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**A STUDY OF SOME OF THE FACTORS
INFLUENCING THE SELECTION OF OUTER SCHOOL GARMENTS
OF FRESHMEN WOMEN IN HOME ECONOMICS
AT THREE SELECTED COLLEGES IN ALABAMA**

by

Susan Elizabeth Bennett

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I. INTRODUCTION

The freshman year in college involves many adjustments for most young women. Much emphasis has been placed upon scholastic ability, prediction of potential growth, and on the personal problems of the college freshman. These problems are of concern to many colleges and universities, and they have established agencies to help the students with them.

Research into the problems of college social life, however, has been neglected. This area of social adaptability is most important in the adjustment of the student to college life. It has been found that the tendency to want to conform or be like one's peer group is a common human impulse at all ages, however, it may be a stronger impulse in growing children, adolescents, and young people.¹ Correct clothing choices may help one meet, enter, and join the group with which he would like to associate.

A few psychologists and sociologists have turned their attention to the study of the fashion process and have attempted to analyze the motives involved in this form of human behavior. The first American psychologist to make a theoretical analysis of the fashion process was E. A. Ross. According to him, "fashion embraces two distinct processes—imitation and differentiation." Each of these two processes is then described by him in the following manner: Whatever the

¹Grace M. Morton "The Values of Personal Appearance in Social and Family Relations", Journal of Home Economics, Vol. 30, (June 1938), 388-390.

illusion it may create, the ultimate reason for fashion is self individualization. It is eagerness to distinguish one's self from one's fellows that makes even savages so fond of ornament. The passion for inequality lies very deep in human nature. The second of the fashion motives, imitation, Professor Ross analyzes in the following manner: in imitation the inferior asserts his equality with the superior by copying him in externals. But this endeavor of the inferiors to assimilate themselves upward is countered by the effort of the superiors to differentiate themselves afresh from their inferiors by changing the style.²

According to Nystrom, "fashion is simply the prevailing style at any given time."³ Most fashion changes take place over a period of time. However, different styles may prevail in different places or groups. College freshmen women have changed their status simply by becoming college students instead of high school students. Thus it is assumed they have experienced a change in fashion due to the change of status.⁴

Authorities point out that a freshman, ranging in age from sixteen to twenty-one, is classified as a late adolescent. During this period the emphasis upon clothing reaches its greatest importance.

²Elizabeth Hurlock, Motivation in Fashion, Archives in Psychology, No. 111, (New York, 1920), p. 10.

³Paul H. Nystrom, Economics of Fashion, New York, The Ronald Press Co., 1928.

⁴Mary Lee Glenn, "Factors Related to Anticipated and Actual Wardrobe Needs of Freshmen Women at Iowa State University", Unpublished Master's Thesis, Iowa State University, Ames, Iowa, 1964.

Clothes play a vital role in personal and social adjustment. Many freshmen women believe that acceptance or rejection is determined largely by dress and personal appearance. When a young woman has on hand enough of everything, yet not too much, of the character and type worn by the other young women on the campus, she can participate and meet with confidence the problems arising in college life.⁵

To a person in developmental stages, clothes may become a symbol of security, an extension of self, a way of identification with someone, or a means of real satisfaction. Clothes may go a long way toward making the man.⁶

Most young women like to feel that they are well dressed and that their clothes are acceptable to others in their social class. It is also the desire of most young women to keep up with fashion changes in dress, but at the same time to keep within certain financial limits. The world of fashion is of interest to most college women even though their backgrounds differ as to size of community, age, financial status, or social status.⁷

Therefore, the young woman in college devotes much time to being well-dressed. Ryan found in a study at Cornell University that 97 per cent of the women studied thought clothing was important. The two

⁵Henrietta M. Thompson and Mary Neville Edmonds, "Minimum College Wardrobe for a Freshman", Journal of Home Economics, Vol. 52, (October, 1960), 662-664.

⁶Katherine Read, "Clothes Help Build Personality", Journal of Home Economics, Vol. 82, (May, 1950), 348-350.

⁷Glenn, op. Cit., pp. 1-2.

most frequently listed reasons that clothing is important was, (1) the effect of clothing upon one's social position, and (2) social achievement. If the girls felt well dressed they had more self-confidence, with the result that they could forget themselves and devote their full attention to others. They also believed that people are judged by appearance and that clothing influences social acceptance, popularity and job success."⁸

Elizabeth Hurlock studied some of the motives of college students at the basis of clothing selection at Columbia University. She found that there is a desire among college students to win the approval of the same as well as the opposite sex. She also found that young men and women are more "clothes conscious" in the presence of their own sex than of the opposite. College students are also, according to Hurlock, influenced by usefulness and cost in the selection of clothes: and that the choice of colors is determined by becomingness and utility.⁹

According to several other studies which have been done in relation to college students it has been found that clothing choices are influenced by family background, economic background, personality, attitude of the student toward clothing and appearance, and the social significance attached to clothing on the particular campus.

⁸Tate and Glisson, "Clothes for College or First Job", Family Clothing, John Wiley and Sons (New York, 1961).

⁹Hurlock, op. cit., pp. 48-49.

It is the purpose of this study to investigate some of the factors influencing the selection of outer school garments of freshmen women in home economics at three selected colleges in Alabama. These colleges are the University of Alabama, Alabama College and Howard College. The University of Alabama is a large state university with an enrollment of over 10,000 students. It is located in Tuscaloosa, Alabama, a city with a population of over 60,000. Alabama College is a small state coeducational school with about 2,000 students. It is located in Montevallo, Alabama, a typical small college town. Howard College is located in Birmingham, Alabama, the largest city in Alabama. It is a Baptist College with an enrollment between 2500 and 3000.

Students at the University of Alabama are more aware of the latest styles in clothing, and include more of the brand names in clothing that carry prestige than do students at the other schools. Howard College students are surrounded by a city of the latest fashions, and thus, accept the prestige items and brands more quickly than do Alabama College students.

Thus, the type of college attended, and the size of the town in which the college is located are some other factors which have a great significance on the types of clothing worn by college students.

II. Statement of the Problem

The purpose of this study is to investigate some of the factors influencing the selection of outer school garments of freshmen women in home economics at three selected colleges in Alabama. These colleges are the University of Alabama, Alabama College and Howard College. The University of Alabama, a large state university of over 10,000 students, is located in Tuscaloosa, Alabama, a city of over 60,000 people. Howard College is a Baptist school in Birmingham, Alabama's largest city. It has between 2500 and 3000 students. Alabama College has about 2000 students and is located in Montevallo, a typical small college town.

Because young people are so interested in high style and current fads, and are so eager to dress like their peers, one of the main considerations of this study will be to determine what the popular styles of clothing are on the three campuses. What brand names and clothing items are considered to carry the most prestige on each campus will also be investigated. It will be determined to what extent the women on each campus recognize these styles and brands as prestige items and to what extent they include these brands and styles in their wardrobes. Another point of consideration will be whether or not the majority of women students wear these prestige items, and to what extent the students conform to what the majority wears. Popular and prestige items on the three campuses will be compared to see if different styles and brands carry more or less prestige or are more or less popular at three different types of colleges in a state.

Other factors which will be studied are where they buy and how much

they spend for school clothes, and whether they are bought ready-made or are made at home. Factors that they consider to be most important in selecting ready-made school garments, and how many school clothes they have will also be investigated.

Consideration will be given to whether or not the young women studied belong to a sorority, their dating practices, and how active they are in college clubs, to see if these factors in any way affect the type and number of clothes they own. Relationships will be shown between their family's annual income and how much the freshmen women pay for clothes; between parents' occupation and the kinds of clothes they wear.

The results of this study may show to what extent college freshmen women recognize prestige items in dress and the degree of their conformity to them. It may point out similarities and differences in dress codes at different types of schools. It may point out some factors which would be helpful to a manufacturer and buyer in making and selecting clothes for college women. The results may also give a deeper meaning and foundation to the fact that clothing has a great influence on a young person's personality development and his social and emotional maturity.

III. Review of Literature

Psychological Theories of Motivation in Clothing Selection

From the early reactions of clothes, which are of a physical nature, the sense of comfort and discomfort develops the implication of the psychological significance clothing begins to have on the maturing individual. Over the ages people have speculated on the origin of clothing beyond the protection theory. Modesty and adornment theories have been studied in the light of the individual and his personality. Flaccus has given a summary of this case. "No one, I think, will deny the general statement that clothes have a marked effect upon our mental life. But it is one thing to make a broad statement of this sort, and quite another thing to ground it scientifically and to define with some approach to accuracy and thoroughness the nature and effect and some of its causes."¹⁰

Bliss added on the psychological motivation of clothing implication, "underlying all the various motives which apparently lead man to paint, tattoo, and decorate the body, it is the fundamental feeling of incompleteness, of dissatisfaction with self as it is; and clothing in its origin and subsequent development is the result of his attempt to remedy the deficiency to replace what he has lost."¹¹

Dearborn considers the effects of clothing to be of two sorts: first the physiological psychology of clothing, and second the applied

¹⁰Louis W. Flaccus, "Remarks on Psychology of Clothes", Pedagogical Seminary, Vol. 13, 1906, pp. 63

¹¹Sylvia Bliss, "The Significance of Clothes", American Journal of Psychology, Vol. 27, 1916, p. 221.

psychology of clothing. By the physiological psychology of clothing, he means the effect of physical comfort, such as fit, warmth, and texture. In discussing applied psychology he states that clothing may protect us against fear such as fear of ridicule, of being thought poor, or fear of inefficiency, stupidity, or immodesty.¹²

In studying the significance of clothing on the person, Harns also reported: "Cultural and sociological theories have frequently tried to give over simplified explanations of the motives of human behavior. Dress is not motivated only by modesty, adornment and protection or even -- a still more one-sided theory offered by Freud -- by sex alone. All dress appears to be motivated primarily by the environment."¹³ Although the purposes of clothing are determined by environmental conditions, its form is determined by man's own characteristics and especially by his mental traits. Forms of clothing are influenced by (1) physical environment, (2) social conditions, - sex relations, costume, class, caste, and religious, metaphysical, or other supersensory relations. Dress is founded primarily in the world of emotions. It is not only a kind of covering, but also a kind of mimicry through which man expresses many of his subjective social sentiments.¹⁴

¹²George Van Ness Dearborn, "The psychology of Clothes," Psychological Monographs, Vol. 26, 1918, pp. 1-72.

¹³Ernst Harns, "The psychology of Clothes," The American Journal of Sociology, Vol. 44, 1938-1939, pp. 240-241.

¹⁴Ibid., pp. 240-241.

Clothing in Relation to Social Status

According to Tate and Glisson, "the period of youth extends from seventeen or eighteen years of age into the early twenties. Interests and behavior begin to change with the coming of youth. Most young people are more stable than they were during adolescence. They have begun to establish adequate control over their impulses, and they tend to settle into the pattern they will follow in adulthood. Youth are very clothes - conscious and they have developed an appreciation of quality and design in clothing. Fashion must now be functional and purposeful as well as stylish; thus they are less interested in dress fads. They want their clothes to reflect an intelligent interpretation of what is suitable, comfortable, and pleasing to wear, and something that will complement their personality."¹⁵

"The young person develops a new desire to please adults. With this new desire carefulness in dress may almost become a phobia. Clothing design, color, and selection are of such great interest that most youth seek help and advice from books and fashion magazines."¹⁶

"The social groupings of young people also change in character. He begins to find a small circle of congenial friends, and his leisure time activities become routine. He is thus able to select clothing for a narrower range of activities and more double purpose clothing. On the other hand, the young person is more ready to accept new styles

¹⁵Tate and Glisson, op. cit., p. 308 - 310.

¹⁶Ibid., p. 308 - 310.

than his elders."¹⁷

"Youth's appreciation for quality clothes causes them to spend too much for clothes. Since they are attracted by high style, their clothes do not stay in style long, and they tire of the styles quickly. Often, too, they do not use good judgment in the use of clothes."¹⁸

Studies in the field of the social significance of clothing agree on several points; that clothes are quite important as social tool, and are recognized as such by most college students.

Coblinger, in a study at Hunter College, found that among college women there is fierce competition for a limited kind of prestige and status acquired by the wearing of the proper type of apparel. He found that a person of only moderate means, but wearing the latest style clothing ahead of the group, could meet with feelings of admiration and might assume the role as fashion leader.¹⁹

Prestige has been considered a motive in fashion for years. In 1899 Veblen in his Theory of the Leisure Class introduced into sociological thinking the concept of conspicuous consumption. The element of waste in conspicuous consumption as pertains to dress according to Veblen was an important expression of feminine status.

¹⁷Ibid., p. 308-310

¹⁸Ibid., p. 308-310

¹⁹Godfrey W. Coblinger, "Feminine Fashion: as an Aspect of Group Psychology: Analysis of Written Replies Received by Means of a Questionnaire," Journal of Social Psychology, Vol. 31, 1950, pp. 283-289.

Veblen said a well dressed woman symbolizes her husband's success and prestige.²⁰

Hurlock in speaking of the adolescent group says, "the older adolescent is fully aware of the prestige value of expensive clothes."²¹

Patton, in a study at the University of Alabama, found that the higher social class was more conscious of prestige factors than the lower class. She also pointed out that sorority women and clothing, textile, and related art majors were more aware of prestige factors in clothing than were non sorority women and women majoring in fields other than clothing, textiles, and related arts.²²

Hartman stated that although there is a desire to conform to the prevailing styles of dress, as the personality becomes more complex there is also a weak but real yearning for distinctiveness in dress. He found that clothing is an artificial means of reflecting or conferring status and prestige in our complex and far from equitable social system.²³

²⁰Thorstein Veblen, The Theory of the Leisure Class, (New York: The New American Library of World Literature, Inc. 1959) (originally published in 1899, Macmillan Company).

²¹Elizabeth Hurlock, Developmental Psychology, McGraw - Hill Book Company, (New York, 1953).

²²Elizabeth Patton, "An Analysis of the Prestige Factors in Clothing As Related to Selected Groups of Freshmen and Senior Sorority and Nonsorority Women at the University of Alabama," Unpublished Master's Thesis, 1964.

