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A STUDY OF CLOTHING PREFERENCES AMONG
FRESHMAN FEMALE COLLEGE STUDENTS:
STUDENT AND FACULTY OPINIONS ON
CLOTHING SELECTIONS FOR OCCASIONS

Thesis for the Degree of M. A.
MICHIGAN STATE UNIVERSITY
Ruth Marie King
1964

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A STUDY OF CLOTHING PREFERENCES AMONG FRESHMAN FEMALE
COLLEGE STUDENTS: STUDENT AND FACULTY OPINIONS
ON CLOTHING SELECTIONS FOR OCCASIONS

by
Ruth Marie King

A PROBLEM

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

MASTER OF ARTS

Department of Textiles, Clothing and Related Arts

1964

ACKNOWLEDGMENTS

The writer wishes to express her sincere appreciation and gratitude to Dr. Mary L. Gephart for her guidance and encouragement in directing this problem; to the members of my committee, Dr. Elinor R. Nugent and Mrs. Stephania E. Winkler, for their cooperation; to Dr. David H. Bradford, Dean and Registrar, Kentucky State College, who granted permission to conduct this study with student and faculty participation; to my sample, the freshman female college students and the faculty members, for their participation.

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CHAPTER I

INTRODUCTION

Statement of the Problem

Throughout the history of mankind clothing has served functional purposes in addition to satisfying many diverse needs, desires, and fears. To be socially acceptable in today's society most individuals find it desirable to conform to strong social pressures, including correct dress for occasions. At the same time, certain fundamental instincts still motivate our preferences in clothing selections and we express these instincts in terms of our present societies.¹

Inasmuch as association and observation have induced various theories underlying preferences of clothing selected for occasions, it is fairly easy to determine to a degree certain distinct conventions or customs that exist among societies. In one phase of this study the writer seeks to ascertain the sources of clothing preferences among freshman female college students. The amount of emphasis an individual places upon his preferences in clothing will vary with time and place; however, the basic motives change little.

¹Harriet T. McJimsey, Art in Clothing Selection (New York: Harper & Row, Publishers, 1963), pp. 2 and 4.

A prerequisite to any study is to give the reader some insight or aid toward interpreting the contents by clarifying meaningful terms used throughout the discussion. The term "source" is used in this study to mean "any thing or place from which something comes, arises, or is obtained; origin,"¹ or "a generative force: cause."²

"Preference" may be defined as "the act of preferring: estimation of one thing above another."³ Preference in this investigation is intended to refer to individual choice or selection of wearing apparel for an occasion.

Erwin and Kinchen state that the "ability to make decisions in clothing may result in an attractively and appropriately dressed you--poised, charming, composed, tolerant, and democratic in your way of doing things."⁴

Much has been contributed to the understanding of the importance of clothing by anthropologists, sociologists, psychologists, and health specialists. Many suggest that a study of clothing and art, more than any other factors, will highlight the value systems and activities of people

¹The American College Dictionary, Edited by C. L. Barnhart (New York: Random House, Inc., 1964).

²Webster's Seventh New Collegiate Dictionary, A. Merriam Webster (Springfield, Massachusetts: C. & C. Merriam Company, 1963).

³The American College Dictionary, Edited by C. L. Barnhart (New York: Random House, Inc., 1964).

⁴Mabel D. Erwin and Lila A. Kinchen, Clothing for Moderns (New York: The Macmillan Company, 1964), p. 6.

throughout the ages.¹

McJimsey writes that recently the line of demarcation between occasions has become less distinct, but it is important to recognize that custom and convention have established certain standards of appropriate dress for different occasions.² This less defined line of demarcation has left many conflicts among societies pertaining to appropriate dress for occasions. Determining the extent conflicts exist between faculty and students on one college campus in regard to selection of appropriate clothing for campus occasions is of major interest to the writer.

Everyone, consciously or unconsciously, has formulated opinions to some degree by which they judge styles or fashions selected by various individuals for occasions. Rather than designate any preference regarding clothing selections as being appropriate or inappropriate, it seems better to recognize that there are appropriate selections which will have varying degrees of acceptance. Many selections exist on the borderline between one occasion and another or are equally appropriate for several occasions.

The writer's assumptions in the study are that clothing preferences of freshman female college students can be determined by asking students their opinions regarding

¹Mildred Thurow Tate and Oris Glisson, Family Clothing (New York: John Wiley & Sons, Inc., 1963), p. 20.

²Harriet T. McJimsey, Art in Clothing Selection (New York: Harper & Row, Publishers, 1963), p. 6.

selections of clothing for occasions. Also that a conflict of opinion exists between faculty and students in regard to appropriateness of clothing selected for occasions.

Review of Literature

There are many avenues by which one may approach a study in clothing preferences. The elegant simplicity of modern dress recaptures much of the beauty of the classic periods in art and fashions which have influenced design throughout the ages.

Today our contemporary style in clothing reflects the interest of our time in speed, efficiency, and mass production, so much so that the dominant characteristics of this period appear as the "streamlined look" and the "understated look."¹ College campus clothing reflects these popular idiocies of style whether they come from established cultures outside the college environment or from within, or are a combination of the two.

The word "style," in the fashion world, refers to the silhouette, fabric, color, decoration, trim, or accessories used at a particular time, identified with a particular group of people.² McJimsey states that "style is specifically used to apply to the prevailing characteristics

¹Harriet T. McJimsey, Costume Selection (Minneapolis, Minnesota: Burgess Publishing Company, 1958), p. 4.

²Bernice G. Chambers, Fashion Fundamentals (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1956), p. 1.

of a certain period of time."¹

Our present day style places emphasis on function and simplicity. This is a result of increased demands on the time and energy of the individual and the new resources at hand in fibers and textiles.²

Sociologists view fashion as a "process centered about the diffusion of change in taste."³ Chambers identifies fashions as being the accepted manner of dressing, living, entertaining, or traveling adopted by groups of people at a particular time.⁴ Still another author refers to it as "the current interpretation of the accepted style today."⁵

Societies set the stage for fashion morés. For centuries laws were made to regulate the dress of people by classes; however, by the nineteenth century in America all class distinction in dress was gone.⁶ When no written laws exist it becomes an individual's responsibility to exercise good taste when making clothing selections. Items

¹Harriet T. McJimsey, Costume Selection (Minneapolis, Minnesota: Burgess Publishing Company, 1958), p. 4.

²Ibid., p. 5.

³Ralph H. Turner and Lewis M. Killian, Collective Behavior (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1957), p. 215.

⁴Bernice G. Chambers, Fashion Fundamentals (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1956), p. 1.

⁵Harriet T. McJimsey, Costume Selection (Minneapolis, Minnesota: Burgess Publishing Company, 1958), p. 5.

⁶Bess B. Oerke, Dress (Peoria, Illinois: Chas. A. Bennett Co., Inc., 1956), p. 50.

of clothing which are termed acceptable for one locality may be entirely out of place in another.¹

Becker states that

Social rules are the creation of specific social groups. Modern societies are not simple organizations in which everyone agrees on what the rules are and how they are to be applied in specific situations. They are, instead, highly differentiated along social class lines, occupational lines, and cultural lines. These groups need not and, in fact, often do not share the same rules. The problems they face in dealing with their environment, the history and traditions they carry with them, all lead to the evolution of different sets of rules. Insofar as the rules of various groups conflict and contradict one another, there will be disagreement about the kind of behavior that is proper in any given situation.²

The college community is not merely an aggregate of individuals or of a group within a certain territorial limit; it consists, rather, of individuals and groups organized according to a system of relationships. Kelley sees it as "a social system, made up of patterns according to which the attitudes and behavior of its members are organized."³ She further quotes Linton as stating, "a social system represents a particular arrangement of statues and rules which exist apart from the individuals who occupy the statues and express overt behavior."⁴

¹Harriet T. McJimsey, Art in Clothing Selection (New York: Harper & Row, Publishers, 1963), p. 20.

²Howard S. Becker, Outsiders: Studies in the Sociology of Deviance (London: The Free Press of Glencoe, Collier Macmillan, Ltd., 1963), p. 15.

³Janet Agnes Kelley, College Life and Mores (New York: Bureau of Publication--Teachers College--Columbia University, 1949), p. 106.

⁴Ibid., pp. 106-107, quoting Ralph Linton, The Study of Man, 1936, p. 253.

Most individuals want to be appropriately and well dressed. Nothing makes one feel more self-confidence than knowing he is well-dressed.¹ Erwin and Kinchen state that, "it is the part of the essential ratio between happiness and personal ability and efficiency. What constitutes being well-dressed and by what means one becomes well-dressed pose big questions."²

Conventions reproduce themselves in one form or another on all college campuses. Included in these conventions are fashions and all kinds of popular delusions about attractive appearance which may be obvious to any visitor. Often these conventions have been generated throughout years of history. Acceptance by a student is dependent to a considerable extent upon his unquestioning adherence to these group conventions.³

Students give many reasons for dressing as they do. Clothing selection and ways of dressing may be a result of the educational atmosphere which the institution develops. The influences of this educational atmosphere may be constructive or even destructive. In the selection of dress, certain motivating or determining factors may be relatively more constant from individual to individual, from group to

¹Betty Keiffer, McCall's Guide to Teen-Age Beauty and Glamour (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1962), p. 64.

²Ibid., p. 37.

³Janet Agnes Kelley, College Life and Mores (New York: Bureau of Publication--Teachers College--Columbia University, 1949), p. 47.

group, than others.¹ Barr postulated that "suggestibility, imitativeness, desire to conform, desire for companionship, and fear of social disapproval are some of the individual tendencies most often mentioned to account for this group modality in choice."²

Individuals hold different theories underlying their philosophy of dress. For the most part a person wants to be or feel he is identified with his respective society. An individual's philosophy of dress is largely an expression of his philosophy of life. In relation to dress, a philosophy is made up of both conscious and unconscious motives, vaguely sensed and seldom worded into a creed; it includes concepts still debatable in one's mind--all the complex results of instincts, emotions, racial inheritance, and loyalties. Because most people lack the moral courage for non-conformity, especially when not adult, they follow fashions without liking them. The necessity of conformity is felt less as we mature.³

The customs of our immediate social environment set the pattern, and we are usually content to follow them.⁴

¹Estelle DeYoung Barr, "A Psychological Analysis of Fashion Motivation," Archives of Psychology, Vol. 171 (June, 1934), p. 25.

²Ibid., p. 8.

³Mabel D. Erwin and Lila A. Kinchen, Clothing for Moderns (New York: The Macmillan Company, 1964), p. 36.

⁴Anne R. Free, Social Usage (New York: Appleton-Century-Crofts, 1960), p. 15.

