, Zip]

19. [Phone Number]
[Email Address]

20. [Website]

21. [Footer information]

APPENDIX B

DEFINITION OF TERMS

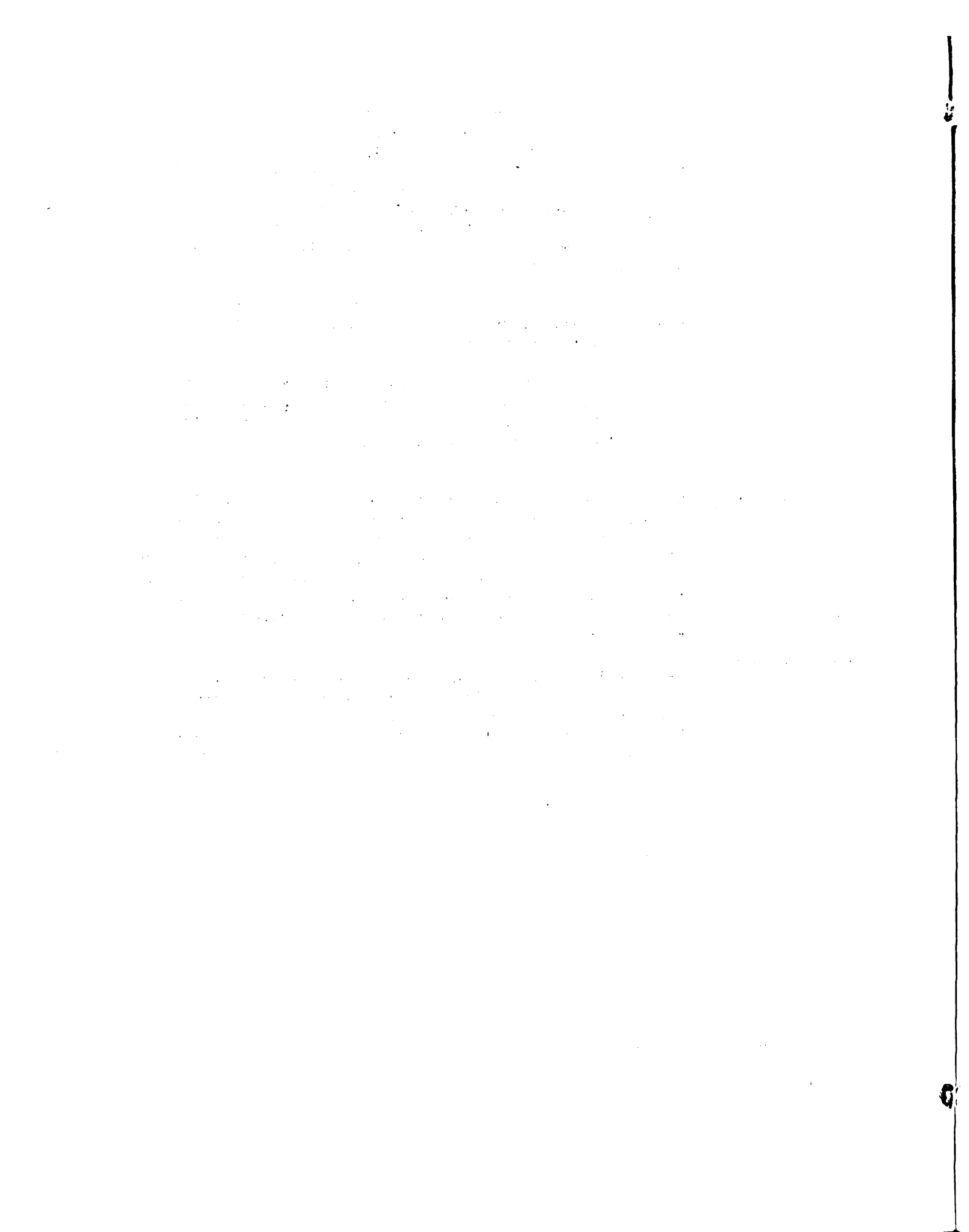
Party Dress --those items of attire which have one or more of the following characteristics: a low-cut neckline, sleeveless, very short sleeves, fancy fabrics such as velvet, brocade, lame, satin, very sheer fabrics, sequin decorated fabrics, and fabrics with elaborate use of metallic yarns, showy beading or embroidery.

Traditional Dress--that attire which has been considered proper by the appropriately dressed woman for church in the United States for the past three or four decades.

Appropriate Dress For Church--that attire which is modest and neat; does not draw attention to the wearer by the parading of bows, ribbons, ruffles, feathers, artificial flowers, and gold or silver ornaments; is not too informal or too dressy but includes a hat.

Inappropriate Dress For Church--Clothing that is immodest, not clean and neat, and includes items that are designed to attract attention to the wearer by the use of gaudy colors, expensive and attention-drawing ornaments and decorations such as gold and silver non-functional jewelry, feathers, artificial flowers, a profuse amount of bows, ribbons, and ruffles; clothing designed for casual or after-five wear--too informal or too dressy.

Immodest Dress--apparel that exposes certain portions of the body--shoulder and armpit, knee and thigh, neck and bosom; garments that fit in such a way that muscular movements and body contours draw attention to the individual wearing such apparel.



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