²³George B. Hartmann, "Clothing: Personal Problem and Social Issue," Journal of Home Economics, Vol. 41, 1949, pp. 295-298.

Windhorst found that clothes were used by students she interviewed in making their social contacts. She found that correct or incorrect choices of college wardrobes could affect the personality of the individual. In fact the social and economic status of the students' whole family was also judged by her wardrobe choices.²⁴

The importance an individual places on clothing is also an area of social significance. Treece proved these hypotheses: (1) the degree of importance an individual attaches to clothing will relate to his self-concept; (2) first impressions of the personality of an individual are formulated on the basis of his external appearance; (3) clothing makes real the role one is performing both to the perceiver and the observer; (4) clothing's function in social life is as a status symbol.²⁵

Ryan asked women at Cornell University a question concerning the importance of being well dressed; 80 per cent of the girls thought it to be very important, while only 3 percent answered that being well dressed was not important. Of the 300 girls interviewed, 246 defined well dressed as good grooming or neatness, 157 mentioned appropriate clothes for the occasion, and 157 said it means wearing something in good taste that looked well on the wearer.²⁶

²⁴Mary Windhorst, "An Analysis of the Clothing Expenditure of a Selected Group of College Women," Unpublished Master's Thesis, Kansas State University, 1943.

²⁵Anna Jean Treece, "An Interpretation of the Clothing Behavior Based on Social Psychological Theory," Doctoral Dissertation, Ohio State University, 1959.

²⁶Mary S. Ryan, "Psychological Effects of Clothing: Survey of the Opinions of College Girls," Cornell University Agricultural Experimental Station Bulletin 882, September, 1952, pp. 30-31.

Barr studied the practical problems of choice in the selection of women's clothes. (1) The really fundamental attitudes in the choice of clothes - those associated with the desire to conform, desire for comfort, desire for economy, the artistic impulse, and with self expression through sex and femininity - occur so positively and so widely diffused as to seem "universal." They cut across biological data. (2) The desire to express personality is very widely diffused although such individual personal characteristics as distinctiveness, youthfulness, and dignity seem to be of barely moderate importance in choice of dress. (3) Expansion of the economic or social traits - the desire to appear competent or affluent - seems to be definitely negative motivating factors. (4) An index of the importance which the choice of a dress assumes in the mind of the consumer is the amount of time and effort expended in window shopping and shopping around, which more often than advertisements or recommendations directly determine the place to buy.²⁷

In reporting a study designed to observe the part clothing plays in structuring perception of persons, Douty credits social psychology with having an organized body of knowledge and theory that can aid in clarifying the influence of clothing on interrelations of people. To observe the part it may play in the structural perception of a person, clothing was viewed as an intimate part of a person's perceptual field with a potential for affecting impressions of the other person. She

²⁷Estelle de Young Barr, "A Psychological Analysis of Fashion Motivation," Archives of Psychology, No. 117, 1934, pp. 1-100.

found significant differences in the ratings of social status and personal traits associated with changes in clothing. Her conclusion was that clothing does influence impressions of persons.²⁸

Clothing in Relation to Personality Adjustment

Some interesting speculating as to what actually happens to the personality, due to clothing worn and what prompts certain selections in apparel was done by Flaccus as early as 1906. He used a questionnaire of clothing attitudes and habits in an attempt to open up investigation. The survey made by Flaccus using students in the state of New York yielded the following association of mood or reactions with clothing:

1. stiff clothing with moodiness
2. theatrical clothing and the ability to move easily, take an imaginary part
3. loose clothing and the relaxation of morals
4. masks and the feelings of strangeness and boldness
5. excessive ornamentation and the flavor of vulgarity
6. soldiers uniforms and the deepening sense of duty

In this study he saw possible associations of changes in the clothes consciousness with the prevalent delusions in the body consciousness, an account of clothing symbolism in dress and its relationship to emotional status, as well as a genetic account of clothing with a view

²⁸Helen Douty, "Influence of Clothing on Perception of Persons," Journal of Home Economics, Vol. 55, (March, 1963.)

toward a genetic theory.²⁹

In the early 1920's Parson in Psychology of Dress expressed various ideas of interest with regard to clothing and self-expression. "The element of personal vanity has not been left out of any one of us. In most of us it seems to outstrip all else in rapidity of growth and in devising ways and means for its satisfaction." He also says that a man's determination not to be outdone by his neighbor and the desire to exceed him are powerful factors in motivating behavior. He refers to man's clothes as a material response to a need.³⁰

Flugel, a Freudian follower, expressed himself as to the importance of clothing to personality: "Considering how unique are a man's reactions to his clothes, how his garments constitute at one and the same time the outer most layer of himself and the nearest and most intimate part of his environment, it is astonishing and perhaps regrettable that psychologists should have given so little attention to human behavior as it acts and reacts to this particular medium."³¹

From the early 1920's until late in 1940 a relatively small amount of writing related to clothing behavior and personality was done. This period of non-productivity, however, soon ended after a stirring

²⁹Louis W. Flaccus, "Remarks on Psychology of Clothes," Pedagogical Seminary, Vol. 25, 1906.

³⁰F. A. Parsons, The Psychology of Dress, Doubleday, Page, and Company, (New York, 1923).

³¹J. C. Flugel, "On the Mental Attitudes of Present Day Clothes," British Journal of Medical Psychology, Vol. 10, 1929.

challenge was made by Dr. George Hartman, educational psychologist. He said, "The subjective worth of an article of attire is proportionate to its contribution of some sort of extension or differentiation or enrichment of the self. The self with that piece of clothing must become a better self than it is without, otherwise the item either makes no vital difference or fails to fulfill its function. If this theory seems reasonable, research and instruction in the clothing area are useful in the precise measure that they ultimately make for higher grade personalities than people now reveal. I postulate that all clothes are good and right for him, insofar as they build rather than destroy his possibilities as a person."³² The "double aspect" of clothing - personal problem and social issue - introduced by Hartman, appears to have prompted research for more than a decade which continues to touch on the three related disciplines of clothing, sociology, and psychology.

Cheskin states that color preference is largely based on unconscious or subconscious association. In the selection of a dress, he says the decision with the majority of the women is more concerned with ego involvement and prestige identification than with the indulgence in their individual preferences. Marketing research reveals that 20 per cent of women shopping for their clothes choose colors because of a personal fondness for them. About 40 per cent make color choices because they desire to enhance their complexion,

³²Hartman, op. cit., pp. 295-298

and 40 per cent choose colors which are currently in fashion.³³

A study by Compton concerned with physical and personality characteristics and with clothing fabric preferences provides experimental evidence supporting the concept that the self is expressed in one's selection of clothing fabric. Using printed fabrics in design of various colors and sizes, the researcher found a high correlation in the characteristics of femininity, the desire to present the ideal self as unaffected, natural, and modish and the selection of small prints in fabrics. Subjects preferring deep shades and saturated colors scored higher in sociability than those preferring tints.³⁴

Dorsey in a study on clothing and grooming as related to personality adjustment in a group of college freshmen girls concluded that clothing by one judge is seen as an outer dimension of the person; by the other judge it is almost a dimension of the person himself. It was also found that better adjusted personalities were selected as better dressed and this seemed to indicate that the feeling of being accepted is evidenced in clothing and grooming. The implications in clothing selection and behavior may be almost as complicated as the concealed personality traits which require apperceptive and projective techniques to classify and reveal.³⁵

³³Louis Cheskin, Color Guide for Marketing Media, The Macmillan Company, (New York, 1954).

³⁴Norma Compton "Personal Attributes of Color and Design Preferences in Clothing Fabrics," Journal of Psychology, Vol. 54, 1962.

³⁵Johnny LaRue Dorsey, "Clothing and Grooming as Related to Personality Adjustment in a Group of College Freshman Girls," Unpublished Master's Thesis, Texas Technological College, 1963.

Clothing in Relation to Values

Many times clothes have a symbolic value to young people. We observe their identifying with one's they admire, by wanting to dress like them. The significance which clothing may hold is apparent in other situations. One may depend upon a particular skirt or sweater to help him through a difficult situation. Clothes may also represent other satisfactions too; such as security and confidence which may be associated with a particular garment. Important values are involved in clothes. The youth needs to be like others, to feel that he belongs, to know the strength that alliance with equals brings. In being like others strength is gained to take a step toward further independence. It is an important step, and clothes may help.³⁶

In a study of clothing values as related to general values and to social security and insecurity, Mary Lapinsky found a positive correlation between each of the clothing values and their general values. These were:

Aesthetic (concern for beauty)

Economic (desire for comfort and conservation of time and money
in relation to clothing image.)

Political (desire for prestige, distinction, leadership or
influence)

Social I (expression of regard for fellow beings through
clothing behavior)

Social II (desire for social approval and conformity)

³⁶Katherine Read, "Clothes Help Build Personality," Journal of Home Economics, Vol. 42, (May, 1950) pp. 348-350.

Differences were found between the clothing value mean scores of the socially secure and insecure groups. For the socially secure groups, the aesthetic value mean score was significantly higher than the social II, while of the two groups, for the socially insecure women the social II value mean was significantly higher than the aesthetic.³⁷

Cantril reports a study of personal values as measured by the Study of Values in relation to clothing and appearance. The general conclusion was that "the specific interest of both sexes in their own appearance is by and large consistent with their prevailing values." Their findings support the hypothesis that women who have high aesthetic and economic values show comparatively great interest in clothes, while women with high theoretical and religious values are relatively disinterested.³⁸

A study done by Runbeck and Latzke focuses on what a group of young women thought was important in the selection of clothes — values such as enhancement of the wearer, enjoyment gained from the feelings derived from wearing the garment, versatility, and the more objective values such as fit, color, style and price.

It also attempted to relate certain factors to the data obtained on values. When 100 girls from Stephens College were asked to express what they thought were important factors in selection of a garment, statements were frequently made in relation to the following: price,

³⁷Mary Lapinsky, "Clothing Values and Their Relationship to General Values and to Social Security and Insecurity," Unpublished Doctoral Dissertation, Pennsylvania State University, 1961.

³⁸H. Cantril, H. A. Rand, and G. W. Allport, "Recent Application of the Study of Values," The Journal of Abnormal and Social Psychology, Vol. 28, 1933, pp.269-270.

color, fabric, fit, durability, ease of care, versatility, meeting a personal need, personal preference, completing the wardrobe, style, fashion, influence of others, distinction, improvement of appearance of figure, personal motives, and the feeling derived from wearing the garment.

When asked questions concerning the selection of clothing and its social significance most of the girls stated that they "usually" felt well dressed and they thought their clothes were an important way of expressing themselves. They noticed clothes that others were wearing and believed it was important to be fashionably dressed. They also thought it was not necessary to spend a lot of money in order to be well dressed and believed it was necessary to consider the amount of money required to care for a garment before purchasing it. They believed it was important to select clothes that could be used in a number of combinations for different occasions, to consider the length of time the garment could be worn, and to consider quality of workmanship and construction.

The interviewers believed that one could "sometimes" recognize the social position of a person by the clothes worn, that they could "sometimes" judge personalities by what they were wearing, that attractive clothing was "sometimes an important factor in securing social recognition, that wearing similiar types of clothing was "sometimes" important in being accepted by the group, and that it was "sometimes important to consider the recent high fashion trends when selecting a style.

When asked to rank a number of statements concerned with color, fabric, styles, and clothes, it was most important to the group that the color of the garment was flattering to their personal coloring, and that the fabric was suitable to the style, and that the style was suitable for them.

From this study one might infer that these young women received their attitudes and values toward clothes from factors other than fashion and retailing courses. These factors could be fashion magazines, movies, television, or general association and competition in the field of dress. The size of the family seemed to have little or no effect on the girl's attitude toward dress, whereas the size of the hometown seemed to have the greatest effect on the girl's attitude.³⁹

³⁹Dorothy Runbeck Stout and Alpha Latzke, "Values College Women Consider in Clothing Selection," Journal of Home Economics Vol. 50, (January, 1958), pp. 43-44.

Clothing in Relation to Attitudes

Several studies showed that interest in clothing is directly related to the number of clothes a person owned.

Coblinger, in a study of eighteen women students at Hunter College, found that their interest in clothing really exceeded their interest and knowledge of fashion. He also studied the attitudes of those who do not comply with the clothing requirements set up by their peer group and found them to be dated, highly individualistic, ultra conservative, stubborn, or simply rebelling against the will of the group. He summed up the attitude of college girls toward clothing and fashion by saying, "clothing covered the details of body and fashion; concealed the structure of the mind." The hypotheses that he formulated from his study was that competition in female appearance is really competition for male attention whether or not it is consciously recognized.⁴⁰

In a study at Cornell University in 1952 Ryan conducted a survey of college girls to determine the factors that make a girl feel well or poorly dressed and to measure their interests and attitudes toward the importance of being well dressed. She found that confidence in clothing of college girls gives a very skewed distribution with 3 per cent of the girls feeling extremely well dressed; 30 per cent better than average; 63 per cent average; 2 per cent poorer than average; and none felt extremely poorly dressed. There were significant relationships between how well dressed the girls felt and the number of articles they felt a girl should have for college, and the actual number that were

⁴⁰Coblinger, op. cit., pp. 283-289.

in their wardrobes. Those whose wardrobes were approximately the same size as the wardrobes they had scored as being minimum in size, felt they dressed as well as the average coed. Those who said their wardrobe was below minimum in size felt they were poorly dressed. The girls who felt better dressed had a much higher interest in clothing.⁴¹

Hoffman found that aesthetic sensitivity as characterized by interest in clothing, ability to recognize good design, use of sophisticated sources of fashion information, and values was also directly related to the clothing choices of selected women. She found statistically significant relationships that personality as expressed by dominant interests and acquired values is directly related to women's choices of clothing and the interest they show in the use of clothing.⁴²

Morton in 1938 stated that keeping an open mind was helped by keeping up an interest in current fashions. She said that in following fashion trends a person is stimulating his imagination. She also found that following the fashions was a way of keeping in touch with the times and feeling a part of the world in which ones lives.⁴³

Using a projective technique to analyze clothing awareness, Rosencranz concluded from her research that clothing is an important guide in determining the role and status of unknown persons. She also

⁴¹Ryan, op. cit., pp. 30-31.