Many are not fully aware of this complicated measurement function of society, especially when individuals feel they are free to make choices in selecting appropriate dress for occasions. These two unique structures, "society" and "dress," provide the framework within which individuals make selections.

CHAPTER II

METHODOLOGY

Very limited research has been done in the area of clothing preferences among freshman female college students. This study on faculty and student opinions on clothing selections for occasions is exploratory in design as no previous studies have been found.

Selection of Method

The study is focused on clothing preferences of freshman female college students. Because these students are entering a college environment for the first time, it was felt that they would be able to state objectively their preferences in selection of clothing for occasions.

Careful analysis of various data procurement devices used by researchers were considered. Because of the number of students involved, the questionnaire method was selected. Goode and Hatt refer to the questionnaire as "a device for securing answers to questions by using a form which the respondent fills in himself."¹ Webster defined the questionnaire as "a set of questions for obtaining statistically

¹William J. Goode and Paul K. Hatt, Methods in Social Research (New York: McGraw-Hill Book Company, Inc., 1952), p. 133.

useful or personal information from individuals."¹ Hillway stated that the questionnaire was a substitute for the personal interview.²

A prerequisite, when entering any area of research, is one of common honesty. Any adequate study demands gathering, classifying, and analyzing all the facts. Nothing can be taken for granted; at the same time, it was necessary to assume that the subjects would reveal directly the influences and preferences being investigated. Also in this study it was assumed that the subjects had knowledge of the points at issue; therefore, the problem became primarily a communicative one. This is to say, the subject understood the questions as he was expected to, attempted to answer truthfully, and his answers are accurately recorded.³

Many factors existed that proved the use of the questionnaire advantageous as a device for securing data in this study. It could be administered simultaneously to a larger number of individuals, required less skill to administer, could be sent through the mail, and the factor

¹Webster's Seventh New Collegiate Dictionary, A. Merriam Webster (Springfield, Massachusetts: C. & C. Merriam Company, 1963).

²T. Hillway, Introduction to Research (Boston: Houghton Mifflin, 1956), p. 190.

³Russell L. Ackoff, The Design of Social Research (Chicago: The University of Chicago Press, 1953), pp. 324-25.

of anonymity made individuals feel freer to express views they might feel would incriminate them later.

Limitations that are pertinent in the case of the mailed questionnaire are considerable variations which are likely to occur. Uniformity of questions in the questionnaire may be more apparent than real. Regardless of the fact of standard wording, the questions may have diverse meaning; comprehensible to some and incomprehensible to others.¹

Development of Instrument

Two questionnaires on clothing preferences, one for the student and one for faculty, were developed for this study. After the pilot study was analyzed, the questions were condensed and a number of changes were made. In each instance, students and faculty were asked not to identify themselves. The questionnaires for both the pilot study and the final instrument were examined by members of the Department of Textiles, Clothing and Related Arts.

The student questionnaire consisted of three parts: Part I was designed to obtain background information which directly related to the study; and Parts II and III were adapted from a previous research study undertaken by Mary

¹Clair Selltiz, Marie Jahoda, Morton Deutsch, and Stuart Cook, Research Methods in Social Relations (New York: Henry Holt and Company, Inc., 1960), pp. 238-40.

Lou Lerch Rosencranz.¹

The faculty questionnaire was limited in scope, in that it was designed to acquire information underlying faculty opinions of appropriate dress in relation to student preferences in the selection of clothing for occasions. Question 3 was identical to Part III of the student's questionnaire. A combination of "closed" or "fixed alternatives"² and "open-ended"³ questions were incorporated in both the questionnaires for students and for faculty.

In one part of each questionnaire the data were divided into five categories; these categories were clothing preferences for: basketball game, coke date, class, semi-formal dance and church.

The Pilot Study

The purpose of the pilot study was to discover the weaknesses present in the structure of the questionnaire. Fifteen girls were selected at random from the college community; the questionnaire was administered to these girls.

In the case of the faculty questionnaire all the faculty were involved, making a pilot study impossible to administer to this group. Informally, several individuals

¹Mary Lou Lerch Rosencranz, "A Study of Interest in Clothing Among Selected Groups of Married and Unmarried Young Women," A Thesis, Michigan State Library, Michigan State University, 1948.

²Clair Selltitz, Marie Jahoda, Morton Deutsch, and Stuart Cook, Research Methods in Social Relations (New York: Henry Holt and Company, Inc., 1960), p. 255.

³Ibid., p. 257.

were asked to analyze the questions for clarity of structure. Due to the similarity of the student and faculty questionnaires, it was assumed comprehension would be comparable.

The questionnaires were sent through the campus mail to faculty members and returned in the same manner to the writer. Student questionnaires were distributed during class and returned to a designated area for collection.

No weaknesses of significance were found to exist in the pilot study; however, after the questionnaires were administered to the sample and returned for analysis of data, one question that seemed to be comprehensible in the pilot was found to be incomprehensible to the larger group. Specifically, the results yielded multiple responses in instances where one response was desired or intended.

The Community Setting

The community setting selected for this study was Kentucky State College, located on a hill overlooking the city of Frankfort, Kentucky (population 23,000). Founded in 1886, Kentucky State College is a state accredited institution which offers curricula in three areas: 1) regular four-year liberal arts program, 2) two-year community college, and 3) late afternoon-evening program.¹

¹The Bulletin: Sixteenth Catalogue Edition (Frankfort, Kentucky: Kentucky State College, 1963-1964), p. 9.

Kentucky State College's student population numbered 893, spring, 1964, and consisted of students from 25 states, the District of Columbia, and seven foreign countries.

The college encourages the attainment of excellence in scholarship and the acquisition of special skills in arts, sciences, and vocations. The development of a sense of obligation to contribute to the intellectual, cultural, and economic growth of the community is a goal of this state supported institution.

In achieving these ends, the college seeks to prepare its students to think critically; to express themselves creatively; to make independent and rational judgments; and to practice adherence to standards of moral rectitude.

CHAPTER III

GENERAL BACKGROUND OF STUDENTS

Age and Home State

Considering it to be a fact that the average age is 18 for a student to complete his high school studies, one may assume at this same age he will likely enter an institution of higher learning. Age was one type of background information pertinent to this study. Students were asked to state their age as a means or indicator for determining factors that would have a direct relation on certain behavior patterns.

The age distribution (see Table 1) for the student population ranged from 16 years of age to 24 years. As could be expected, the largest percentage, 43 per cent, was found to be in the 18 year old group. The 19 year old group consisted of 32 per cent of the population. The remaining percentage, 25 per cent, was as follows: 10 per cent, 20 years of age; six per cent, 17 years of age; and three per cent, 21 years of age. Only one per cent of the students was in the 16, 22, and 24 year old groups respectively.

The student population in this study represents 13 states (see Table 2). Kentucky contributed the largest percentage, 57 per cent, or more than half the total

Table 1. Number and percentage per age group of freshman female college students

	Ages										Total
	16	17	18	19	20	21	22	23	24	No Response	
Number	1	5	35	27	8	3	1	x	1	3	84
Percentage	1	6	43	32	10	3	1	x	1	3	100

Table 2. Number and percentage distribution of freshman female college students by states

States	No.	Percentage
Alabama	3	3
Florida	2	2
Indiana	8	10
Illinois	2	2
Kentucky	48	57
Michigan	5	6
Mississippi	1	1
Missouri	1	1
New York	2	2
Ohio	5	6
Tennessee	1	1
Virginia	3	3
Wisconsin	1	1
No Response	2	2
Total	84	100

population. Indiana's 10 per cent was followed by the states of Michigan and Ohio each with six per cent, respectively. The remaining states contributed less than five per cent in each instance; these percentages ranged from three to one per cent of the total population.

Occupational Classification and Income of Parents or Guardian

The occupational classification for parents of students shows 37 per cent of the males and 31 per cent of the females were employed in a professional capacity. In the non-skilled capacity, 58 per cent of the female population was employed and 48 per cent of the males. The remaining distributions for the male population were one per cent disabled, and eight per cent deceased, while the remaining female population totaled only one per cent deceased and none disabled.

The total population consists of 34 per cent employed in a professional capacity; 51 per cent in non-skilled capacities; one per cent disabled, and five per cent deceased (see Table 3).

With one-half of the parents employed in a non-skilled classification it would be expected that a majority of these would fall in the lower income levels (see Table 4). Twenty-nine (34 per cent) of the students failed to indicate in what capacity their parents were employed or gave the response, "I don't know." This high percentage of no response may indicate students' lack of knowledge or

Table 3. Number and percentage of each occupational classification for parents/guardians of freshman female college students

Sex	Classification									
	Professional Workers		Non-Skilled Workers		Disabled		Deceased		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Male	31	37	37	48	1	1	7	8	7	8
Female	25	31	49	58	*	*	1	1	8	10
Totals	57*	34	86	51	1	1	8	5	16*	10

*One individual listed guardian employed in a professional capacity but did not identify sex.

Table 4. Number and percentage of families of freshman female college students at different income levels

Income Level	No.	%
Below \$2,500	15	18
\$2,501 to \$5,000	16	19
\$5,001 to \$8,000	12	14
\$8,001 to \$10,000	10	12
Over \$10,000	2	2
No Response or Did Not Know	29	34
Total	84	100

unwillingness to answer the question. The students' failure to give this response makes these data incomplete.

The next highest percentage, 19 per cent, are in the \$2,501 to \$5,000 income level while 18 per cent were below the \$2,500 income level.

Of the total population only two per cent of the parents were receiving an income over \$10,000. Fourteen per cent were in the \$5,001 to \$8,000 income level and 12 per cent listed at the \$8,001 to \$10,000 income level.

Part-Time Employment and Income Levels

Many college students acquire part-time employment to supplement their income. The student responses to the question, "Do you work part-time?" indicated that 63 per cent were not employed in any capacity. Less than half, 32 per cent, indicated they were employed part-time, either summer employment or during the present session of the college year (see Table 5).

In describing the various capacities in which students were employed, the most frequent response given was clerical or secretarial work. Baby-sitting was the next most frequently mentioned along with sales clerks or cashiers. Other types of work were indicated but were represented by less than two per cent of the population.

In regards to income levels achieved by part-time employment, the largest percentage, 13 per cent, was under the \$50 a month income level with seven per cent receiving

Table 5. Number and percentage of freshman female college students with part-time employment and respective income levels

Groups	Part-time Income Level											
	No.	%	Under \$50	%	\$50-\$75	%	\$76-\$100	%	Over \$100	%	No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Employed Part-time	27	32	11	13	1	1	2	2	6	7	7	8
Not Employed	53	63	x	x	x	x	x	x	x	x	x	x
No Response	4	4	x	x	x	x	x	x	x	x	x	x
Total	84	100	11	13	1	1	2	2	6	7	7	8

over \$100. The remaining percentages were in the \$76 to \$100 (two per cent) and \$50 to \$75 (one per cent) income level per month. Eight per cent of the students failed to indicate their income levels.