⁴²Adeline Hoffman, "College Clothing Expenditures," Journal of Home Economics, Vol. 52, (October, 1960), pp. 665-666.

⁴³Grace M. Morton, "The Values of Personal Appearance in Social and Family Relationships," Journal of Home Economics, Vol. 30, (June, 1938), 388-390.

found that women with high clothing awareness scores were upper class, educated, had a high verbal intelligence, belong to organizations, subscribed to magazines, and had husbands who were in the white collar group. The two variables not significantly related to clothing awareness were age and urban-rural background.⁴⁴

Participation in extra curricular activities have a relationship to clothing interests and needs according to a study by Thompson and Edmonds at the University of Alabama. A girl belonging to a sorority would need more "dressy" clothes for teas, pledge swaps, and dances. Special occasions in church and service organizations would require the same type of costume, but would be used less often. Fifty per cent of the freshmen women that were studied considered style as first importance in selecting a dress. Forty per cent checked harmonizing with the rest of their wardrobe. Color and price were noted only by 20 per cent. Care involved was noted by only 8 per cent. Sweaters and skirts were the most popular outfit for school wear and was checked as worn most often by 88 per cent. Blouses and skirts were first choice for 35 per cent. Dresses of cotton or winter weight were listed by only 5 per cent. Bobby socks and loafers or "flats" completed the campus costume.⁴⁵

⁴⁴Mary Low Rosencranz, "Clothing Symbolism," Journal of Home Economics, Vol. 54, (January, 1962), 19.

⁴⁵Thompson and Edmonds, op. cit., pp. 662-664.

Clothing in Relation to Family and Hometown Backgrounds

Certain background factors have been found by some investigators to have an effect on clothing choices.

Ryan found that rural or city background had more emphasis upon clothing selection than the college in which the girl was enrolled. The girls from small towns showed much less interest in clothing than girls from large cities. She found that factors that most influence the confidence in clothing were the size of the wardrobe, size of family, and the size of the home community.⁴⁶

Hoffman found certain social background factors affected women's preferences for clothes. Educational level and the value of ensembles was directly related to social and economic background factors.⁴⁷

Schafer in a study of background of freshmen women students found several different background factors. In considering occupations of the fathers she found in 1947 that two broad occupational groups were dominant. These occupational categories and percentages are as follows: white collar workers, 40 per cent; agricultural workers 49 percent of fathers of girls majoring in home economics in comparison to white collar workers, 47 per cent; and agricultural workers, 32 per cent of fathers of the girls majoring in arts and sciences. Another difference was found among students who were self supporting or partially self-

⁴⁶Ryan, op. cit., pp. 30-31.

⁴⁷Adeline Mildred Hoffman, "Clothing Behavioral Factors for a Specific Group of Women Related to Aesthetic Sensitivity and Certain Socioeconomic and Psychological Background Factors," Unpublished Doctoral Dissertation, Pennsylvania State University, 1956.

supporting. There were 11 per cent more home economics students in the working group than those in arts and sciences.⁴⁸

Rosencranz listed certain factors revealed by her study that related very definitely to women's interest in clothes. The factors listed were age, social group to which they belong, occupation, urban or rural background, income, education, marital status and the number of children in the family.⁴⁹

Dickens did a study to see if the social participation of the family affected the number and type of clothing owned. She found that social participation is a good basis for determining certain clothing standards. Those families whose clothing ranked as minimal made up the majority of the group with the lowest social participation.⁵⁰

A slightly different conclusion was drawn by Glenn in a study of freshmen women at Iowa State University. She found that clothing selection is a personal and individual matter and is not greatly influenced by such factors as size of hometown, distance of hometown from the university, or father's occupation, perhaps because Iowa State University attracts women with similar interests because it

⁴⁸Twila Schafer, "Comparison of the Home and Family Background of a Selected Group of Freshmen College Women," Unpublished Master's Report, Kansas State College, 1947.

⁴⁹Mary Low Rosencranz, "A Study of Women's Interest in Clothing," Journal of Home Economics, Vol. 41, (October, 1949), 460-462.

⁵⁰Dorothy Dickens, "Social Participation as a Criterion of Determining Scientific Standards in Clothing," Rural Sociology, Vol. 9, 1944, pp. 341-349.

offers fewer subjects in which women ordinarily choose to major, than do many other universities; and that few generalizations could be made relative to behavior or consumers toward fashion change, possibly because there have been few pronounced widespread fashion changes recently and because Iowa State University apparently had no rigid pattern of fashion which the freshman girl would strive to attain.⁵¹

Glenn also found that comparisons between those respondents who had had members of their immediate families attend college with those respondents who had not, showed no evidence that this was either an advantage or a disadvantage in the girl's choices of college clothes.⁵²

How Price Affects Clothing Selection

Little information is available on personal expenses for college. Clothing is usually the biggest item for women students.

In a study by Hoffman the total expenditure for clothing in the freshman year ranges from a low of \$35 to a high of \$800. According to a derived measure of size of wardrobe, based on cost, it was found that the largest wardrobe was seven times the smallest. Whether the total annual expenditure figures appeared to be high or low according to any standard, it should be recognized that the clothing purchased in the freshman year does not constitute the total freshman wardrobe.

⁵¹Mary Lee Glenn, "Factors Related to Anticipated and Actual Wardrobe Needs of Freshmen Women at Iowa State University", Unpublished Master's Thesis, Iowa State University, Ames, Iowa, 1964.

⁵²Ibid., p. 54.

It was found that the largest part, about 70 per cent, was a carry over from high school. The range was 24-80 per cent "carry over." A large portion supplemented their income provided by their family with summer jobs. Summer jobs averaged \$283 and part-time jobs during the year \$360. It was thought that high earnings resulted in high expenditure, but this was found not to be true. The study showed that students have little idea of the total cost of clothing for a period of a year. Sixty-one out of 75 underestimated the cost, ten overestimated the cost, and four did not venture a guess. Parents' knowledge of clothing cost were also very hazy in the opinion of the students.⁵³

The hypothesis of a study by Baumgartner of 469 freshmen at the University of Minnesota included: clothing expenditure, importance ascribed to clothing, and satisfaction with wardrobe would be influenced by social psychological variables as well. The findings proved that expenditure of clothing increases with the identification with a sorority and fraternity, was higher among women than men, and tended to increase with family income. Importance ascribed to clothing responded similarly, but was less sensitive to the same factor. Satisfaction with wardrobe was not influenced by any of these variables, but increased with favorable self-perception in relation to peer group norms for number, style, and quality of garment owned.⁵⁴

⁵³Adeline Hoffman, "College Clothing Expenditure", Journal of Home Economics, Vol. 52, (October, 1960), 665-666.

⁵⁴Charlotte Baumgartner, "Factors Associated With Clothing Consumption Among College Freshmen", Journal of Home Economics, Vol. 55, (March, 1963), 218

How Preferences in Clothes Affect Clothing Selection

To gain better insight into the shopping habits of the respondents, Glenn, in a study of freshmen women at Iowa State University, asked questions regarding what features first attracted their attention to specific garments they had purchased, the most important factor determining their choice of that particular garment over others, and why they decided against another garment under consideration. Color and style were mentioned most often as being the features that first attracted the respondents attention, while style and fit were mentioned most often as the features that actually determined the selection of the garments. Garments were most often rejected because of style and fit.⁵⁵

In a study of 125 girls Pearson found that color was the outstanding characteristic mentioned by girls in her study to describe a past or present favorite dress. Line was used to describe a desired dress. Color preferences of the group were first: light blue; second, pink; third, aqua; fourth, black; and fifth, red; of suggested colors in this study orange and teal were not selected by any. The group with a tendency to dislike solitude and to seek advice often concentrated preferences on the smallest range of colors. The highest range of colors occurred in the group that tended to be well balanced emotionally.

Line preferences in dress were as follows:

- (1) tailored dress
- (2) tailored suit

⁵⁵Glenn, op. cit., pp. 55-56

- (3) skirt and blouse
- (4) shorts and slacks
- (5) fluffy evening gown

Fewer than 25 per cent of the girls were wearing becoming colors according to the guides used, but more than 50 per cent were wearing becoming lines. Results indicated that personality has a reciprocal relationship with color and line choice in dress.⁵⁶

In studying some of the items concerned with home sewing, Glenn found that of the 40 respondents at Iowa State University, 39 had garments in their wardrobe that had been home sewn. The three most common advantages given for having part of their wardrobes made were: to have exactly the style and fabric wanted, given by 29 respondents; less expensive, 28; and better fit, 24.⁵⁷

Laura Jean Turner found in a study of freshmen women that her study agreed with a study by Ryan⁵⁸ and Cornell University women on the number of garments needed by freshmen. The mean for formal occasion wear owned by Cornell women was 2.65, and the number recommended by seniors for freshman at Kansas State was 2.7. Number of sweaters recommended by seniors for freshman in Turner's study was 9.9, and

⁵⁶Lois Helman Pearson, "Teenagers Preferences in Color", Journal of Home Economics, Vol. 42. (December, 1950), 801-802.

⁵⁷Glenn, op. cit., p. 56

⁵⁸Mary S. Ryan, "Psychological Effects of Clothing-Comparison of College Students With High School Student, Cornell Experimental Station Bulletin 898, July 1953, p. 93.

the number owned by Cornell women was 8.75. The number of blouses recommended was 10.1 at Kansas State and 9.93 at Cornell.⁵⁹

Senior women recommended with few exceptions that color in a wardrobe be planned. They also thought different types of color schemes could be planned for women on low, average, and high wardrobe budgets. Ninety-five per cent of the seniors recommended that a freshman on a low clothes budget buy fewer clothes of higher quality. They mentioned that good quality garments would last longer and look better than poorer quality garments.⁶⁰

⁵⁹Laura Jean Turner, "Factors Affecting Freshmen Women's Wardrobes As Recommended by Senior Women", Unpublished Master's Thesis, Kansas State University, 1964.

⁶⁰Ibid., p. 56

IV. Procedure

Formulation of the Questionnaire

The following approach was used in obtaining the data. Before any attempt was made to prepare a questionnaire, earlier related studies were noted. Also questionnaires which have been used in studies made on clothing practices of various groups at the University of Alabama and at several other colleges were studied.

A questionnaire on the selection of outer garments for campus wear was prepared. A copy appears in Appendix A of this paper.

The questionnaire was composed of two main parts. The first part consisted of nineteen questions to secure information about outer garments freshman women have for campus wear. The questions were devised to collect information on the following:

1. To what extent are they influenced by current styles, brand names, and campus fads?
 - a. Do they wear the same brands at the majority?
 - b. Do they like Courrage inspired clothes?
 - c. What kinds of shoes do they prefer?
 - d. How they react to textured hose and socks?
 - e. How they react to frosted hair, wigs, and wiglets?
2. Where they buy ready made school clothes?
3. How much they paid for specific school garments?
4. How many of specific garments do they have?
5. What they consider most important in selecting clothes?
6. Whether most of their school clothes are bought ready made or made at home?

7. Do they earn any money for their clothing?

The second part, entitled General Information, was devised to compare background, economic, and social activities to the information received on clothing. The information in this section included:

1. Whether or not they belonged to a sorority?
2. What kind of dating practices they had?
3. To how many clubs they belonged?
4. What type occupation their father is engaged in?
5. What level of education their parents have?
6. The size of their family's annual income.
7. The type of college they attend.

Selection of the Sample

The group used in this study is freshmen women from the University of Alabama, Alabama College, and Howard College. Only Freshmen women who are majoring in home economics are considered. This group was chosen for several reasons, the most important being to see if clothing practices of freshmen women are the same, or different, according to the type of college they attend. Freshmen women were chosen because interest in clothes seems to be at its peak during the first year of college, and the style and number appear to influence the mental, social, and emotional adjustment of the freshman. Home economics majors were chosen because they represent a unified group working toward similar goals, yet they represent different background and home situations. Three colleges were chosen in order to consider young women from several

sections of the state and from different types of colleges. These three colleges were the University of Alabama, Alabama College, and Howard College. The University of Alabama is located in Tuscaloosa, Alabama, a city of over 60,000 people. It has an enrollment of over 10,000 students. Alabama College, located in Montevallo, Alabama, a small college town, has about 2000 students. Howard College is located in Alabama's largest city, Birmingham, and has between 2500 and 3000 students. Because of the size of the schools and size of towns in which they are located, students at the University and Howard College tend to be more aware of fashion and in keeping up with prestige names in clothing than do students from Alabama College.

Collection of the Data

At the University of Alabama the questionnaires were distributed to three sections of a class in introduction to home economics which is taken by all freshmen in home economics. One hundred forty-four were distributed, and 112 were collected, giving a 77.7 per cent return from the University of Alabama.

Fifty-eight questionnaires were collected at Alabama College from two sections of freshman clothing and one section of freshman foods classes.

At Howard College eleven questionnaires were received giving a 68.7 per cent return of the sixteen distributed.

Copies of the correspondence done in connection with this study may be found in Appendix B.

VI. Findings

Table I.

Number and Percentage of Questionnaires Distributed
and the Number and Percentage of Returns from Three
Selected Colleges in Alabama.

College	Number & Percentage Distributed		Number & Percentage Returned		Percent of Return
	Number	Percent	Number	Percent	
University of Alabama	144	66%	112	62%	77.7%
Alabama College	58	26%	58	32%	100.0%
Howard College	16	8%	11	6%	68.7%
Totals	218	100%	181	100%	83.0%

Table I. shows the number and percentage of questionnaires that were distributed and the number and percentage of the one's that were returned. At the University of Alabama 144 questionnaires were distributed. This was done in three sections of a class of introduction to home economics. Questionnaires were given to all the students who were present, these questionnaires were distributed to almost 100 per cent of the freshmen women in home economics at the University. This 144 that were distributed was 66 per cent of the total questionnaires distributed at all three colleges. The questionnaires at the University of Alabama were collected the following week. The number collected was 112, which was 77.7 per cent of the ones distributed at the University, and 62 per cent of the total number collected from all three colleges.

At Alabama College the questionnaires were given to two sections of freshmen clothing classes, and one section of a freshmen foods class. There were 58 questionnaires distributed, and this included about 60 per cent of the freshmen in home economics at Alabama College. This 58 was 26 per cent of the total number of questionnaires distributed at all three schools. Since the writer administered the questionnaire, all of them were returned. This was 32 per cent of the total number of questionnaires returned from the three schools.

The questionnaires were mailed to Howard College. Sixteen were given out. This was 8 per cent of the total number distributed. The questionnaires were collected in freshman classes in foods and clothing. Eleven questionnaires were returned. This was 68.7 per cent of the ones that were given out at Howard College, and 6 per cent of the total number

of questionnaires that were returned.

The total number of questionnaires distributed was 218. Of this, 181 were returned. There was 83 per cent return when the three colleges are considered as one group.

Section I.

THE INFLUENCES THAT PRESTIGE ITEMS
AND CAMPUS FADS HAVE ON CLOTHING CHOICES

Table II.
 Number and Percentage of Freshman Women
 at Three Selected Colleges Who Have Courrage
 Inspired Clothes.

College	No. In Groups	Courrage Clothes		No Courrage Clothes		No Distinction		Totals	
		No.	Percent	No.	Percent	No.	Percent	No.	%
University of Alabama	112	8	7.1%	56	50.0%	48	43.9%	112	100
Alabama College	58	19	32.8%	32	55.2%	7	12.0%	58	100
Howard College	11	1	9.1%	8	72.7%	2	18.2%	11	100
Totals	181	28	15.5%	96	53.0%	57	31.5%	181	100%

Table II indicates the number and percentage of freshmen women who have Courrege inspired clothes. Courrege has become one of the most popular designers of teenager's and young people's clothes for the fall, 1965, season. Some of his styles include argyle sweaters and socks to match, very short skirts, skirts and dresses with contrasting color bands just below the bust or at the hemline. The purpose of this table is to show how many of the freshmen women have these new sophisticated styles in their wardrobes.

From the 112 questionnaires received from University of Alabama students only 8 people, or 7.1 per cent, indicated that they had any of these styles. Fifty-six, or 50.0 per cent, said they did not have any clothes of this style. Forty-eight, or 43.9 per cent of the University women either left the question blank or wrote "I don't know what that means". This shows that a large percentage of freshmen in home economics do not keep up with designers names and what kinds of designs they produce. It is the opinion of the writer that more women would have indicated that they did have some of these Courrege styles in their wardrobe, if it had been possible for the question on the questionnaire to be explained to them as a group.

Nineteen, or 32.8 per cent, of the Alabama College women indicated that they have some Courrege styles. The number reporting that they did not have any clothes of this style was 32 or 55.2 per cent. Only 7 women, or 12.0 per cent, of the Alabama College group made no distinction as to whether they had any of these styles. The questionnaires were administered to the Alabama College women in class time; thus it was possible for the writer to explain what

"Courrege inspired" clothes meant.

The fact that many girls did not know Courrege as a designer's name again showed up in the results from the Howard College group. Only 1 person or 9.1 per cent had some of these styles. Eight women, or 72.7 per cent, said they did not have any of these styles and two, or 18.2 per cent, made no distinction.

When the three schools were compared, the results showed that a much larger percentage of the Alabama College women indicated that they had Courrege inspired styles than women from Howard College and the University of Alabama. This was probably due to the method by which the questionnaires were administered. However, at all three schools there were more girls who did not have any of these styles than those who did. Howard College had the largest percentage, 72.7, with none, Alabama College next, with 55.2 per cent having none and the University of Alabama had the least percentage, 50.0, of freshmen women who did not have any of the Courrege styles.

This seems to indicate that this latest style has not been so quick to catch on in the southeast. The size of the school seemed to have little effect on the number of students having these styles.

Table III
 Number and Percentage of Freshmen Women
 At Three Selected Colleges in Alabama Who
 Prefer A-Line and Straight Skirts

College	Prefer A-Line		Prefer Straight		Totals	
	No.	Percent	No.	Percent	No.	Percent
University of Alabama (112)	79	70.5%	32	28.5%	111	99%
Alabama College (58)	33	56.9%	25	43.1%	58	100%
Howard College (11)	8	72.7%	3	27.3%	11	100%
(181)						
Totals	120	66.3%	60	33.2%	180	99.5%

1 student at the University made no distinction

Table III shows the number and percentage of women at each school included in this study who prefer straight skirts, and the number and percentage of women at each school that prefer A - line skirts.

From the 112 questionnaires received from University of Alabama students 79, or 70.5 per cent reported that they preferred A - line skirts. Thirty-three students from Alabama College reported that they liked A - line skirts better. This was only 56.9 percent of the total number, 58, from Alabama College. Eight women, out of the eleven questioned at Howard College, said they preferred A - line skirts. This was 72.7 per cent of the total number from Howard College.

Thirty-two women, or 28.5 per cent, from the University of Alabama preferred straight skirts. Twenty-five, or 43.1 per cent, of the Alabama College students preferred straight skirts over A - line skirts; while only 3 women or 27.3 per cent, from Howard College like straight skirts best.

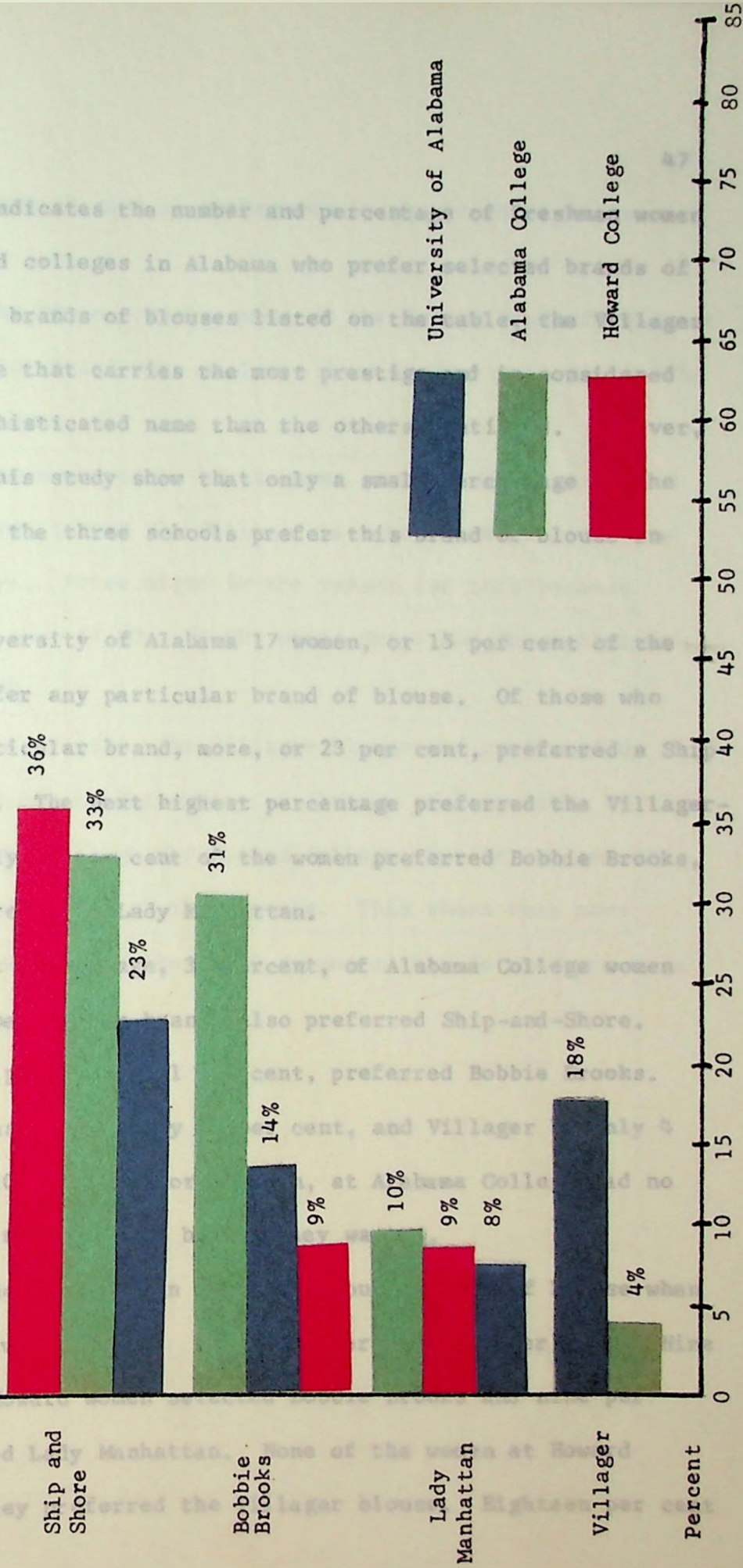
This table indicates that at all three schools more of the women liked the newer A - line style skirt better than a regular straight skirt. A larger percentage of the Howard College group wore A - line skirts than from the other two schools. This might be due to the fact that Howard College is located in a large city where the current styles are advertised to a greater extent than in a small town. The University group followed closely behind the Howard group in the number that wore A - line skirts. Only a little more than half of the Alabama College women preferred A - line skirts over straight ones. This might be due to the fact that the school is located in a very small town, where new styles are slower to be accepted.

Table IV

Number and Percentage of Freshman Women At
Three Selected Colleges in Alabama Who Prefer
Selected Brands of Blouses

College	No. in Group	Do Not Prefer A Particular Brand		Do Prefer A Particular Brand										Totals			
		No.	Percent	Ship and Shore		Bobbie Brooks		Manhattan		Lady Villager		Other		Total		No.	Percent
				No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent		
University of Alabama	112	17	15%	26	23%	16	14%	9	8%	21	18%	23	21%	95	85%	112	100%
Alabama College	58	6	10%	19	33%	18	31%	6	10%	2	4%	7	12%	52	90%	58	100%
Howard College	11	2	18%	4	36%	1	9%	1	9%	0		3	28%	9	82%	11	100%
Total	181	25	14%	49	27%	35	19%	16	9%	23	13%	33	18%	156	86%	181	100%

Graph I.
 Brands of Blouses Preferred By
 Freshmen Women At Three Selected
 Colleges in Alabama



Scale 1/2 inch = 5%

Table IV indicates the number and percentage of freshman women at three selected colleges in Alabama who prefer selected brands of blouses. Of the brands of blouses listed on the table, the Villager blouse is the one that carries the most prestige and is considered to be a more sophisticated name than the others mentioned. However, the results of this study show that only a small percentage of the women at each of the three schools prefer this brand of blouse in their wardrobes.

At the University of Alabama 17 women, or 15 per cent of the 112, did not prefer any particular brand of blouse. Of those who did prefer a particular brand, more, or 23 per cent, preferred a Ship-and-Shore blouse. The next highest percentage preferred the Villager-18 per cent. Only 14 per cent of the women preferred Bobbie Brooks, and 8 per cent preferred Lady Manhattan.

The largest percentage, 33 percent, of Alabama College women who preferred a particular brand, also preferred Ship-and-Shore. The next largest percentage 31 per cent, preferred Bobbie Brooks. Lady Manhattan was selected by 10 per cent, and Villager by only 4 per cent. Only 10 per cent, or 6 women, at Alabama College had no preference as to the brand of blouse they wanted.

Ship-and-Shore was again the most popular brand of blouse when the Howard group was studied. It was preferred by 36 per cent. Nine per cent of the Howard women selected Bobbie Brooks and nine per cent also selected Lady Manhattan. None of the women at Howard indicated that they preferred the Villager blouse. Eighteen per cent

of the women at Howard gave no preference in the brand of blouse they purchased.

Thus, of the three schools, more of the Howard students did not prefer a particular brand than students from Alabama College and the University of Alabama.

Ship-and-Shore proved to be the most popular blouse at all three schools, even though the Villager is considered to be a more sophisticated name. Price might be the reason for this because Villager blouses cost \$7.00 - \$8.00, while Ship- and-Shore blouses cost \$4.00 - \$5.00.

Of the three schools, the Villager blouse was preferred by a larger proportion of the University of Alabama students than by students at Alabama College and Howard College, but it was not the most popular brand at any of the schools. This shows that more University women wear prestige named garments than do students from smaller colleges.

Table V

Number and Percent of Freshmen Women At Three Selected Colleges in Alabama Who Do and Do Not Wear the Same Brand of Blouse As the Majority of the Women on Their Campus

College	No. in Group	Do Wear Same Brand as the Majority		Do Not Wear Same Brand As the Majority		Do Not Know What the Majority Wears		Total	
		No.	Percent	No.	Percent	No.	Percent	No.	Percent
University of Alabama	112	51	46%	25	22%	36	32%	112	100%
Alabama College	58	33	57%	5	9%	20	34%	58	100%
Howard College	11	5	45%	3	27%	3	28%	11	100%
Total	181	89	49%	33	18%	59	33%	181	100%

Table V indicates the number and percent of freshman women at three selected colleges in Alabama who do and do not wear the same brand of blouse as the majority of the women on their campus.

The largest percentage of women who wear the same brand as the majority occurred on the Alabama College Campus. Fifty-seven per cent wore the same brand as the majority of the other women at Alabama College. The University of Alabama had only 46 per cent, and Howard, College had only 45 per cent of the women who wore the same brand as the majority of the other women on their campus. Thus slightly more than half of the Alabama College women, and slightly less than half of the University of Alabama and Howard College women wear what the majority of women on their campus wear.

About a third of the women at the University of Alabama, 32 per cent, and Alabama College, 34 per cent, indicated that they did not know what brand of blouse was worn by the majority of the women on their campus. Slightly less than a third, 28 per cent, of the Howard College women indicated this same fact.

Slightly more than one-fifth of the Howard College and University of Alabama students did not wear the same brand as the majority. Only 9 per cent of the women at Alabama College did not wear what the majority wears.