Purchasing Practices

The responses given to the question, "Do you purchase your own clothing?" revealed the following:

Forty-four per cent of the students stated they did not purchase their own clothing while 39 per cent indicated they did. The figures suggest that either parents or guardians were the supporting factors behind their purchases. Because of the student's low income levels, limited amounts of clothing could be purchased; however, the student is not limited to his own income for clothing purchases.

Both responses "Yes" and "No" were checked by seven per cent of the students which is suggestive that others are involved in their purchasing practices.

The remaining students either gave no response or indicated they purchased some clothing sometimes (see Table 6).

Summary

The largest percentage of students in this sample was the 18 year old group. Thirteen states were represented with Kentucky contributing more than one-half of the population.

Table 6. Number and percentage of freshman female college students following selected purchasing practices

Groups	Responses	
	No.	%
Purchased Own Clothing	33	39
Does Not Purchase Own Clothing	37	44
Purchases Some/Sometimes	3	4
Checked Both Responses	6	7
Gave No Response	5	6
Totals	84	100

Occupational classification for parents or guardians of the sample indicated most of them were employed in non-professional capacities. In this group a large percentage were in the low income levels. Only 34 per cent of the parents or guardians were employed in professional capacities.

Less than one-half of the students were employed in part-time capacities, either summer or during the school year. Clerical or secretarial employment were the most frequently mentioned. Percentages showed incomes of most students to be below the \$50 per month income level.

Over half of students questioned did not purchase their own clothing. Incidentally, there was only a five per cent difference between those who purchased their own clothing and those who did not. Indications from data seemed to point out that others were involved, either as a supporting

factor or as the basic factor in purchasing clothing for these college age students.

CHAPTER IV

SOURCES OF CLOTHING PREFERENCES

Student Practices in Relation to Clothing Selection Preferences

Part II of the student questionnaire was concerned with sources of clothing preferences which the students felt most nearly applied to them. (See Appendix A, p. 70).

Information received after analysis of the data indicated when asked the question, "Do you select the latest styles of clothing?," that 36 per cent did "most of the time" while 33 per cent stated "sometimes." Twenty-seven per cent selected the latest styles of clothing "almost always" when making selections in clothing preferences (see Table 7).

Thirty-four per cent stated they were inclined to do window shopping "sometimes"; 33 per cent, "most of the time"; and 28 per cent "almost always."

The response given when asked the question, "How often do you read or look at fashion magazines?" revealed that 87 per cent of the students either read or looked at fashion magazines "sometimes," "most of the time" or "almost always" as compared with only 12 per cent who indicated they "seldom" or "practically never" referred to fashion magazines.

Observation of fashions in movies was the source of clothing preferences "most of the time" by 31 per cent

Table 7. Number and percentage of responses given by freshman female college students in relation to sources of clothing preferences

Sources of Clothing Preferences	Responses														
	Most of the Time				Sometimes Seldom				Practically Never				No Response		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Selects the latest styles of clothing	23	27	30	36	28	33	1	1	1	1	1	1	1	84	100
Inclined to do window shopping	24	28	28	33	27	34	3	3	2	2		x	x	84	100
Reads or looks at fashion magazines	18	21	23	27	33	39	8	10	2	2		x	x	84	100
Observes fashions worn in movies by actresses	21	25	26	31	17	20	10	12	10	12		x	x	84	100
Easily made aware of fashions and/or clothing through advertisements	24	28	36	43	16	19	7	8	1	1		x	x	84	100
Conscious of clothing styles on television	19	27	28	33	25	30	7	8	4	5		1	1	84	100
Looks to peers for specific clothing styles	7	8	17	20	39	47	13	15	4	5		4	5	84	100
Selects clothing styles worn by their friends	2	2	7	8	30	36	36	43	8	10		1	1	84	100
Selects their own clothing	54	62	21	25	8	10	x	x	x	x		1	1	84	100
Someone else selects clothing for them	1	1	2	2	45	53	18	21	17	20		1	1	84	100
Prefers to shop alone	20	24	13	15	26	31	12	14	12	14		1	1	84	100

of the students, and 25 per cent "almost always." The remaining percentage responded in the following manner: "sometimes," 20 per cent; "seldom" and "practically never," 12 per cent respectively.

When the students were asked if they were made conscious of clothing styles through television results showed that the largest percentage (33 per cent) sought television as a source "most of the time." "Sometimes" was the response indicated by 30 per cent of the students. Forty-three per cent of the students were easily made aware of fashions and/or clothing styles through advertisements "most of the time" and 28 per cent "almost always."

The highest percentage (47 per cent) of responses to sources of clothing preferences in relation to looking to peers for specific clothing styles was "sometimes." Twenty-eight per cent stated peers were a factor "most of the time" or "almost always." Only 25 per cent of the students indicated looking to peers was "seldom" or "practically never" a factor in relation to sources of clothing preferences.

Results from the question, "How often do you select clothing styles worn by your friends?" revealed that 43 per cent of the students "seldom" selected clothing styles worn by their friends, while 36 per cent stated they looked to friends "sometimes."

Questions 11, 12, and 13 in Part II of the student questionnaire were concerned with the shopping patterns or

habits of the students. (See Appendix A, p. 70). Responses to the question, "Do you select your own clothing?" indicated that 62 per cent of the students selected their own clothing "almost always," as compared with 53 per cent who had someone else select their clothing "sometimes." A practice preferred "seldom" or "practically never" by the students was having someone else select their clothing. Thirty-one per cent of the students preferred to shop alone "sometimes," whereas shopping alone was a preferred practice by 24 per cent.

Mass Media, Peers and Friends

Today mass media has developed many communicative agencies with the results that vast numbers of individuals are subjected to the same or similar stimuli. These agencies often have a great influence on events that require decision-making. With these considerations in mind, the students were asked in Part II, Question 9 (see Appendix A, p. 70) to rank the sources which were most influential in their clothing selection preferences in order of importance (1, 2, 3, etc.).

Table 8 indicates that the most influential sources in the upper ranks (1, 2, 3, and 4) of the scale were fashion magazines, advertisements, and window shopping. These three were ranked by 69 per cent of the students in each instance as the most important influence. Friends, 56 per cent, were their next major influence.

Table 8. Sources of clothing preferences in rank order, with number and percentage of each, of influences on clothing selections given by freshman female college students

Sources	Rank															
	1		2		3		4		5		6		7		8	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Fashion Magazines	27	32	13	16	12	14	6	7	9	11	3	4	2	2	1	1
Movies	1	1	3	4	5	6	4	5	7	8	17	20	15	18	11	13
Television	x	x	5	6	6	7	8	10	17	20	17	20	9	11	2	2
Advertisements	10	12	18	21	22	26	8	10	4	5	4	5	1	1	3	4
Window Shopping	27	32	16	19	11	13	4	5	3	4	4	5	5	6	2	2
Friends	3	4	12	14	14	17	18	21	7	8	3	4	5	6	6	7
Peers	5	6	6	7	3	4	8	10	7	8	6	7	17	20	12	14
Nationally Known Persons	3	4	4	5	4	5	7	8	7	8	8	9	6	7	23	27

In this same rank (1, 2, 3, and 4) those considered to be of least importance were peers (27 per cent), television (23 per cent), nationally known persons (22 per cent), and movies (15 per cent).

The lower ranks (5, 6, 7, and 8) of the scale indicates sources they considered least influential in their clothing selection preferences. In each instance more than 50 per cent of the students selected these sources: movies (59 per cent), television (53 per cent), nationally known persons (52 per cent), and peers (52 per cent). Least considerations were shown for friends (25 per cent), fashion magazines (18 per cent), window shopping (17 per cent), and advertisements (14 per cent).

Others

In Part II, question 10 of the student questionnaire, the students were asked, "Are there any other sources that are influential in your selection of clothing?" and "If yes, list them." The responses were tabulated as follows:

35 (42%) selected clothing from other sources

41 (49%) did not select clothing from other sources

Other Sources

11 mothers

4 pattern books

3 fashion shows/models

2 parents

2 clerks

1 sister

1 boyfriend

1 friend

11 gave no indications of sources

It is significant that 49 per cent of the respondents indicated there were no other sources influential in making their clothing selections. However, 42 per cent of the students indicated other sources were influential. Ten per cent failed to indicate whether other sources were influential or not.

The most frequent response given in regards to other sources that were influential in clothing selections were "mothers." "Pattern books," "fashion shows" or "models" were other influences. Eleven students (34 per cent) failed to indicate what other sources were involved.

Last Clothing Selections Made

The students were asked, "What was the last selection you made in clothing? Describe it." (See Appendix A, p. 70, question 14.) Purchases most frequently made were dresses selected by 38 per cent of the students. Dress styles selected were either for casual, semi-formal, or dressy occasions such as church. Suits, either of the casual or dressy types, were purchased by 21 per cent of the students. Fifteen per cent made purchases of skirts, blouses, sweaters or combinations of these clothing selections.

Coats were purchased by 11 per cent of the students, while other items such as slacks, shoes, hats, and stockings, were purchased by less than 10 per cent of the students.

The students were then asked, "Was someone with you? If yes, specify: (sister, friend, etc.)." In this instance, responses indicated 64 per cent of the students were with another person at the time the purchase was made. Students making purchases alone were represented by 32 per cent of the sample. Three per cent of the students gave no response when asked this question. In most instances, shopping companions included relatives,* 34 per cent, friends,** 28 per cent, and others.***

Summary

The data concerning sources of clothing preferences among freshman female college students indicated 36 per cent of the students selected the latest styles of clothing "most of the time" and 27 per cent "almost always" selected the latest style when making clothing selections. "Sometimes" was the response indicated by the largest percentage of students when questioned in regards to window shopping as an influential source of information for clothing preferences. Fashion magazines were read or looked at "most of the time" by the students, as were observations of fashions in movies "most of the time." Through the mass

*Relatives: mother, sister, brother, cousin, aunt, etc.

**Friends: girl friend, boyfriend, etc.

***Others: teacher, etc.

media of television and advertisements, students became aware or conscious of fashions "most of the time" as a source of clothing preferences.

Looking to peers for specific clothing styles was "sometimes" a source of clothing preferences for a large percentage of students; however, when questioned in regards to friends, if they selected clothing styles worn by them, data showed the largest percentage of students "seldom" resorted to this source in making selections in clothing preferences.