Thus, these results show that more of the Alabama College women wear the same brands than do students from the other two schools. Table IV indicated that this was Ship-and-Shore.

This table V also shows that about one-third of the women at each school are not aware of the popular brand being worn by the majority of the women on their campus. Table IV also indicates that this is Ship-and-Shore.

At all three schools, nearly half of the students do wear the same brand that the majority of the women on their particular campus wear.

Table VI
 Number and Percentage of Freshmen Women
 At Three Selected Colleges in Alabama
 That Prefer Selected Types of School Shoes

College	No. In Group	Types of Shoes Preferred							
		Loafers		Rah-Rahs		Boots		Other	
		No.	Percent	No.	Percent	No.	Percent	No.	Percent
University of Alabama	112	112	100%	7	6%	5	4%	8	7%
Alabama College	58	58	100%	7	12%	11	19%	9	16%
Howard	11	11	100%	1	10%	2	18%	5	45%
Totals	181	181	100%	15	8%	18	9%	22	12%

The number and percentage of freshmen women in home economics who prefer selected types of school shoes is shown on table VI.

The types of shoes included in the study for campus wear were loafers, rah-rahs, boots, and "other" styles.

The results showed that 100 per cent of the women at all three schools had and wore loafers to school at some time. When the other styles were considered, it was found that 7 women, or 6 per cent, from the University also wore rah-rahs to school. Seven women from Alabama College, or 12 per cent, also wore rah-rahs to class. Only 1 person, or 10 per cent, from Howard College indicated that she wore rah-rahs to school.

Five women from the University, or 4 per cent, had boots, 11 girls from Alabama College, or 19 per cent, had boots, and 2 girls from Howard, or 18 per cent, had boots. Thus, Alabama College had the largest percentage of women who also wore rah-rahs and boots to class in addition to wearing loafers.

Howard College had the largest percentage of women who indicated they wore "other" styles to school in addition to loafers. The styles most frequently listed under the heading of "other" were flats, stacked heels, and shoes with straps and buckles. Five women or 45 per cent, of the Howard group wore these "other" styles. Alabama College had the next highest percentage for "other" styles, 9 women, or 16 per cent. Only 8 women, or 7 per cent, of the University group indicated that they wore these "other" styles.

When the three schools were considered as one group, it was found that other than loafers, which was 100 per cent, the largest percentage of girls, 12 per cent, wore the styles under the heading of

"other". Again the ones most frequently listed were flats, stacked heels, and styles with straps and buckles. Also, there was one percent more that wore boots than rah-rahs.

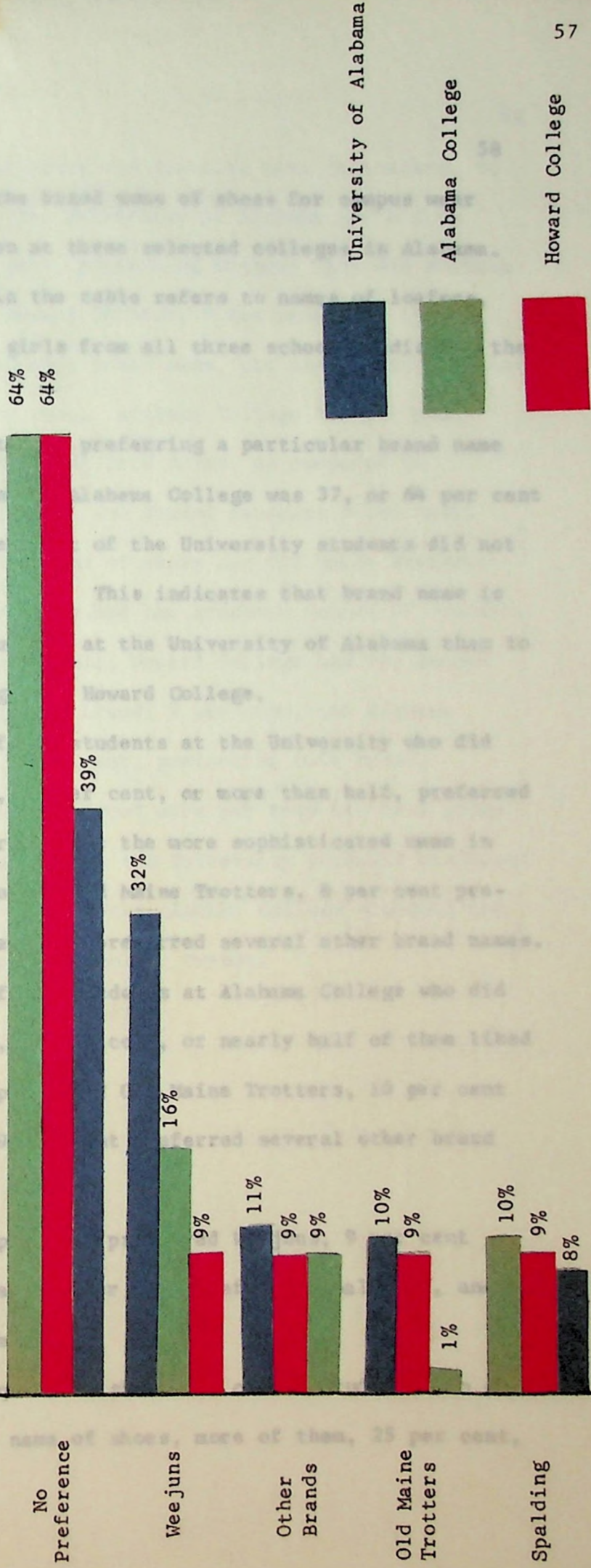
Howard College had more students, 73 percent, who wore styles other than loafers to school at some time. Alabama College was second with 37 per cent of the students who wore styles other than loafers at some time. The University of Alabama group had only 17 percent that wore styles other than loafers to school at sometime.

Table VII
 Number and Percentage of Freshmen Women
 At Three Selected Colleges in Alabama Who
 Prefer a Particular Brand of School Shoe.

College	No. In Group	Do Not Prefer a Particular Brand		Do Prefer A Particular Brand										Total	
		No.	Percent	Weejuns		Old Maine Trotters		Spalding		Other		Total		No.	%
				No.	%	No.	%	No.	%	No.	%	No.	%		
University of Alabama	112	44	39%	36	32%	11	10%	9	8%	12	11	68	61%	112	100%
Alabama College	58	37	64%	9	16%	1	1%	6	10%	5	9%	21	36%	58	100%
Howard College	11	7	64%	1	9%	1	9%	1	9%	1	9%	4	36%	11	100%
Totals	181	88	48%	46	25%	13	7%	16	9%	18	11%	93	52%	181	100%

Graph II.

Brands of Shoes Preferred By
Freshmen Women At Three Selected
Colleges in Alabama



Percent
Scale 1/2 inch = 5%

Table VII indicates the brand name of shoes for campus wear preferred by freshmen women at three selected colleges in Alabama. The brand names included in the table refers to names of loafers, since 100 per cent of the girls from all three schools indicated they wore loafers to school.

The number of students not preferring a particular brand name at Howard College was 7 and at Alabama College was 37, or 64 per cent in both cases. Only 39 per cent of the University students did not prefer a particular brand name. This indicates that brand name is much more important to students at the University of Alabama than to students at Alabama College and Howard College.

Of the 61 per cent of the students at the University who did prefer a particular brand, 32 per cent, or more than half, preferred Weejuns, which is considered to be the more sophisticated name in loafers, 10 per cent preferred Old Maine Trotters, 8 per cent preferred Spalding, and 11 per cent preferred several other brand names.

Of the 36 per cent of the students at Alabama College who did prefer a particular brand, 16 per cent, or nearly half of them liked Weejuns, only 1 per cent preferred Old Maine Trotters, 10 per cent preferred Spaldings, and 9 per cent preferred several other brand names.

At Howard College 9 per cent preferred Weejuns, 9 per cent preferred Old Maine Trotters, 9 per cent preferred Spaldings, and 9 per cent other brand names.

The results of this question show that of the students who do prefer a particular brand name of shoes, more of them, 25 per cent,

prefer Weejuns, the sophisticated and prestige name in loafers, to any other brand. However, the University of Alabama had a much larger percentage, 32 per cent, preferring Weejuns than did Alabama College, 16 per cent, and Howard College, 9 per cent. Of the students who prefer a particular brand name, the second most popular brand was Spaldings - 9 per cent. Alabama College had the most students, 10 per cent, preferring this brand, as compared to University students, 8 per cent, and Howard students 9 per cent.

The third most popular brand of shoes was Old Maine Trotters with 7 per cent. The University had the greatest number of student, 10 per cent, preferring this brand, Howard College had the second greatest number preferring this brand, 9 per cent, and Alabama College the least number, 1 per cent, preferring this brand.

All the other brand names listed were put together in a group called "other". Eleven percent of the University students preferred other brands, while 9 per cent of the Alabama College students and Howard College students preferred other brands.

Table VIII
 Number and Percentage of Freshman Women
 At Three Selected Colleges in Alabama Who
 Wear Textured Hose and Socks, and the
 Number and Percentage of Those Who Prefer
 Knee Length and Over-the-Knee Length
 Socks of the Group Who Do Wear Textured
 Socks and Hose.

College	No. In Group	Do Not Prefer Textured Hose & Socks		Do Prefer Textured Hose & Socks			Totals		
		No.	Percent	Knee	Over-the-Knee		No.	%	
					No.	Percent			
University of Alabama	112	63	56%	35	31%	14	13%	112	100%
Alabama College	58	31	53%	17	30%	10	17%	58	100%
Howard College	11	7	64%	1	1%	3	35%	11	100%
Totals	181	101	56%	53	28%	27	16%	181	100%

Table VIII shows the number and percentage of women at the three schools studied who do and do not wear textured hose and socks. It also shows which ones prefer knee length socks and which ones prefer over-the-knee length socks of the ones who indicated that they did wear textured hose and socks. Long, over-the-knee socks are considered to be "high" style in fall, 1965.

Howard College had the largest percentage of students, 64 per cent, who did not wear textured hose and sock. University students were the next largest group, 56 per cent who did not wear them. Alabama College had 53 per cent of the students who did not wear them. Thus, the fad of textured socks and hose seems to be of greatest importance at Alabama College, and to a lesser extent at the University of Alabama, and of least importance at Howard College.

Knee length socks were more popular at the University and Alabama College than over-the-knee length. Thirty-one percent at the University and 30 per cent at Alabama College preferred knee length. Only 1 per cent of the Howard students preferred knee length.

Over-the-knee socks were quite a bit more popular at Howard with 35 per cent of the students wearing them, while only 13 per cent of the University students and 17 per cent of the Alabama College students preferred the longer socks.

When the three schools were considered as one group it was found that slightly over half of the students, 56 per cent, did not wear the textured socks and hose, but of those who did, a larger percentage, (28%) preferred knee length socks over the longer over-the-knee

length (16%). This shows that "high" style over-the-knee socks have not been accepted to a great extent by college students in Alabama.

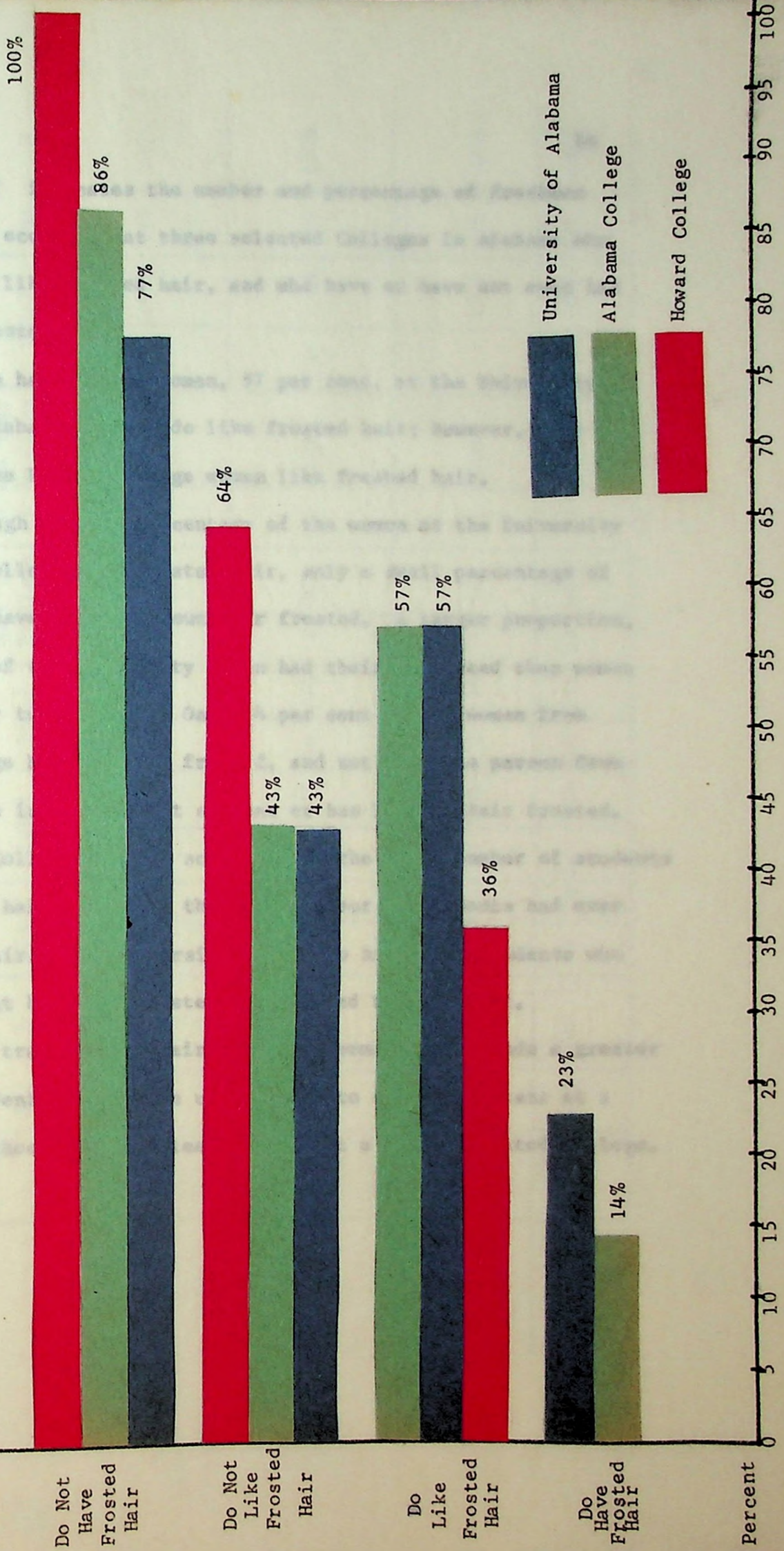
Table IX

Number and Percentage of Freshmen Women
at Three Selected Colleges in Alabama Who
Like Frosted Hair and Who Have Ever Had
Their Hair Frosted

College	No. In Group	Do Not Like Frosted Hair		Do Like Frosted Hair		Total No.	Have Their Hair Frosted		Do Not Have Their Hair Frosted		Total No.	Total %
		No.	%	No.	%		No.	%	No.	%		
University of Alabama	112	48	43%	64	57%	112	25	23%	87	77%	112	100%
Alabama College	58	25	43%	33	57%	58	8	14%	50	86%	58	100%
Howard College	11	7	64%	4	36%	11			11	100%	11	100%
Totals	181	80	44%	101	56%	181	33	18%	148	82%	181	100%

Graph IV.

Percentage of Freshmen Women at Three Selected Colleges in Alabama Who Do and Do Not Like Frosted Hair; and Who Do and Do Not Have Their Hair Frosted



Scale - 1/2 inch = 5%

Table IX indicates the number and percentage of freshmen women in home economics at three selected Colleges in Alabama who do and do not like frosted hair, and who have or have not ever had their hair frosted.

More than half of the women, 57 per cent, at the University of Alabama and Alabama College do like frosted hair; however, only 36 per cent of the Howard College women like frosted hair.

Even though a large percentage of the women at the University and Alabama College like frosted hair, only a small percentage of them have or have had their own hair frosted. A larger proportion, 23 per cent, of the University women had their's frosted than women from the other two schools. Only 14 per cent of the women from Alabama College have their's frosted, and not a single person from Howard College indicated that she has or has had her hair frosted. Thus, Howard College was the school where the least number of students liked frosted hair and where the least number of students had ever had frosted hair. The University proved to have more students who liked hair that had been frosted and who had frosted hair.

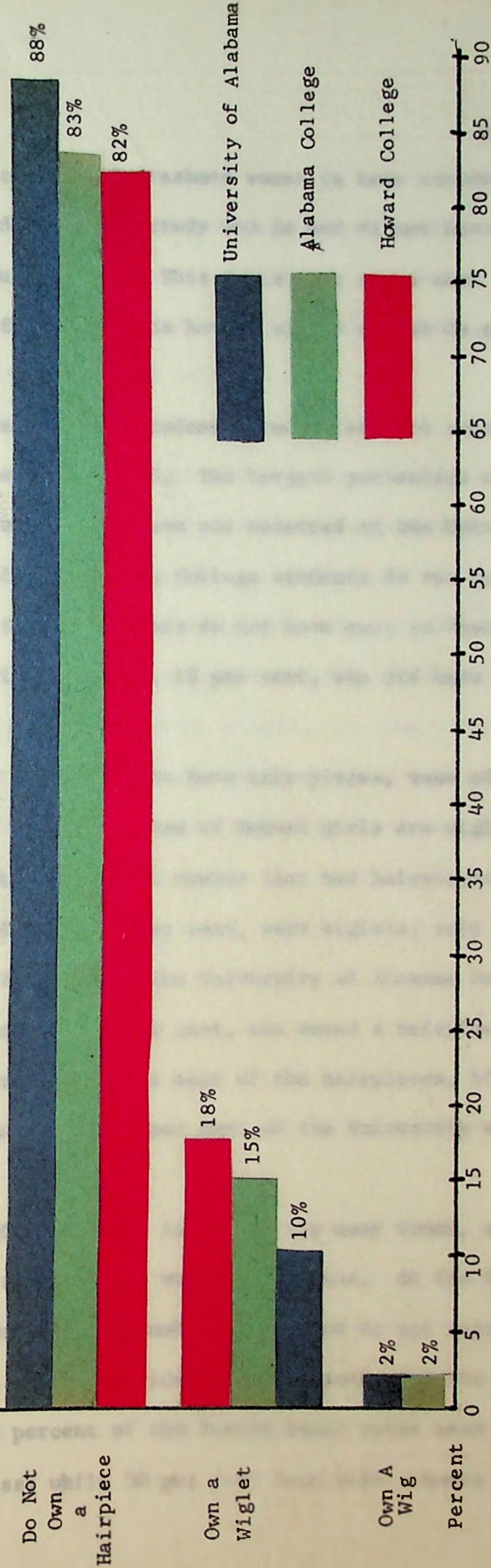
Thus the trend toward hair coloring seems to have made a greater impact on students at a large university, to a lesser extent at a small state school, and the least extent at a church related college.

Table X
 Number and Percentage of Freshmen Women
 Who Do and Do Not Have a Wig or Wiglet,
 and the Number and Percentage of Those Who
 Wear Them to Class

College	No. In Group	Do Not Have a Hairpiece		Do Have a Hairpiece								Grand Totals					
		No.	%	Wig	Wiglet		Total		Wear it To Class		Do Not Wear It To Class		Total	No.	%		
					No.	%	No.	%	No.	%	No.	%				No.	%
University of Alabama	112	98	88%	2	2%	12	10%	14	12%	7	50%	7	50%	14	100%	112	100%
Alabama College	58	48	83%	1	2%	9	15%	10	17%	4	40%	6	60%	10	100%	58	100%
Howard College	11	9	82%			2	18%	2	18%	1	50%	1	50%	2	100%	11	100%
Totals	181	155	86%	3	2%	23	12%	26	14%	12	46%	14	54%	26	100%	181	100%

Graph V.

Percentage of Freshmen Women At
Three Selected Colleges in Alabama Who Do and Do Not
Own a Wig or Wiglet



Scale - 1/2 inch = 5%

The number and percentage of freshmen women in home economics at the three schools included in this study who do and do not have wig or wiglet is shown on Table X . This table also shows what number and percentage of those who do have a wig or wiglet do and do not wear it to class.

More than 80 per cent of the students studied at each school do not have a hair piece of any kind. The largest percentage of students, 88 per cent, who do not have one occurred at the University. Eighty-three per cent of the Alabama College students do not have one. Only 82 percent of the Howard students do not have one; so Howard had the largest proportion of women, 18 per cent, who did have a hair piece of somekind.

Of the 18 per cent at Howard who have hair pieces, none of them have a wig; thus all of the hairpieces of Howard girls are wiglets. Alabama College was next high in the number that had hairpieces, 17 per cent. Again most of them, 15 per cent, were wiglets; only 2 per cent of these students had a wig. The University of Alabama had the least number of students, 12 per cent, who owned a hairpiece. As in the case of the other two schools most of the hairpieces, 10 per cent, were wiglets. Again, only 2 per cent of the University women had a wig.

The next section of this table indicates how many women, of the group who do have a hairpiece, ever wear it to class. At the University of Alabama and Howard College the number who do and do not wear their hairpieces to class was equally divided. Fifty percent of the University women and 50 percent of the Howard women never wear their wigs and wiglets to class; while 50 per cent from both schools do

wear them to class.

At Alabama College the proportion was slightly different. More of the women, (60 per cent) who do have a wig or wiglet, do not wear it to class. This gives 40 per cent of the Alabama College women, who have a hairpiece, that do wear it to class.

Thus, the fad of hairpieces seems to have taken greater importance at Howard College than at the other two schools. It is of least importance at the University of Alabama. Table IX indicated just the opposite for frosted hair - the greatest number being at the University and the least at Howard College. One might say from this that some freshmen women like to make their hair look "different"; but the method used differs at different schools. At some schools, like the University, coloring seems to be the popular method used, while at Howard, the popular method is to attach a wiglet or hairpiece.

SECTION 2.

SOME CONSIDERATIONS OF CLOTHING PRACTICES

Table XII
 Number and Percentage of Freshman Women at
 Three Selected Colleges Who Acquire Their
 School Clothes by Selected Methods

School	Total No. In Group	Methods of Acquiring School Clothes											
		Ready Made		Made by Mother		Made by Myself		Made by Dressmaker		Other		Totals	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
University of Alabama	112	74	66%	18	16%	16	14%	2	2%	2	2%	112	100%
Alabama College	58	35	60%	5	9%	15	26%	1	2%	2	3%	58	100%
Howard College	11	7	64%	1	9%	3	27%					11	100%
Totals		116	64%	24	13%	34	18%	3	2%	4	3%	181	100%

Graph VI.

Percentage Distribution of How School Clothes Are Acquired

by Freshmen Women in Home Economics at Three

Selected Colleges in Alabama

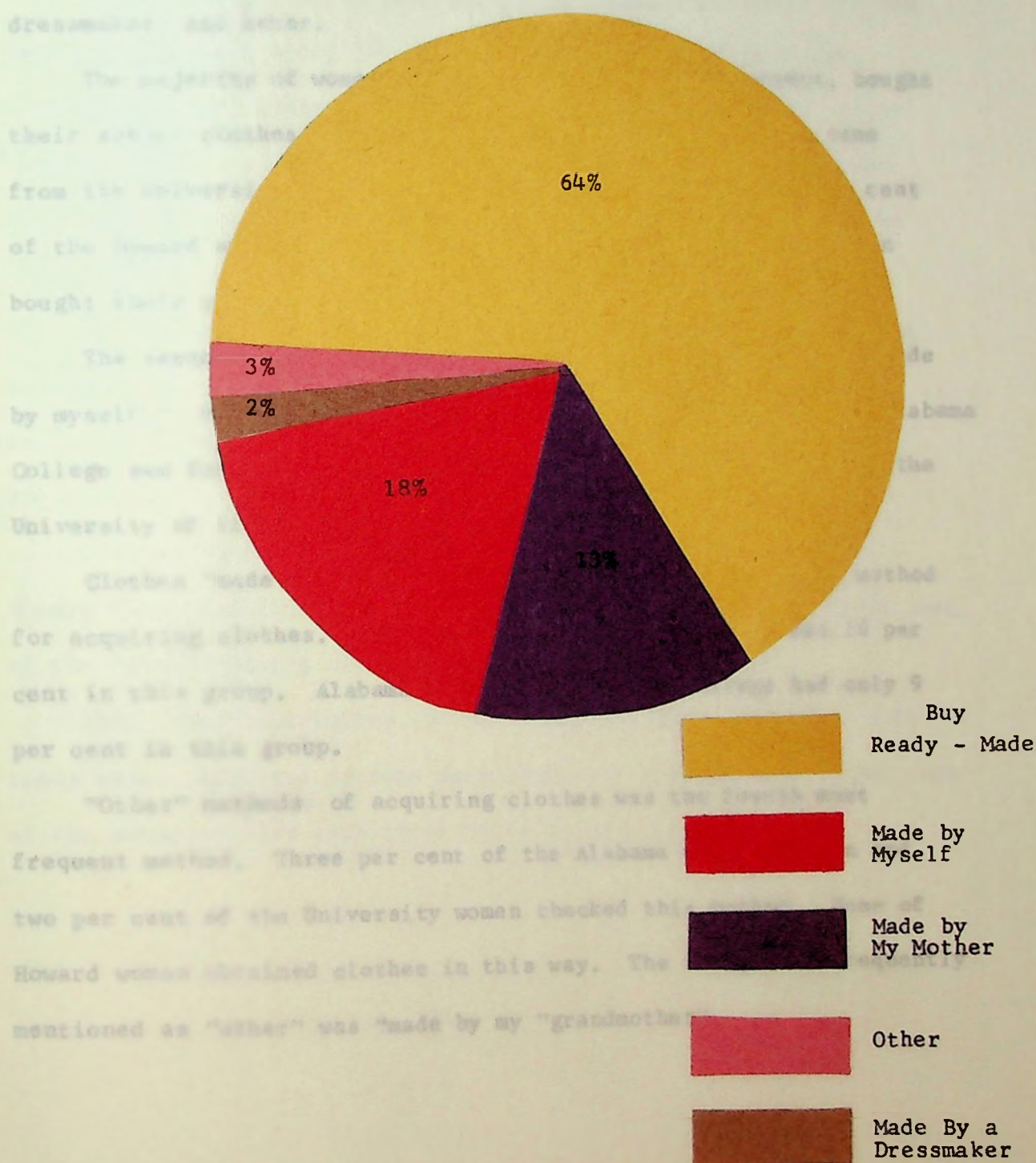


Table XI shows the number and percentage of freshmen women in home economics at the three schools studied who acquire their school clothes by selected methods. The methods of acquiring clothes include: buy ready-made; made by mother; made by myself; made by a dressmaker; and other.

The majority of women at all three schools, 64 percent, bought their school clothes ready - made. The largest percentage came from the University of Alabama - 66 per cent. Sixty-four per cent of the Howard women and 60 per cent of the Alabama College women bought their school clothes ready made.

The second most frequent method of acquiring clothes was "made by myself." More than one-fourth of the girls from Howard and Alabama College sew for themselves. Only 14 per cent of the women from the University of Alabama made their own clothes.

Clothes "made by my mother" was the third most frequent method for acquiring clothes. The University of Alabama group had 16 per cent in this group. Alabama College and Howard College had only 9 per cent in this group.

"Other" methods of acquiring clothes was the fourth most frequent method. Three per cent of the Alabama College women and two per cent of the University women checked this method. None of Howard women obtained clothes in this way. The thing most frequently mentioned as "other" was "made by my "grandmother".

A dressmaker was seldom used by these college freshmen. Only 2 per cent of the women from the University and Alabama College reported that their clothes were made by a dressmaker. None of the Howard women reported that their clothes were made by a dressmaker.