In ranking the sources most influential in making clothing selection preferences according to their order of importance, the students placed fashion magazines, advertisements, and window shopping as the most influential. The next major consideration was for friends. Least emphasis was shown in the upper scale for such sources as peers, television, nationally known persons, and movies. The lower ranks of the scale indicated more than 50 per cent of the students selected movies, television, nationally known persons, and peers as being of lesser importance as an influential source of clothing selection preferences.

CHAPTER V

CLOTHING PREFERENCES FOR FIVE OCCASIONS

In Part III of the student questionnaire (see Appendix A, p. 70) the students were asked which items of clothing they would select as most appropriate if they were going to each of five occasions: basketball game, coke date, class, semi-formal dance and church.

Basketball Game

The one most appropriate item of dress in each category selected by the largest percentage of students for a basketball game occasion included: leather jacket, selected by 74 per cent of the students; bulky knit sweater, 77 per cent; scarf on head, 62 per cent; mittens, 57 per cent; loafers, 80 per cent; knee high socks or tights, 69 per cent; billfold, no handbag, 75 per cent; and slacks, 88 per cent (see Table 9).

Their second selection of dress for this occasion was: the car coat, 64 per cent; kilts and knee ticklers, each 69 per cent; pullover sweater, 73 per cent; no scarf on head, 58 per cent; no gloves, 39 per cent; tennis shoes, 69 per cent; bobby sox, 68 per cent; and tote bag, 37 per cent.

Of the coats listed, 48 per cent chose the coat with raccoon collar as their first preference for a basketball

Table 9. Number and percentage of items of clothing selected by freshman female college students for a basketball game occasion. Multiple responses given by students.

No.	%	Items of Clothing	No.	%	Items of Clothing
3	3	coat of real fur, like raccoon or mink	58	69	sweatshirt
x	x	coat with real fur trim, like mink	40	48	tailored blouse
40	48	coat with raccoon collar	12	14	dressy blouse
7	8	coat of synthetic fur	3	3	whimsey or veil
7	8	plain colored dressy coat	52	62	scarf on head
38	45	coat of bold, bright plaid	4	5	small hat
29	34	coat of small check or plaid	x	x	large hat
54	64	car coat	49	58	no head covering
62	74	leather jacket	48	57	mitten
41	49	leather coat	18	21	gloves
53	63	suede jacket	33	39	no gloves or mittens
36	43	suede coat	1	1	shoes with 3" heels
9	11	suit	21	25	1" heels
x	x	taffeta party dress	24	28	flat dressy shoes
x	x	taffeta sheath dress	67	80	loafers
5	6	wool sheath dress	58	69	tennis shoes
5	6	sleeveless dress, no jacket	23	27	sandals
8	10	sleeveless dress with jacket	58	69	knee-high socks or tights
23	27	dress with full skirt	47	56	nylons
x	x	dress with low-cut neckline	57	68	bobby socks
15	18	dress with high neckline	22	26	no stockings
49	58	straight or slim skirt	63	75	billfold, no handbag
55	65	pleated skirt	x	x	satin or velvet handbag
32	38	flared skirt	27	32	small leather handbag
32	38	full gathered skirt	15	18	medium leather handbag
58	69	kilts	15	18	large leather handbag
58	69	knee ticklers (skirt above the knees)	31	37	tote bag
65	77	bulky knit sweater	74	88	slacks
61	73	pullover sweater	40	48	jeans
55	65	cardigan sweater	45	53	Bermuda or Jamaica shorts
			9	11	short shorts

game. The most preferred dress was the dress with the full skirt by 27 per cent of the students. Of the skirts, the pleated skirt was selected by 65 per cent of the students as being the most preferred style for this occasion.

Eight per cent of the students selected one outfit for this occasion whereas 82 per cent gave multiple responses.

Coke Date

The coke date is a popular way to spend leisure hours on any college campus. The student's first preferences in selections as most appropriate dress for this occasion were: leather jacket, 62 per cent; pleated skirt, 70 per cent; pullover and cardigan sweaters, 64 per cent respectively; no head covering, 59 per cent; no gloves or mittens, 52 per cent; flat, dressy shoes, 67 per cent; nylons, 76 per cent; and billfold, no handbag, 52 per cent (see Table 10).

Their second selections as most appropriate dress for this occasion were: suede jacket, 56 per cent; straight or slim skirt, 68 per cent; tailored blouse, 58 per cent; scarf on head, 36 per cent; one inch heels, 50 per cent; and bobby socks, 26 per cent.

The preferred type of coat was the coat of small check or plaid selected by 42 per cent of the students. Again the dress with full skirt was the one most preferred of the dresses listed. Slacks, jeans, Bermuda or Jamaica shorts, and short shorts were of minor importance and preferred

Table 10. Number and percentage of items of clothing selected by freshman female college students for a coke date occasion. Multiple responses given by students.

No.	%	Items of Clothing	No.	%	Items of Clothing
2	2	coat of real fur, like raccoon or mink	7	8	sweatshirt
x	x	coat with real fur trim, like mink	49	58	tailored blouse
27	32	coat with raccoon collar	26	31	dressy blouse
6	7	coat of synthetic fur	6	7	whimsey or veil
15	18	plain colored dressy coat	30	36	scarf on head
29	34	coat of bold, bright plaid	2	2	small hat
35	42	coat of small check or plaid	x	x	large hat
41	49	car coat	50	59	no head covering
52	62	leather jacket	24	28	mittens
39	46	leather coat	15	18	gloves
47	56	suede jacket	44	52	no gloves or mittens
33	39	suede coat	1	1	shoes with 3" heels
11	13	suit	42	50	1" heels
x	x	taffeta party dress	56	67	flat, dressy shoes
1	1	taffeta sheath dress	38	45	loafers
18	21	wool sheath dress	22	26	tennis shoes
33	39	sleeveless dress, no jacket	34	40	sandals
25	30	sleeveless dress with jacket	16	19	knee-high socks or tights
34	40	dress with full skirt	64	76	nylons
7	8	dress with low-cut neckline	22	26	bobby socks
30	36	dress with high neckline	14	17	no stockings
57	68	straight or slim skirt	44	52	billfold, no handbag
59	70	pleated skirt	x	x	satin or velvet handbag
43	51	flared skirt	34	40	small leather handbag
38	45	full gathered skirt	22	26	medium leather handbag
27	32	kilts	8	10	large leather handbag
29	34	knee ticklers (skirt above the knees)	17	20	tote bag
47	56	bulky knit sweater	32	38	slacks
54	64	pullover sweater	11	13	jeans
54	64	cardigan sweater	27	34	Bermuda or Jamaica shorts
			5	6	short shorts

by a smaller percentage of the students. Eleven per cent of the students selected only one outfit for this occasion.

Class

On college campuses the classroom is a major concern. It is the one occasion that is required of all students seeking higher learning at any institution. The selections made by the students as the most appropriate dress for this occasion were: leather jacket, 71 per cent; pleated skirt, 89 per cent; pullover sweater, 77 per cent; no head covering, 64 per cent; mittens, 50 per cent; loafers, 78 per cent; nylons, 77 per cent; and a billfold, no handbag, 67 per cent (see Table 11).

As their second consideration, the next most appropriate items of clothing selected for this occasion were: suede jacket, 67 per cent; straight or slim skirt, 74 per cent; tailored blouse, 75 per cent; scarf on head, 44 per cent; no gloves, 45 per cent; flat, dressy shoes, 55 per cent; knee-high socks or tights, 57 per cent; and small leather handbag, 38 per cent.

The preferred coat was the one with the raccoon collar selected by 52 per cent of the students. For the basketball game occasion, the full skirt dress was considered most appropriate by 27 per cent, again the most appropriate dress for classroom was the dress with full skirt by 51 per cent of the students. In general dresses are not as popular as separates. In no instances were the items

Table 11. Number and percentage of items of clothing selected by freshman female college students for a class occasion. Multiple responses given by students.

No.	%	Items of Clothing	No.	%	Items of Clothing
1	1	coat of real fur, like raccoon or mink	8	9	sweatshirt
x	x	coat with real fur trim, like mink	63	75	tailored blouse
44	52	coat with raccoon collar	22	26	dressy blouse
8	9	coat of synthetic fur	4	5	whimsey or veil
6	7	plain colored dressy coat	37	44	scarf on head
36	43	coat of bold, bright plaid	2	2	small hat
40	48	coat of small check or plaid	x	x	large hat
53	63	car coat	54	64	no head covering
60	71	leather jacket	42	50	mittens
47	56	leather coat	13	15	gloves
56	67	suede jacket	38	45	no gloves or mittens
41	49	suede coat	x	x	shoes with 3" heels
16	19	suit	44	52	1" heels
x	x	taffeta party dress	46	55	flat, dressy shoes
x	x	taffeta sheath dress	66	78	loafers
18	21	wool sheath dress	44	53	tennis shoes
33	39	sleeveless dress, no jacket	46	55	sandals
26	31	sleeveless dress with jacket	48	57	knee-high socks or tights
43	51	dress with full skirt	65	77	nylons
x	x	dress with low-cut neckline	47	56	bobby socks
25	30	dress with high neckline	26	31	no stockings
62	74	straight or slim skirt	56	67	billfold, no handbag
75	89	pleated skirt	x	x	satin or velvet handbag
56	67	flared skirt	32	38	small leather handbag
53	63	full gathered skirt	26	31	medium leather handbag
27	32	kilts	17	20	large leather handbag
15	18	knee ticklers (skirt above the knees)	31	37	tote bag
60	71	bulky knit sweater	6	7	slacks
65	77	pullover sweater	2	2	jeans
61	72	cardigan sweater	5	6	Bermuda or Jamaica shorts
			x	x	short shorts

of clothing such as slacks, jeans, and Bermudas selected by a high percentage of students as appropriate dress for class; these items were preferred by less than eight per cent of the students.

Fourteen per cent of the students in this instance selected only one outfit for the class occasion.

Semi-Formal Dance

Most campuses provide numerous semi-formal affairs for the students, who look to these occasions as a "highlight" for weekend entertainment. Because this is considered to be an important factor in the college society, the students were asked to select the items of clothing they considered most appropriate dress for this occasion (see Table 12).

Items of clothing selected by the largest percentage of students as most appropriate for this occasion were: coat of real fur, like raccoon or mink, 56 per cent; taffeta party dress, 88 per cent; no head covering, 63 per cent; gloves, 77 per cent; shoes with three inch heels, 76 per cent; nylons, 82 per cent; and a satin or velvet handbag, 94 per cent.

A second choice included the coat with real fur trim, like mink, 50 per cent; and the taffeta sheath dress by 70 per cent of the students. The dress with a low-cut neckline was also a preferred item of clothing by 68 per cent of the students.

Table 12. Number and percentage of items of clothing selected by freshman female college students for a semi-formal dance occasion. Multiple responses given by students.