In all cases over 60 per cent of the women said their clothes were bought ready made. At the University the group with the next highest percentage was "made by mother" - 16 per cent, third highest group was "made by myself" - 14 per cent, fourth highest was "made by dressmaker" and "other" - both groups accounting for 2 per cent of the women from the University of Alabama.

At Alabama College the method ranking second highest "made by myself" - 26 per cent, third highest was "made by mother", fourth was "other" and the smallest percentage acquired clothes from a dressmaker.

Clothes "made by myself" was the second most frequent way Howard Women acquired their clothes - 27 per cent and only 9 per cent of the Howard women's clothes were made by their mothers.

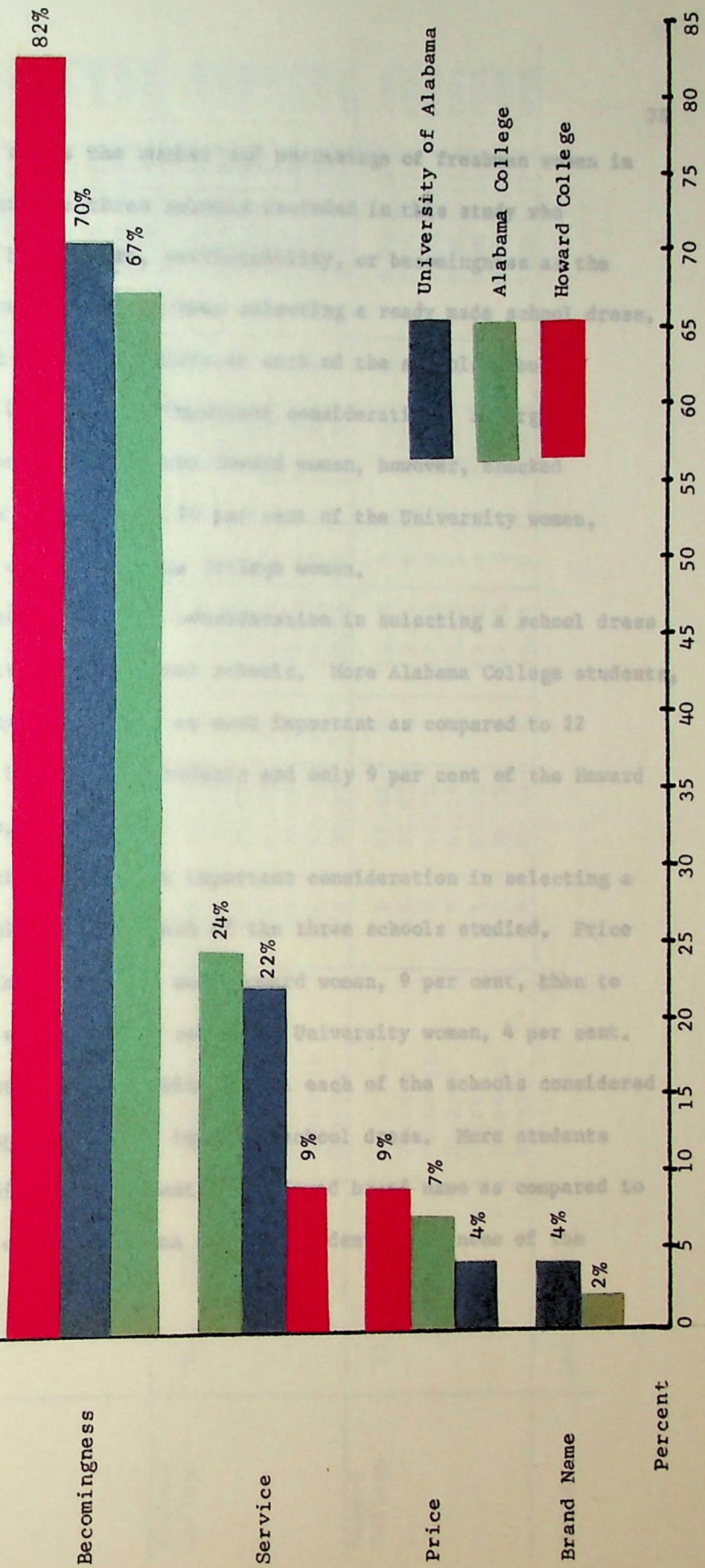
Thus, about two thirds, 64 per cent, buy their school clothes ready made. Eighteen percent make their own clothes, and 13 per cent of the women studied said their mother's make their clothes.

Table XII
 Number and Percentage of Freshmen Women
 At Three Selected Colleges Who Rank
 Selected Considerations As Most Important In
 Selecting a Ready-Made School Dress.

College	No. In Group	Considerations in Selecting a Ready Made School Dress									
		Price		Brand Name		Serviceability		Becomingness		Totals	
		No.	%	No.	%	No.	%	No.	%	No.	%
University of Alabama	112	5	4%	3	4%	25	22%	79	70%	112	100%
Alabama College	58	4	7%	1	2%	14	24%	39	67%	58	100%
Howard	11	1	9%			1	9%	9	82%	11	100%
Totals	181	10	6%	4	2%	40-	22%	127	70%	181	100%

Graph VII.

Factors Most Important in Selecting a Ready - Made School Dress
by Freshmen Women at Three Selected Colleges in Alabama



Scale - 1/2 inch = 5%

Table XII shows the number and percentage of freshmen women in home economics at the three schools included in this study who consider price, brand name, serviceability, or becomingness as the most important consideration when selecting a ready made school dress.

The largest number of girls at each of the schools thought becomingness to be the most important consideration. A larger percentage, 82 per cent, of the Howard women, however, checked becomingness, as compared to 70 per cent of the University women, and 67 per cent of the Alabama College women.

The next most important consideration in selecting a school dress was serviceability at all three schools. More Alabama College students, 24 per cent, considered this as most important as compared to 22 per cent of the University students and only 9 per cent of the Howard College students.

Price was the third most important consideration in selecting a ready made school dress at each of the three schools studied. Price was of greater importance to more Howard women, 9 per cent, than to Alabama College women, 7 per cent, and University women, 4 per cent.

The smallest number of students at each of the schools considered brand name as important when buying a school dress. More students from the University, 4 per cent, considered brand name as compared to only 2 per cent of the Alabama College students, and none of the Howard students.

Table XIII indicates where college women buy their school clothes, according to department stores, specialty shops, and other places. Long coats, raincoats, and jackets were the items most frequently purchased at department stores. Almost 75 per cent of the women at each school bought these items at a department store.

About 50 per cent of the women at each school bought their skirts, blouses, sweaters and dresses at department stores. A slightly higher percentage of the Howard College women bought their skirts, blouses, sweaters and dresses at specialty shops alone than did the women in the other two groups.

Women at Alabama College tended to buy more of their clothes at department stores and specialty shops, making no distinction between the two, and obtained more of their clothes from other places than the other two groups. When asked to explain where else they got their clothes, "made at home" was listed.

Skirts and dresses were the articles that were listed as being most frequently made at home.

Table XIV

Amount Paid for Selected Outer Garments by
Freshmen Women in Home Economics at Three Selected
Colleges in Alabama.

College	No. in Group	Selected Garments	Amount Paid for Outer Garments					
			Range	Mean	Median	Mode		
University of Alabama	112	Long Coat	\$13 - \$175	\$63.10	\$50	\$50		
		Jacket	5 - 110	25.10	25	15		
		Raincoat	7 - 50	22.50	20	20		
		Blouse	2 - 9	5.60	6	5		
		Skirt	4 - 20	10.20	10	10		
		Slip-over Sweater	4 - 23	11.00	10	15		
		Cardigan Sweater	4 - 20	11.00	10	15		
		Dress	5 - 40	17.00	16	15		
		Alabama College	58	Long Coat	\$10 - \$150	\$48.60	\$40	\$ 40
		Jacket	5 - 40	21.00	20	20	20	
Raincoat	2 - 55	18.30	15	15	15			
Blouse	2 - 8	4.60	5	5	5			
Skirt	1 - 15	8.90	8	8	8			
Slip-over Sweater	3 - 25	9.60	9	9	8			
Cardigan Sweater	1 - 15	9.00	8	8	8			
Dress	5 - 30	15.70	16	16	18			
Howard College	11	Long Coat	\$40 - \$120	\$59.70	\$40	\$40		
Jacket	15 - 35	23.90	25	25	25			
Raincoat	10 - 30	20.70	23	23	25			
Blouse	3 - 8	5.40	5	5	5			
Skirt	5 - 14	9.60	10	10	12			
Slip-over Sweater	4 - 14	11.00	11	11	12			
Cardigan Sweater	7 - 14	10.20	10	10	10			
Dress	8 - 20	14.60	15	15	15			
Total	181							

Table XIV shows the amount paid for selected outer garments by freshmen women in home economics at the selected colleges in Alabama. In every case women at the University of Alabama pay slightly more for their clothes than do women at the other two schools. In every case except dresses, Howard College women pay more than Alabama College women. The average price paid for long coats was highest at the University of Alabama. Women at the University paid an average of \$3.30 more per coat than women at Howard College, and \$4.50 more per coat than women at Alabama College. The median and mode bear out the same fact. The median and mode were both \$10.00 more at the University than at Alabama College and Howard College for long coats.

Women at the University of Alabama also tended to pay slightly more for jackets. They paid \$1.50 more per jacket than women at Howard, and \$4.10 more per jacket than women at Alabama College. In this case, however, the median and mode were \$5.00 more in the Howard College group than at Alabama College, and the mode was \$10.00 more at the University.

In the consideration of raincoats University women paid an average of \$4.20 more per coat than Alabama College women, and an average of \$1.80 more per coat than Howard College women. Again the median and mode was slightly higher for the Howard group, than the other two.

University women, paid only \$.20 more per blouse than Howard women, but \$1.00 more per blouse than Alabama College women. In this case the median and mode for all three schools was practically the same.

University women again paid more for their skirts than the other two groups. The average was \$.60 more per skirt than the Howard group, and \$1.30 more than the Alabama College group. The median and mode for Howard and the University were almost the same; Alabama College was slightly less.

Howard College women and University of Alabama women both paid \$11.00 for slip - over sweaters, while the Alabama College women paid an average of \$1.40 less per sweater. The medians and modes bear out this fact - being almost the same for Howard and the University, and slightly less for Alabama College.

The price paid for cardigan sweaters was about the same as the amount paid for slip- over sweaters. Women at Alabama College paid an average of \$2.00 less per sweater than University women, while Howard women paid an average of only \$.80 less per sweater than University women.

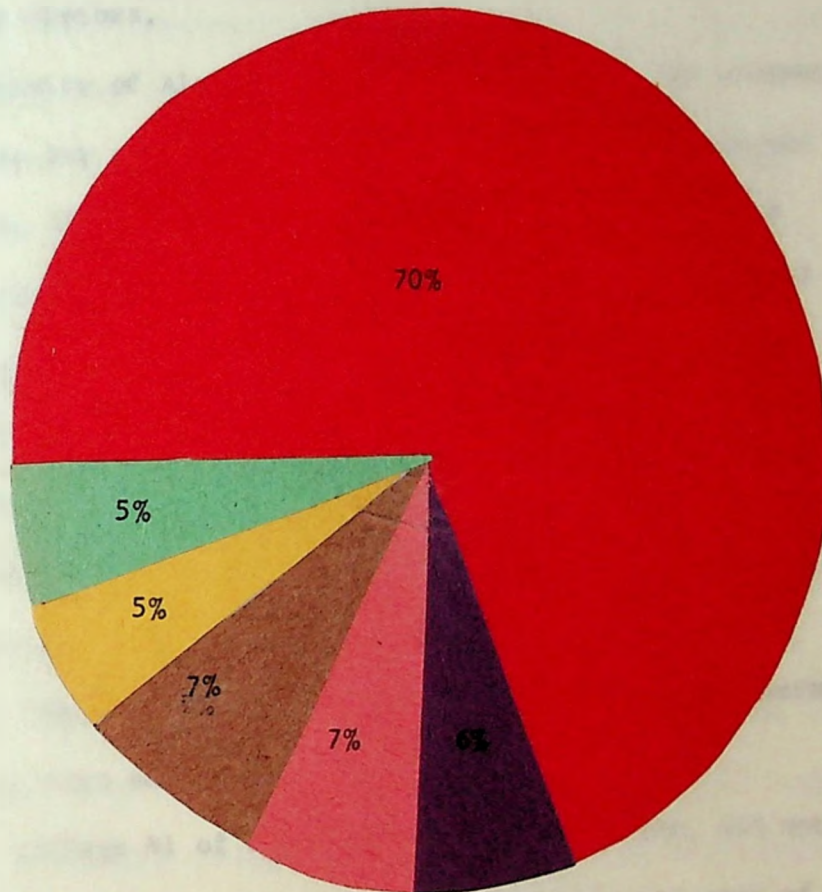
University women paid an average of \$1.30 more per dress than Alabama College women, and \$2.40 more per dress than Howard women.

Table XV
 Number and Percentage of Freshmen Women
 at Three Selected Colleges in Alabama Who Earn
 a Proportion of the Money for their Clothes

College	No. in Group	Earn No Money for their Clothes		Earn Some Proportion of the money for their clothes										Grand Totals			
		No.	%	Less Than $\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{2}$		$\frac{3}{4}$		All		Total No.	Total %		
				No.	%	No.	%	No.	%	No.	%	No.	%				
University of Alabama	112	77	68%	6	5%	9	10%	7	6%	6	5%	7	6%	35	32%	112	100%
Alabama College	58	41	71%	4	7%	3	5%	5	8%	3	5%	2	4%	17	29%	58	100%
Howard College	11	9	80%	1	10%			1	10%					2	20%	11	100%
Totals	181	127	70%	11	6%	12	7%	13	7%	9	5%	9	5%	54	30%	181	100%

Graph VIII.