No.	%	Items of Clothing	No.	%	Items of Clothing
47	56	coat of real fur, like raccoon or mink	x	x	sweatshirt
42	50	coat with real fur trim, like mink	3	3	tailored blouse
7	8	coat with raccoon collar	7	8	dressy blouse
25	30	coat of synthetic fur	14	17	whimsey or veil
25	30	plain colored dressy coat	x	x	scarf on head
x	x	coat of bold, bright plaid	x	x	small hat
x	x	coat of small check or plaid	x	x	large hat
x	x	car coat	53	63	no head covering
x	x	leather jacket	x	x	mitten
x	x	leather coat	65	77	gloves
x	x	suede jacket	4	5	no gloves or mittens
3	3	suede coat	64	76	shoes with 3" heels
1	1	suit	12	14	1" heels
74	88	taffeta party dress	4	5	flat, dressy shoes
59	70	taffeta sheath dress	x	x	loafers
14	17	wool sheath dress	x	x	tennis shoes
22	26	sleeveless dress, no jacket	1	1	sandals
10	12	sleeveless dress with jacket	x	x	knee-high socks or tights
14	17	dress with full skirt	69	82	nylons
57	68	dress with low-cut neckline	x	x	bobby socks
5	6	dress with high neckline	x	x	no stockings
3	3	straight or slim skirt	1	1	billfold, no handbag
x	x	pleated skirt	79	94	satin or velvet handbag
1	1	flared skirt	1	1	small leather handbag
2	2	full gathered skirt	2	2	medium leather handbag
x	x	kilts	x	x	large leather handbag
x	x	knee ticklers (skirt above the knees)	1	1	tote bag
x	x	bulky knit sweater	x	x	slacks
x	x	pullover sweater	x	x	jeans
5	6	cardigan sweater	x	x	Bermuda or Jamaica shorts
			x	x	short shorts

A wider dispersion was shown for all other items of clothing indicating a broader selection than the students had made for basketball, coke date and class.

Fourteen per cent of the students selected only one outfit for this occasion.

Church

The problem of appropriate dress for church is noted in many college communities; often we find young women dressing in extreme styles, as if they were little girls or very sophisticated young women. Frequently, they are seen at church with low-necked party dresses, extravagant hair-dos, and no hats. The campus church or chapel is often considered by young people as being more informal than a city church.

Students were questioned in regards to the items of clothing considered most appropriate for church (see Table 13). Responses for this particular occasion indicated the following items of clothing were preferred as the most appropriate dress by the largest percentage of students: suit, 88 per cent; dressy blouse, 61 per cent; small hat, 83 per cent; gloves, 94 per cent; shoes with three inch heels, 74 per cent; nylons, 87 per cent; and medium leather handbag, 76 per cent.

The second selections for this occasion were: plain colored dressy coat, 75 per cent; wool sheath dress, 67 per cent; large hat, 75 per cent; one inch heels, 23 per

Table 13. Number and percentage of items of clothing selected by freshman female college students for a church occasion. Multiple responses given by students.

No.	%	Items of Clothing	No.	%	Items of Clothing
29	34	coat of real fur, like raccoon or mink	x	x	sweatshirt
46	49	coat with real fur trim, like mink	24	28	tailored blouse
14	17	coat with raccoon collar	51	61	dressy blouse
26	31	coat of synthetic fur	57	68	whimsey or veil
63	75	plain colored dressy coat	3	3	scarf on head
7	8	coat of bold, bright plaid	70	83	small hat
21	25	coat of small check or plaid	63	75	large hat
x	x	car coat	1	1	no head covering
1	1	leather jacket	x	x	mittens
10	12	leather coat	79	94	gloves
1	1	suede jacket	1	1	no gloves or mittens
21	25	suede coat	62	74	shoes with 3" heels
74	88	suit	19	23	1" heels
x	x	taffeta party dress	6	7	flat, dressy shoes
6	7	taffeta sheath dress	x	x	loafers
56	67	wool sheath dress	x	x	tennis shoes
12	14	sleeveless dress, no jacket	x	x	sandals
50	59	sleeveless dress with jacket	x	x	knee-high socks or tights
27	32	dress with full skirt	73	87	nylons
4	5	dress with low-cut neckline	1	1	bobby socks
52	62	dress with high neckline	1	1	no stockings
14	17	straight or slim skirt	1	1	billfold, no handbag
7	8	pleated skirt	3	3	satin or velvet handbag
3	3	flared skirt	42	50	small leather handbag
2	2	full gathered skirt	64	76	medium leather handbag
2	2	kilts	42	50	large leather handbag
1	1	knee ticklers (skirt above the knees)	4	5	tote bag
2	2	bulky knit sweater	x	x	slacks
2	2	pullover sweater	x	x	jeans
8	9	cardigan sweater	x	x	Bermuda or Jamaica shorts
			x	x	short shorts

cent; nylons, 87 per cent; the small leather handbag and the large leather handbag by 50 per cent, respectively.

The coat with real fur trim, like mink, was preferred by 49 per cent of the students. Other preferred items of clothing among the students were the dress with a high neckline by 62 per cent of the students and the whimsey or veil by 68 per cent.

Seventeen per cent of the students selected only one outfit for this occasion.

Summary

The major objective in this chapter was to determine clothing preferences among freshman female college students for selected occasions on one college campus. Casual clothing or separates were the preferred clothing selections made by a majority of the students as most appropriate dress for all occasions with the exception of the semi-formal dance occasion.

Student clothing preferences for the basketball game occasion included: leather jacket, bulky knit sweater, slacks, scarf on head, loafers, knee-high socks or tights and a billfold.

Clothing preferences shown by students for the coke date occasion were: leather jacket, pleated skirt, pull-over and cardigan sweaters, no head covering, no gloves or mittens, flat, dressy shoes, nylons and a billfold.

For the classroom occasion clothing selections

preferred by students included: leather jacket, pleated skirt, pullover sweater, no head covering, mittens, loafers, nylons and a billfold.

The clothing preferences selected by the largest percentage of students for a semi-formal dance occasion are as follows: coat of real fur, like raccoon or mink, taffeta party dress, no head covering, gloves, shoes with three inch heels, nylons and a satin or velvet handbag.

For a church occasion, items of clothing preferred by the largest percentage of students included: suit, dressy blouse, small hat, gloves, shoes with three inch heels, nylons and medium sized leather handbag.

In each instance items of clothing selected for the respective occasions were considered the most appropriate dress when selected by the largest percentage of students.

CHAPTER VI

FACULTY: GENERAL BACKGROUND AND OPINIONS

Background Information

Background information relating to the faculty was limited in this study since the major concern was to obtain faculty opinions of appropriateness of dress in relation to student preferences of clothing selections for occasions.

The age distribution (see Table 14) for the faculty population ranged from under 25 years of age to over 53 years. The largest percentages were in the 44-53 year age group and over 53 year group, each 36 per cent. Fifteen per cent were in the 34-43 year age group while 10 per cent were in the 25-33 year age group. Only three per cent were under 25 years of age.

Fifty-three per cent of the population were female and 44 per cent were male. Three per cent failed to identify their sex.

Clothing Preferences for Five Occasions

Question 3 of the faculty questionnaire was identical to Part III of the student's questionnaire (see Appendix B, p. 77). The faculty and students were asked, "Which items of clothing would you select as most appropriate for the occasions: basketball game; coke date; class; semi-formal dance; and church?"

Table 14. Age groups and percentage, in each age group,
of faculty

Age Groups	Male	Female	Total	%
Under 25	x	1	1	3
25-33 years	x	4	4	10
34-43 years	1	5	6	15
44-53 years	8	6	14	36
Over 53	8	5	14*	36
Total	17	21	39*	100
Per Cent	44	53	100*	100

*One listed age group but did not identify sex.

Basketball Game

The responses indicated that the faculty's first preferences in clothing items selected as most appropriate for the basketball game were: leather jacket, 81 per cent; pleated skirt or slacks, each 70 per cent; bulky knit sweater, 86 per cent; no head covering, 86 per cent; mittens, 62 per cent; loafers, 81 per cent; bobby socks, 67 per cent; and a billfold, no handbag, 78 per cent (see Table 15).

As a second selection of the most appropriate items of clothing for the basketball game, the faculty preferred: the car coat and leather coat, each 70 per cent; straight or slim skirt, 54 per cent; pullover sweater, 73 per cent; scarf on head, 46 per cent; no gloves, 51 per cent; one inch heels, 49 per cent; knee-high socks or tights, 57 per

Table 15. Number and percentage of faculty responses in relation to item of clothing most appropriate for student dress for a basketball game. Multiple responses given by faculty. (Based on 37 respondents.)

No.	%	Items of Clothing	No.	%	Items of Clothing
2	5	coat of real fur, like raccoon or mink	12	32	sweatshirt
3	8	coat with real fur trim, like mink	18	49	tailored blouse
9	24	coat with raccoon collar	3	8	dressy blouse
5	13	coat of synthetic fur	1	3	whimsey or veil
6	16	plain colored dressy coat	17	46	scarf on head
21	57	coat of bold, bright plaid	5	13	small hat
16	43	coat of small check or plaid	1	3	large hat
26	70	car coat	32	86	no head covering
30	81	leather jacket	23	62	mittens
26	70	leather coat	9	24	gloves
24	65	suede jacket	19	51	no gloves or mittens
18	49	suede coat	x	x	shoes with 3" heels
15	40	suit	18	49	1" heels
1	3	taffeta party dress	14	38	flat, dressy shoes
2	5	taffeta sheath dress	30	81	loafers
6	16	wool sheath dress	14	38	tennis shoes
4	11	sleeveless dress, no jacket	9	24	sandals
5	13	sleeveless dress with jacket	21	57	knee-high socks or tights
11	30	dress with full skirt	17	46	nylons
1	3	dress with low-cut neckline	25	67	bobby socks
6	16	dress with high neckline	6	16	no stockings
20	54	straight or slim skirt	29	78	billfold, no handbag
26	70	pleated skirt	x	x	satin or velvet handbag
16	43	flared skirt	11	30	small leather handbag
12	32	full gathered skirt	6	16	medium leather handbag
12	32	kilts	5	13	large leather handbag
13	35	knee ticklers (skirt above the knees)	9	24	tote bag
32	86	bulky knit sweater	26	70	slacks
27	73	pullover sweater	8	22	jeans
23	62	cardigan sweater	8	22	Bermuda or Jamaica shorts
			x	x	short shorts

cent; and the small leather handbag, 30 per cent.

The suit was a preferred item of clothing by 40 per cent of the faculty for the basketball game. The most appropriate dress selection was the dress with the full skirt. Eight per cent selected only one outfit for this occasion.

Coke Date

For the coke date, the items of clothing selected as being the most appropriate dress for this occasion as indicated by the faculty were: car coat, 62 per cent; straight or slim skirt, 59 per cent; pullover sweater, 59 per cent; no head covering, 73 per cent; no gloves or mittens, 54 per cent; one inch heels, 59 per cent; nylons, 54 per cent; and a billfold, no handbag, 65 per cent.

In the instance of the coke date, the next preferred selection of items of clothing as most appropriate dress for this occasion were: the coat of small check or plaid, 57 per cent; pleated skirt, 51 per cent; bulky knit sweater, 54 per cent; scarf on head, 38 per cent; mittens, 40 per cent; flat, dressy shoes, 51 per cent; bobby socks, 46 per cent; and a small leather handbag, 32 per cent.

Slacks as being an appropriate item of clothing for a coke date was selected by 49 per cent of the faculty. Five per cent of the faculty selected only one outfit for the coke date occasion (see Table 16).

Class

The faculty constantly is confronted with the student

Table 16. Number and percentage of faculty responses in relation to items of clothing most appropriate for student dress for a coke date. Multiple responses given by faculty. (Based on 37 respondents.)

No.	%	Items of Clothing	No.	%	Items of Clothing
x	x	coat of real fur, like raccoon or mink	5	13	sweatshirt
1	3	coat with real fur trim, like mink	15	40	tailored blouse
7	19	coat with raccoon collar	2	5	dressy blouse
7	19	coat of synthetic fur	2	5	whimsey or veil
5	13	plain colored dressy coat	14	38	scarf on head
14	38	coat of bold, bright plaid	1	3	small hat
21	57	coat of small check or plaid	3	8	large hat
23	62	car coat	27	73	no head covering
19	51	leather jacket	15	40	mittens
18	49	leather coat	12	32	gloves
17	46	suede jacket	20	54	no gloves or mittens
16	43	suede coat	3	8	shoes with 3" heels
13	35	suit	22	59	1" heels
x	x	taffeta party dress	19	51	flat, dressy shoes
2	5	taffeta sheath dress	18	49	loafers
9	24	wool sheath dress	7	19	tennis shoes
5	13	sleeveless dress, no jacket	16	43	sandals
10	27	sleeveless dress with jacket	15	40	knee-high socks or tights
14	38	dress with full skirt	20	54	nylons
x	x	dress with low-cut neckline	17	46	bobby socks
9	24	dress with high neckline	9	24	no stockings
22	59	straight or slim skirt	24	65	billfold, no handbag
19	51	pleated skirt	x	x	satin or velvet handbag
15	40	flared skirt	12	32	small leather handbag
12	32	full gathered skirt	6	16	medium leather handbag
8	22	kilts	5	13	large leather handbag
8	22	knee ticklers (skirt above the knees)	5	13	tote bag
20	54	bulky knit sweater	18	49	slacks
22	59	pullover sweater	10	27	jeans
19	51	cardigan sweater	13	35	Bermuda or Jamaica shorts
			1	3	short shorts

in the classroom setting. Responses given by the faculty indicated the following items of clothing were their first choices as the most appropriate dress for the classroom setting: leather coat, 67 per cent; pleated skirt, 67 per cent; pullover sweater, 67 per cent; no head covering, 78 per cent; no gloves or mittens, 59 per cent; one inch heels, 76 per cent; nylons, 59 per cent; and a billfold, no handbag, 59 per cent.

As a second selection for the class occasion, the faculty indicated the most appropriate items of clothing were: the car coat and suede jacket, each 65 per cent; straight or slim skirt and flared skirt, each 59 per cent; cardigan sweater and tailored blouse, each 62 per cent; scarf on head, 40 per cent; mittens, 46 per cent; loafers, 73 per cent; bobby socks, 57 per cent; and a small leather handbag, 32 per cent (see Table 17). Five per cent selected only one outfit for this occasion.

Semi-Formal Dance

In selecting the items of clothing most appropriate for the semi-formal dance, the faculty preferences in this instance were: the coat with real fur trim, like mink, 51 per cent; dress with low-cut neckline, 73 per cent; no head covering, 59 per cent; gloves, 76 per cent; shoes with three inch heels, 76 per cent; nylons, 89 per cent; and a satin or velvet handbag, 89 per cent.

Next preferences by faculty of clothing for the semi-formal dance were the following items of clothing:

Table 17. Number and percentage of faculty responses in relation to items of clothing most appropriate for student dress for a class. Multiple responses given by faculty. (Based on 37 respondents.)

No.	%	Items of Clothing	No.	%	Items of Clothing
x	x	coat of real fur, like raccoon or mink	1	5	sweatshirt
1	3	coat with real fur trim, like mink	23	62	tailored blouse
11	30	coat with raccoon collar	1	5	dressy blouse
5	13	coat of synthetic fur	1	5	whimsey or veil
7	19	plain colored dressy coat	15	40	scarf on head
13	35	coat of bold, bright plaid	5	13	small hat
23	62	coat of small check or plaid	1	5	large hat
24	65	car coat	29	78	no head covering
25	67	leather jacket	17	46	mittens
23	62	leather coat	8	22	gloves
24	65	suede jacket	22	59	no gloves or mittens
21	57	suede coat	x	x	shoes with 3" heels
14	38	suit	28	76	1" heels
x	x	taffeta party dress	21	57	flat, dressy shoes
1	3	taffeta sheath dress	27	73	loafers
11	30	wool sheath dress	11	30	tennis shoes
6	16	sleeveless dress, no jacket	16	43	sandals
12	32	sleeveless dress with jacket	11	30	knee-high socks or tights
18	49	dress with full skirt	22	59	nylons
1	3	dress with low-cut neckline	21	57	bobby socks
13	35	dress with high neckline	8	22	no stockings
22	59	straight or slim skirt	22	59	billfold, no handbag
25	67	pleated skirt	x	x	satin or velvet handbag
22	59	flared skirt	12	32	small leather handbag
21	57	full gathered skirt	6	16	medium leather handbag
2	5	kilts	6	16	large leather handbag
2	5	knee ticklers (skirt above the knees)	2	6	tote bag
20	54	bulky knit sweater	2	6	slacks
25	67	pullover sweater	x	x	jeans
23	62	cardigan sweater	1	3	Bermuda or Jamaica shorts
			x	x	short shorts

coat of real fur, like raccoon or mink, 43 per cent; taf-feta party dress, 70 per cent; and whimsey or veil, 22 per cent (see Table 18). Thirteen per cent selected only one outfit for this occasion.

Church

Church was the last occasion for which the faculty was asked to select the most appropriate dress (see Table 19). Faculty responses indicated as the most appropriate dress for church the following items of clothing: coat with real fur trim, like mink, and a suit, each 84 per cent; dressy blouse, 78 per cent; small hat, 86 per cent; gloves, 94 per cent; shoes with three inch heels, 70 per cent; nylons, 92 per cent; and a medium leather handbag, 78 per cent.

The dressy coat of plain color, 76 per cent, and the dress with a high neckline, 70 per cent, were listed as second clothing preferences for the church occasion by the faculty. A tailored blouse and a large hat were preferred by 40 per cent of the faculty. The small leather handbag was indicated by 67 per cent of the faculty as being an appropriate item of clothing when selected for church dress. Five per cent selected only one outfit for this occasion.

Opinions of Appropriateness of Student Dress

What is considered appropriate dress for one occasion by one individual is often not the opinion of others regarding appropriate dress. Sometimes a personal decision as to what is appropriate or inappropriate is the basis

Table 18. Number and percentage of faculty responses in relation to items of clothing most appropriate for student dress for a semi-formal dance. Multiple responses given by faculty. (Based on 37 respondents.)

No.	%	Items of Clothing	No.	%	Items of Clothing
16	43	coat of real fur, like raccoon or mink	x	x	sweatshirt
19	51	coat with real fur trim, like mink	3	8	tailored blouse
8	22	coat with raccoon collar	9	24	dressy blouse
10	27	coat of synthetic fur	8	22	whimsey or veil
14	38	plain colored dressy coat	4	11	scarf on head
1	3	coat of bold, bright plaid	2	5	small hat
1	3	coat of small check or plaid	x	x	large hat
x	x	car coat	22	59	no head covering
x	x	leather jacket	x	x	mitten
x	x	leather coat	28	76	gloves
x	x	suede jacket	2	5	no gloves or mittens
2	5	suede coat	28	76	shoes with 3" heels
2	5	suit	5	13	1" heels
26	70	taffeta party dress	3	8	flat, dressy shoes
22	59	taffeta sheath dress	x	x	loafers
6	16	wool sheath dress	x	x	tennis shoes
20	54	sleeveless dress, no jacket	3	8	sandals
9	24	sleeveless dress with jacket	x	x	knee-high socks or tights
9	24	dress with full skirt	33	89	nylons
27	73	dress with low-cut neckline	x	x	bobby socks
5	13	dress with high neckline	x	x	no stockings
3	8	straight or slim skirt	1	3	billfold, no handbag
4	11	pleated skirt	33	89	satin or velvet handbag
6	16	flared skirt	5	13	small leather handbag
3	8	full gathered skirt	2	5	medium leather handbag
x	x	kilts	x	x	large leather handbag
x	x	knee ticklers (skirt above the knees)	x	x	tote bag
x	x	bulky knit sweater	x	x	slacks
x	x	pullover sweater	x	x	jeans
x	x	cardigan sweater	x	x	Bermuda or Jamaica shorts
			x	x	short shorts

Table 19. Number and percentage of faculty responses in relation to items of clothing most appropriate for student dress for church. Multiple responses given by faculty. (Based on 37 respondents.)

No.	%	Items of Clothing	No.	%	Items of Clothing
16	43	coat of real fur, like raccoon or mink	x	x	sweatshirt
31	84	coat with real fur trim, like mink	15	40	tailored blouse
9	24	coat with raccoon collar	29	78	dressy blouse
13	35	coat of synthetic fur	13	35	whimsey or veil
28	76	plain colored dressy coat	3	8	scarf on head
x	x	coat of bold, bright plaid	32	86	small hat
7	19	coat of small check or plaid	15	40	large hat
x	x	car coat	2	5	no head covering
x	x	leather jacket	x	x	mittens
x	x	leather coat	35	94	gloves
x	x	suede jacket	2	5	no gloves or mittens
2	5	suede coat	26	70	shoes with 3" heels
31	84	suit	10	27	1" heels
1	3	taffeta party dress	7	19	flat, dressy shoes
5	13	taffeta sheath dress	x	x	loafers
22	59	wool sheath dress	x	x	tennis shoes
4	11	sleeveless dress, no jacket	1	3	sandals
20	54	sleeveless dress with jacket	x	x	knee-high socks or tights
13	35	dress with full skirt	34	92	nylons
1	3	dress with low-cut neckline	x	x	bobby socks
26	70	dress with high neckline	x	x	no stockings
12	33	straight or slim skirt	x	x	billfold, no handbag
9	24	pleated skirt	5	13	satin or velvet handbag
6	16	flared skirt	25	67	small leather handbag
6	16	full gathered skirt	29	78	medium leather handbag
x	x	kilts	15	40	large leather handbag
x	x	knee ticklers (skirt above the knees)	x	x	tote bag
x	x	bulky knit sweater	x	x	slacks
x	x	pullover sweater	x	x	jeans
3	8	cardigan sweater	x	x	Bermuda or Jamaica shorts
			x	x	short shorts

for judgment. Question 4 of the faculty questionnaire (see Appendix B, p. 77) was designed to solicit faculty opinions in relation to the degree of appropriateness of dress worn by freshman female college students for selected occasions.

The highest percentage of responses for all occasions indicated that faculty felt the students dressed appropriately "most of the time." Of all types of dress, dress for class was considered most appropriate by 61 per cent of the faculty while dress for the coke date was listed as least appropriate dress by 36 per cent of the faculty (see Table 20).

The next highest opinion rating was "sometimes"; twenty-six per cent were of the opinion students dressed appropriately for basketball games and semi-formal occasions. Church as an occasion received only 10 per cent of the responses.

When questioned in relation to being "almost always" appropriately dressed for these occasions, all percentages were less than 20 per cent, which again indicates that there is some disagreement or a conflict between faculty and student opinions on appropriateness of dress for occasions.

Eighteen per cent were of the opinion the student's selection of clothing for church was most appropriate. Coke date and semi-formal occasions were selected by 15 per cent of the faculty.

The responses, "seldom" and "practically never," were indicated by less than six per cent of the faculty;

Table 20. Number and percentage of faculty opinions regarding degree of appropriate dress worn by freshman female college students for selected occasions

Degree of Appropriateness	Selected Occasions											
	Basketball Game				Coke-Date				Class			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Almost Always	3	8	6	15	3	8	6	15	7	18	7	18
Most of the Time	20	51	14	36	24	61	17	43	22	56	22	56
Sometimes	10	26	9	23	6	15	10	26	4	10	4	10
Seldom	1	3	1	3	1	3	1	3	2	5	2	5
Practically Never	1	3	x	x	2	5	x	x	1	3	1	3
No Response	4	10	9	13	3	8	5	13	3	8	3	8
Total	39	100	39	100	39	100	39	100	39	100	39	100

five per cent felt students were "seldom" dressed appropriately for church while the same percentage (five per cent) were of the opinion students were "practically never" dressed appropriately for class.

The percentage range of "no response" for these was from eight to 23 per cent.

For the most part, the majority of the faculty were of the opinion students dressed appropriately "most of the time" or "almost always" for the various occasions. More than one-half were of this opinion regarding appropriate dress for a basketball game or a coke date occasion, while two-thirds or slightly more were of the same opinion regarding class, semi-formal, and church occasions.

Summary

The focus of study in this chapter was concerned with obtaining faculty opinions on appropriateness of dress in relation to student preferences in the selection of clothing for occasions.

Most of the faculty were either included in the 44-53 year age group or over 53 year age group. Females accounted for a larger percentage of the population.

The most appropriate clothing selections preferred by the faculty for student dress for a basketball game occasion included: leather jacket, pleated skirt or slacks, bulky knit sweater, no head covering, mittens, loafers, bobby socks and a billfold.

When making selections of appropriate dress for students for the coke date occasion, items of clothing preferred by the faculty were: the coat of small check or plaid, pleated skirt, bulky knit sweater, scarf on head, mittens, flat, dressy shoes, bobby socks, slacks, and a small leather handbag.

Faculty opinions regarding appropriate dress by students for the classroom occasion include: leather coat, pleated skirt, pullover sweater, no head covering, no gloves or mittens, one inch heels, nylons and a billfold.

The preferences shown for the most appropriate dress by the faculty for students attending a semi-formal dance occasion are: the coat with real fur trim, like mink, dress with low-cut neckline, no head covering, gloves, shoes with three inch heels, nylons, and a satin or velvet handbag.

Church, the last occasion for which faculty opinions were solicited, showed the most appropriate dress preferred for students included: coat of real fur trim, like mink, or a suit, dressy blouse, small hat, gloves, shoes with three inch heels, nylons and a medium leather handbag.

For all occasions, the faculty felt the students dressed appropriately "most of the time" as compared with less than 20 per cent who felt that students dress appropriately "almost always."

CHAPTER VII

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Summary

This study involved the exploration of clothing preferences in clothing selections made by freshman female college students and the criteria these students used in making these clothing selections. Sources influential in clothing preferences among students and faculty opinions regarding student preferences of appropriateness of clothing selected for various occasions were analyzed.

Two questionnaires, one for the student and one for faculty, were the basic instruments used to ascertain student clothing preferences and faculty opinions regarding preferences of appropriateness selected by students for various occasions. The student questionnaire was in three parts: Part I, background information; Part II, sources of clothing preferences; and Part III, appropriate clothing selection for five occasions: basketball game, coke date, class, semi-formal dance, and church. Question 3 of the faculty questionnaire was identical to Part III of the student questionnaire.

In Chapter III background information concerning the student pertinent to this study was analyzed. The larger percentage of students were of the eighteen year old age

group and were from the state of Kentucky. More than one-half of the parents or guardians of students were employed in non-professional capacities; therefore, a majority were from lower income levels. A larger percentage of students were not employed in any capacity, whereas those who were employed in part-time capacities, such as clerical or secretarial work, netted incomes of less than \$50 per month.

In relation to purchasing practices, a majority of the students did not purchase their own clothing.

In Chapter IV sources of clothing preferences among freshman female college students were reviewed and analyzed. Data showed students select the latest styles of clothing "most of the time," while a larger percentage "sometimes" were inclined to do window shopping as a source of preference in clothing selections. "Most of the time" students read or looked at fashion magazines, observed fashions in movies, were conscious of fashions through television, or were easily made aware of fashions and/or clothing styles through advertisements.

Looking to peers for specific clothing styles was a practice "sometimes" by the larger percentage of students. Selecting clothing styles worn by friends was "seldom" a source of clothing preferences for a majority of students.

Fashion magazines, advertisements, and window shopping were ranked first in importance as to the most influential source of clothing preferences by the students. Friends were considered next and least consideration was

shown for movies, television, peers and nationally known persons. The most frequent other source of clothing preferences mentioned was "mothers."

Most of the students made their own clothing selections. Dresses were purchased by the largest percentage of students when making their last clothing selection. Of the students making purchases, the larger percentage had shopping companions along when the purchase was made.

The clothing selections preferred as most appropriate for the various occasions by students, as revealed in Chapter 5, were the casual or separate styles for all occasions with the exception of the semi-formal dance occasion. The dress was not a preferred item of clothing except for the semi-formal dance and as a second selection for church.

Greatest preference was shown for the leather jacket as a clothing selection for all occasions other than semi-formal dance and church. A majority of students preferred the small or medium style handbag or a billfold in most instances. For only two occasions, basketball game and church, were head covering selected. Nylon hosiery were preferred for every occasion except the basketball game, in which instance the knee-high socks or tights were selected as most appropriate. The preferred skirt was the pleated style while the most popular sweaters were the bulky knit, pullover, and cardigan. Loafers were selected as most appropriate for two occasions and three inch heels for two

occasions.

Females accounted for the largest percentage of the faculty population. The age groups of 44-53 and over 53 comprised the majority. Most of the faculty were of the opinion students dressed appropriately "most of the time" or "almost always" for all the various occasions. More than one-half were of this opinion regarding appropriate dress for a basketball game or a coke date occasion, while two-thirds or slightly more were of the same opinions regarding class, semi-formal dance, and church occasions.

Conclusions

Clothing preferences for freshman female college students were determined by asking students to select clothing for various occasions.

The occupational capacities and income levels of parents or guardians, whether a student is employed part-time, or his respective income level does not necessarily determine if a student will be appropriately dressed for various occasions. Some students are more conscious of such factors as mass media, peers, friends, and others and are motivated or influenced by them in making decisions regarding preferences in clothing selections. More students resorted to fashion magazines, advertisements, and window shopping as a source of clothing preferences. Students looked to peers for specific clothing styles more frequently than selecting clothing styles worn by friends. Most students

made their own clothing selections; however, the larger percentage did not purchase their own clothing. Casual clothing or separates are preferred dress for most occasions. A larger percentage of students prefer to shop with a companion, whether the companion is involved or not.

Conflicts exist between student and faculty opinions regarding preferences of appropriateness of clothing selected by students for various occasions. Church and class were the two occasions for which student and faculty came closest to agreement in appropriateness of dress.

The most preferred outer garment by students is the leather jacket; it was selected as a first preference for three occasions, basketball game, coke date, and class. The faculty considered the leather jacket the most appropriate dress for only one occasion, the basketball game. The car coat, for a coke date, and the leather coat, for the classroom, were items of clothing most preferred by the faculty for student outer dress. Bobby socks were never a first clothing preference for students but were a first preference by faculty for students attending a basketball game. No head covering was listed as appropriate dress in all occasions for students by the faculty except for semi-formal and church; surprisingly, the students preferred head covering for basketball game and church.

A greater number of conflicts existed between student and faculty for the coke date occasion; however, some conflicts were indicated for all occasions.

For the basketball game differences existed that involved minor clothing items such as hosiery and head covering. Students prefer a scarf as head covering and nylons while faculty preferences were for no head covering and bobby socks.

The most noted differences existed for the semi-formal occasion which involved conflicts concerning the two major items of clothing, the coat and dress. Students preferred the coat of real fur and the taffeta party dress. Preferences by faculty were for the coat with real fur trim and the dress with a low-cut neckline.

One conflict between student and faculty regarding the clothing selections most appropriate for class and church occasions concerned the type or style of coats. Students preferred the leather jacket for class and faculty selected the leather coat as most appropriate dress. A coat with real fur trim was considered appropriate dress for students by the faculty for the church occasion whereas students selected the plain colored dressy coat for church.

The average college student is confronted with a complexity of forces or influences when making decisions in relation to clothing selections. Such factors as mass media, peers, friends, parents or relatives, and their general shopping practices motivate the student to a large extent in making these decisions. What one individual considers appropriate dress for an occasion may not be the opinions of others within his immediate cultural setting.

Implications

From the analyses of clothing influences, practices and preferences on one college campus, it can be noted that various factors are present that strongly motivate students in their clothing selections. The average college student is confronted with a complexity of forces or influences when making decisions in relation to clothing selections. The factors of mass media, peers, friends, parents or relatives, and their general shopping practices motivate the student to a large extent in making decisions. The impact these forces or influences have on students will vary with those involved, as well as with the occasion.

Becker stated, " . . . social rules are the creation of specific social groups. Modern societies are not simple organizations in which everyone agrees on what the rules are and how they are to be applied in specific situations. . . . These groups need not and, in fact, often do not share the same rules. . . . "¹ The writer is in agreement with Becker as the findings of this study clearly show that clothing preferences and their relation to appropriateness for an occasion do not always reflect the opinions of those within his immediate society. In short, societies set the framework for behavior. Whether they are acceptable in one society does not necessarily mean they will be acceptable in another. For the most part, we express these

¹Becker, op. cit., p. 15.

opinions in terms of our immediate society.

Findings pertinent in this study in regard to clothing selection preferences were:

- (1) Fashion magazines, advertisements, and window shopping were the most frequently mentioned influential sources in clothing selection preferences.
- (2) The relative importance a person places on clothing selection preferences for occasions varies somewhat with the individual and the specific situation or occasion.
- (3) When making clothing selections in relation to being most appropriately dressed for an occasion, casual clothing or separates were most frequently selected.

In teaching clothing selection in relation to appropriateness of dress for an occasion, this study could give a sense of objectivity and furnish a basis for discussion. As college students are making their decisions in regard to clothing preferences, we might raise the question: Are they not reflecting the casual informal atmosphere of our society? Continuing along this line of thought, in relation to this study other questions arise: Will these preferences continue as the student advances in college, or will they vary from year to year? Will faculty opinions become more critical or less severe toward student dress in coming years?

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APPENDIX A

CLOTHING PREFERENCES

A study is being made of freshman female college students on this campus concerning their opinions regarding preferences in clothing they consider appropriate dress for these occasions: basketball game, coke-date, class, semi-formal dance, and church.

You can help us by answering the following questions as clearly and carefully as you can.

Feel free to answer frankly when expressing your opinions.

INSTRUCTIONS

This questionnaire is in three parts. When you have completed all questions replace them in your envelope and return them to this class. These questions are about you and your preferences in clothing. Do not sign your name on any section. We do not want to know who you are.

Most of the questions can be answered by checking a blank or filling in a short answer. In those cases where you are asked to write out your own answer space is provided for you to do so.

BACKGROUND INFORMATION

1. Age: _____
(years)
2. Home address (town or city in which you are a resident):

(city) _____ (state)
3. Occupation of:
Father: _____
Mother: _____
or
Guardians: (If both are employed, specify who, for example,
aunt, uncle, etc., and list occupation.)

4. Income level:
_____ Below \$2,500
_____ \$2,501 to \$5,000
_____ \$5,001 to \$8,000
_____ \$8,001 to \$10,000
_____ Over \$10,000
5. Do you work part-time?
_____ Yes
_____ No
6. If so, what type of work do you do? (Describe.) _____

7. Your monthly income: (If you are not employed and do not have an
income from part-time employment, omit this question and go to the
next.)
_____ Below \$50
_____ \$50 to \$75
_____ \$76 to \$100
_____ Over \$100
8. Do you purchase your own clothing?
_____ Yes
_____ No

SOURCES OF CLOTHING PREFERENCES

INSTRUCTIONS: Check the one response that you feel most nearly applies to you. Your most careful consideration of each question will be appreciated.

1. Do you select the latest styles of clothing?

- ☐ Practically never
- ☐ Seldom
- ☐ Sometimes
- ☐ Most of the time
- ☐ Almost always

2. Are you inclined to do window shopping?

- ☐ Practically never
- ☐ Seldom
- ☐ Sometimes
- ☐ Most of the time
- ☐ Almost always

3. How often do you read or look at fashion magazines?

- ☐ Practically never
- ☐ Seldom
- ☐ Sometimes
- ☐ Most of the time
- ☐ Almost always

4. How closely do you observe fashions worn in movies by actresses?

- ☐ Practically never
- ☐ Seldom
- ☐ Sometimes
- ☐ Most of the time
- ☐ Almost always

5. Are you easily made aware of fashions and/or clothing through advertisements?

- ☐ Practically never
- ☐ Seldom
- ☐ Sometimes
- ☐ Most of the time
- ☐ Almost always

6. Are you conscious of clothing styles on television?

- ☐ Practically never
- ☐ Seldom
- ☐ Sometimes
- ☐ Most of the time
- ☐ Almost always

7. Do you look to peers for specific clothing styles?

- ☐ Practically never
☐ Seldom
☐ Sometimes
☐ Most of the time
☐ Almost always

8. How often do you select clothing styles worn by your friends?

- ☐ Practically never
☐ Seldom
☐ Sometimes
☐ Most of the time
☐ Almost always

9. Rank the following sources in order of importance 1, 2, 3, etc. which are influential in your selection of clothing.

- ☐ 1. Fashion magazines
☐ 2. Movies
☐ 3. Television
☐ 4. Advertisement
☐ 5. Window shopping
☐ 6. Friends
☐ 7. Peers
☐ 8. Nationally known persons

10. Are there any other sources that are influential in your selection of clothing?

- ☐ Yes
☐ No

If yes, list them below.

11. Do you select your own clothing?

- ☐ Practically never
☐ Seldom
☐ Sometimes
☐ Most of the time
☐ Almost always

12. Does anyone else select clothing for you?

- ☐ Practically never
☐ Seldom
☐ Sometimes
☐ Most of the time
☐ Almost always

13. Do you prefer to shop alone?

- ☐ Practically never
- ☐ Seldom
- ☐ Sometimes
- ☐ Most of the time
- ☐ Almost always

14. What was the last selection you made in clothing? _____

Describe it. _____

15. Was someone with you? _____ Yes _____ No

If yes, specify: (sister, friend, etc.) _____

If you were going to each of these occasions (basketball game, coke-date, class, semi-formal dance or church) which of the following items of clothing would you select as most appropriate? (One item can be used as many times as you desire.)

ITEMS OF CLOTHING					ITEMS OF CLOTHING				
BASKET-BALL GAME	COKE DATE	CLASS	SEMI-FORMAL DANCE	CHURCH	BASKET-BALL GAME	COKE DATE	CLASS	SEMI-FORMAL DANCE	CHURCH
					coat of real fur, like raccoon or mink				whimsey or veil
					coat with real fur trim, like mink				scarf on head
					coat with raccoon collar				small hat
					coat of synthetic fur				large hat
					plain colored dressy coat				no head covering
					coat of bold, bright plaid				mitten
					coat of small check or plaid				gloves
					car coat				no gloves or mittens
					leather jacket				shoes with 3" heels
					leather coat				1" heels
					suede jacket				flat, dressy shoes
					suede coat				loafers
					suit				tennis shoes
					taffeta party dress				sandals
					taffeta sheath dress				knee-high socks or tights
					wool sheath dress				nylons
					sleeveless dress, no jacket				bobby socks
					sleeveless dress with jacket				no stockings
					dress with full skirt				billfold, no handbag
					dress with low-cut neckline				satin or velvet handbag
					dress with high neckline				small leather handbag
					straight or slim skirt				medium leather handbag
					pleated skirt				large leather handbag
					flared skirt				tote bag
					full gathered skirt				slacks
					kilts				jeans
					knee ticklers (skirt above the knees)				Bermuda or Jamaica shorts
					bulky knit sweater				short shorts
					pullover sweater				
					cardigan sweater				
					sweatshirt				
					tailored blouse				
					dressy blouse				

APPENDIX B

CLOTHING PREFERENCES

A study is being made of freshman female college students on this campus concerning their opinions regarding preferences in clothing they consider appropriate dress for these occasions: basketball game, coke-date, class, semi-formal dance, and church.

We are also interested in having the opinion of the faculty on the appropriateness of dress for the same occasions. You can help us by answering the following questions.

INSTRUCTIONS

When you have completed all questions replace them in an envelope and return them to:

Box 26
Campus

or

Room 203
Home Economics Department
Hathaway Hall
Campus

Do not sign your name.

All questions can be answered by placing a check in the blanks provided.

FACULTY QUESTIONNAIRE

1 . Age:

_____ 25 to 33 years

_____ 44 to 53 years

_____ 34 to 43 years

_____ Over 53

2 . Sex:

_____ Male

_____ Female

If you were going to each of these occasions (basketball game, coke-date, class, semi-formal dance or church) which of the following items of clothing would you select as most appropriate? (One item can be used as many times as you desire.)

BASKETBALL GAME	COKE DATE	CLASS	SEMI-FORMAL DANCE	CHURCH	ITEMS OF CLOTHING	BASKETBALL GAME	COKE DATE	CLASS	SEMI-FORMAL DANCE	CHURCH	ITEMS OF CLOTHING
					coat of real fur, like raccoon or mink						whimsey or veil
					coat with real fur trim, like mink						scarf on head
					coat with raccoon collar						small hat
					coat of synthetic fur						large hat
					plain colored dressy coat						no head covering
					coat of bold, bright plaid						mittens
					coat of small check or plaid						gloves
					car coat						no gloves or mittens
					leather jacket						shoes with 3" heels
					leather coat						1" heels
					suede jacket						flat, dressy shoes
					suede coat						loafers
					suit						tennis shoes
					taffeta party dress						sandals
					taffeta sheath dress						knee-high socks or tights
					wool sheath dress						nylons
					sleeveless dress, no jacket						bobby socks
					sleeveless dress with jacket						no stockings
					dress with full skirt						billfold, no handbag
					dress with low-cut neckline						satin or velvet handbag
					dress with high neckline						small leather handbag
					straight or slim skirt						medium leather handbag
					pleated skirt						large leather handbag
					flared skirt						tote bag
					full gathered skirt						slacks
					kilts						jeans
					knee ticklers (skirt above the knees)						Bermuda or Jamaica shorts
					bulky knit sweater						short shorts
					pullover sweater						
					cardigan sweater						
					sweatshirt						
					tailored blouse						
					dressy blouse						

- 4 . In your opinion, do you feel the freshman female college students dress appropriately for these occasions?

Basketball game

_____ Practically never
_____ Seldom
_____ Sometimes
_____ Most of the time
_____ Almost always

Class

_____ Practically never
_____ Seldom
_____ Sometimes
_____ Most of the time
_____ Almost always

Coke-date

_____ Practically never
_____ Seldom
_____ Sometimes
_____ Most of the time
_____ Almost always

Semi-formal dance

_____ Practically never
_____ Seldom
_____ Sometimes
_____ Most of the time
_____ Almost always

Church

_____ Practically never
_____ Seldom
_____ Sometimes
_____ Most of the time
_____ Almost always

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