Percentage Distribution of Freshmen Women in
Home Economics at Three Colleges in Alabama
Who Earn Money for Proportions of
Their Wardrobes



Earn no money for clothes

Earn money for less than $\frac{1}{4}$ of their clothes

Earn money for $\frac{1}{4}$ of their clothes

Earn money for $\frac{3}{4}$ of their clothes

Earn money for $\frac{1}{2}$ of their clothes

Earn money for all of their clothes

Table XV shows the number and percentage of freshmen women in home economics at the three schools included in this study who earn their own money with which to buy some of their clothes. It also shows about what portion of their clothes they buy with their own money. Less than one-third of the girls from all the schools earn any money with which to buy clothes.

At the University of Alabama 77, or 68 per cent, of the students studied do not buy any of their clothes with money they have earned themselves. Thus, 35, or 32 per cent, of the University students earn some of the money with which to buy their clothes. Of this 32 percent, 10 per cent of them buy about one-fourth of their clothes with money they have earned themselves; 6 per cent of them buy all of their clothes with money they have earned themselves; 6 per cent of them buy about one-half of their clothes with money they have earned themselves; 5 per cent of the students earned money to buy about three-fourths of their clothes; and 5 per cent of the students earned money to buy less than one-fourth of their clothes.

At Alabama College 41 of the students, or 71 per cent, did not earn any money to buy their clothes with. Twenty nine per cent of them, or seventeen students, do earn money with which to buy some of their clothes. Eight per cent of the students earn money to buy one half of their clothes; 7 per cent of them earn money to buy less than one-fourth of their clothes; 5 per cent of the students buy about one-fourth of their clothes with money they have earned; 5 per cent of them buy about three-fourths of their clothes with money they have earned themselves; and 4 per cent of them buy all of their clothes

with money they have earned themselves.

At Howard College 9 of the freshmen women, or 80 per cent, did not earn any of the money with which to buy their clothes. Two of the freshmen women, or 20 per cent, did earn some proportion of the money with which to buy their clothes. Ten per cent of them earned money to buy less than one-fourth of their clothes; and 10 per cent of them earned money to buy one-half of their clothes.

When the three schools were compared, more students from the University, 32 percent, earned their own money with which to buy clothes. Alabama College was second, 29 percent of the students earned their own money with which to buy clothes. Howard College had the least number of students, 20 per cent, who earned any of the money for their clothes. More Howard College students earned less than one-fourth and about one-half of the money for their clothes than from the other two schools. University students led over Alabama College students in the number that bought one-fourth and all of their clothes with money they had earned themselves. An equal percentage of University and Alabama College students bought about three-fourths of their clothes with money they had earned themselves.

SECTION 3.

RELATIONSHIPS BETWEEN PERSONAL ACTIVITIES
AND THE NUMBER OF GARMENTS OWNED;
FAMILY BACKGROUNDS AND THE AMOUNT
PAID FOR GARMENTS

Table XVI shows the relationship between the average price paid for selected garments by freshmen women at three selected colleges in Alabama and their family's annual income.

Two columns were included in the table to show how many questionnaires were received from each school, and the number of students that reported their family's annual income. The students that did not indicate family income usually wrote in "too personal," or "I do not know".

The average price paid for garments increased as family income increased only at the University of Alabama. The average price paid for long coats by students at the University and Alabama College gradually increased as the income level increased. However, at Howard College the highest price for long coats was \$66.00, and this was in the \$5000-\$10,000 income level.

The same pattern was true for the average price paid for jackets. At the University and Alabama College the price paid increased with income, but again at Howard the highest price paid was \$25.00. This occurred in the \$5000-\$10,000 income level.

The pattern for raincoats was not as regular. At the University the lowest price paid was in the under \$5000 group; but the highest price paid was in the \$15,000 - \$25,000 group. The highest price paid for raincoats at Alabama College was in the \$10,000 - \$15,000 group. At Howard, the highest price paid was in the \$15,000 - \$25,000 group - this was the highest income level reported at Howard.

The average price paid for blouses seemed to steadily increase with income level at the University and Howard. At the University the range was from \$3.87 in the under \$5000 group to \$7.08 in the over \$25,000 group. At Howard the range was from \$5.14 in the \$5000-\$10,000 group to

\$6.00 in the \$15,000-\$25,000 group. At Alabama College the average price paid for blouses increased from \$4.16 to \$5.43 in the \$15,000-\$25,000 group. However, it dropped down to \$4.00 in the over \$25,000 group.

The same was true for skirts at Alabama College. The average price increased from \$7.00 in the under \$5000 group to \$12.71 in the \$15,000-\$25,000 group. It dropped back to \$8.00, however in the over \$25,000 group. At the University and Howard it gradually increased, except for a few cents, with an increase in income level.

When the average price paid for slip-over sweaters was considered, it was found that the price gradually increased with increased income at the University and Howard. But at Alabama College the highest price paid was \$12.21. This occurred in the \$10,000-\$14,000 income level.

When the price paid for cardigan sweaters was considered, the same was found to be true. At Howard and the University the price gradually increased with income, except for a few cents, but at Alabama College the highest price paid occurred in the \$15,000-\$25,000 group.

At the University the average price paid for dresses gradually increased with increased income. At Alabama college the highest price paid again occurred in the \$15,000-\$25,000 income level. At Howard the highest price paid, \$20.00, occurred in the \$10,000-\$15,000 income level.

In nearly every case at the University of Alabama, the average price paid for the selected garments increased slightly with an increase in family income.

At Alabama College the price paid usually increased with income up to the \$15,000-\$25,000 income level. When the average price fell in the over \$25,000.

At Howard College the price paid for some garments increased with income level and it did not for other garments.

Although the average price paid for garments seemed to increase with increased income at the University, it was rather spasmodic at the other two schools. I believe the reason for this is that many college freshmen do not really know what the family's annual income is; and are not aware of the actual price they pay for specific garments.

Table XVII
 Relationship Between Average Price Paid For
 Selected Garments by Freshmen at Three Selected
 Colleges and Their Father's Occupation

College	No. in Group	No. Reporting	Garments	Average Price Paid By Occupation Level									
				Professional or Executive		Manager or Owner of Small Business		Salesman or clerk		Skilled Worker or Farm Owner		Unskilled Worker or Farm Laborer	
				No.	Ave.	No.	Ave.	No.	Ave.	No.	Ave.	No.	Ave.
University of Alabama	112	104	Long Coat	50	67.08	29	73.28	14	51.78	11	49.36		
			Jacket		26.38		24.17		26.00		24.72		
			Raincoat		23.62		23.24		20.07		18.54		
			Blouses		6.22		5.59		4.85		4.45		
			Skirt		11.20		9.89		9.85		8.36		
			Slip over Sweater		12.12		11.10		11.00		10.10		
			Cardigan Sweater		11.88		10.93		10.28		10.00		
			Dress		17.70		18.62		16.14		16.18		
			Long Coat	13	62.00	24	46.12	10	40.90	11	50.18		
			Jacket		20.00		23.79		20.10		17.18		
Raincoat		20.38		17.12		21.30		15.81					
Blouse		4.23		4.25		5.70		4.18					
Skirt		8.53		9.66		9.90		7.36					
Slip over Sweater		11.07		9.37		10.90		7.36					
Cardigan Sweater		8.53		9.25		10.00		6.45					
Dress		15.46		15.62		17.90		14.63					
Howard College	11	11	Long Coat	4	70.50	4	51.25			3	56.66		
			Jacket		23.25		26.25				21.66		
			Raincoat		23.25		21.25				16.66		
			Blouse		5.25		5.75				5.33		
			Skirt		10.75		9.00				9.00		
			Slip over Sweater		11.25		9.00				9.66		
Cardigan Sweater		11.75		8.25				10.66					
Dress		18.00		15.25				12.66					

Table XVII shows the relationship between how much the freshmen girls pay for their clothes and their father's occupation. The occupations were divided into five categories: professional or executive; manager or owner of a small business; a salesman or clerk; a skilled worker or small farm owner; and unskilled worker or farm laborer. The number of questionnaires received from each college is shown as well as well the number reporting the father's occupation in each group. Twelve students from the University did not check anything on this question. When explanations were cited, for not giving the father's occupation, it was usually that he was deceased.

The results show that occupational level of the father has very little effect upon the amount of money spent for clothes. The first two occupational groups, professional or executive and manager or owner of a small business, seemed to spend approximately the same amount for the garments listed. When some garments were considered in the clerk and salesman group, the average price was higher than that paid by the first two groups, when other garments were considered, the average price was lower than that paid by the first two groups. It was generally true that the one in the skilled laborer group paid less for their school clothes than did those in the other two groups. It is interesting to note that not a single student's father was an unskilled worker or farm laborer.

At the University of Alabama the highest average price paid for long coats was \$73.28 and this occurred in the manager or owner of a

small business group. Second highest was \$67.08 which occurred in the professional or executive group. The smallest average price was \$49.36, and this occurred in the skilled worker group.

The highest average price for jackets was \$26.38. It occurred in the highest occupation level. The second highest, \$26.00, occurred in the third occupational level. The lowest average price was \$24.17 and occurred in the second occupation grouping.

For blouses the highest average price was \$6.22 and this occurred in the professional or executive group. The lowest, \$4.45, was again in the skilled labor group.

The highest average price for slip-over sweaters, \$12.12, and for cardigan sweaters, \$11.88 both were in the professional and executive group, while the highest average price for dresses was \$18.62 and occurred in the manager and owner of small business group.

At Alabama College the pattern was less consistent than at the University of Alabama. The highest average price paid for a long coat was \$62.00 and this was in the professional and executive group, while the second highest, \$50.18, occurred in the skilled labor group. Also, the highest average price paid for slip - over sweaters, \$11.07 occurred in the professional and executive group.

The group of salesmen and clerks tended to pay more for the most garments of Alabama College students. The garments included in this groups were raincoats, \$21.30; blouses, \$5.70; skirts, \$9.90; cardigan sweaters, \$10.00; and dresses, \$17.90. Again, as in the University

of Alabama group, the group paying the smallest average price for the most number of garments was the skilled labor group.

At Howard College the professional or executive group paid the highest average price for the most garments - long coats, \$70.50; raincoats, \$23.25; skirts, \$10.75; slip-over sweaters, \$11.25; cardigan sweaters, \$11.75; and dresses, \$18.00.

The skilled labor group paid the lowest average price for four garments, jackets, \$21.66, skirts, \$9.00; raincoats \$16.66; and dresses, \$12.66.

The conclusions that can be drawn are that price paid for garments does not decrease as the level of occupation falls in the first three level - professional and executive, manager and owner of a small business, and salesmen and clerks. However, the skilled labor group tended to pay slightly less for garments than the other three groups.

As it was pointed out in table XIV the women from the University of Alabama paid slightly more for their school clothes than the other two groups. Alabama College women tended to pay the smallest amount for most garments than women from the other schools.

Table XVIII
 Relationship Between the Average Number of
 Selected Outer Garments Owned and Whether
 or Not the Freshmen Women Belong to a Sorority

College	Selected Garments	Sorority Group		Non Sorority Group	
		No. & % In Group	Ave. No. of Selected Outer Garments Owned	No. & % In Group	Ave. No. of Selected Outer Garments Owned
University of Alabama	Long Coats Jackets Raincoats Blouses Skirts Slip-over Sweaters Cardigan Sweaters Dresses	No. Percent	Per Person	No. Percent	Per Person
		39 34.8%	2.1 2.0 1.4 19.9 17.2 4.5 9.4 11.9	71 63.4%	2.3 2.1 1.3 18.3 16.3 5.9 7.8 13.2
Alabama College	Long Coats Jackets Raincoats Blouses Skirts Slip-over Sweaters Cardigan Sweaters Dresses	No. Percent	Per Person	No. Percent	Per Person
		57 99.9%			2.1 2.1 1.1 17.0 16.1 5.4 7.8 12.5
Howard College	Long Coats Jackets Raincoats Blouses Skirts Slip-over Sweaters Cardigan Sweaters Dresses	No. Percent	Per Person	No. Percent	Per Person
		5 45.5%	2.0 1.8 1.4 18.2 19.0 5.2 7.4 13.8	6 54.5%	2.0 2.0 1.2 22.3 21.7 4.5 8.0 12.2

The purpose of Table XVIII was to see if there was any relationship between the number of garments a freshman owned and whether or not she belonged to a sorority. The questionnaires received from the University of Alabama and Howard College were divided into two groups: sorority and non sorority. There are no sororities on the Alabama College campus.

Of the 112 women considered at the University of Alabama 39, or 34.8 per cent, of them did belong to a sorority. Seventy-one or 63.4 per cent did not belong to a sorority. Two women did not indicate whether they belonged to a sorority or not. When sorority women were compared with non sorority women, there proved to be very little difference in the number of garments owned. Both groups had on the average, two (2) long coats and two (2) jackets. The average for the nonsorority group was .2 greater for long coats, and .1 greater for jackets. The average number of raincoats was slightly more than one - 1.4 for the sorority group, and 1.3 for the non sorority group. The greatest difference occurred in the number of blouses. The sorority women owned, on the average, 19.9 blouses, while the nonsorority women owned 18.3 blouses. The sorority group had .9 more skirts per person than the nonsorority group, and 1.6 more cardigan sweaters than the nonsorority group; while the nonsorority group had 1.4 more slip-over sweaters and 1.3 more dresses than the sorority group. The sorority group had slightly more raincoats, blouses, skirts, and cardigan sweaters than the non sorority group; while the nonsorority group had slightly more coats, jackets, dresses,

and slip-over sweaters than the sorority group.

Of the 11 questionnaires received from Howard College 5 women, or 45.5 per cent, belonged to a sorority, and 6 women, or 54.5 per cent, did not belong to a sorority. Again there was very little difference in the number of garments owned by sorority women and the number of garments owned by non sorority women. Both groups had an average of two (2) long coats per person. The nonsorority group had 2.0 jackets while the sorority group had 1.8 jackets per person. The sorority group had .2 more raincoats than the nonsorority group, .7 more slip-over sweaters than the non sorority group, and 1.6 more dresses than the nonsorority group. The nonsorority group had .2 more jackets, 4.1 more blouses, 2.7 more skirts, and .6 more cardigan sweaters than the sorority group. Again, the greatest difference occurred in the number of blouses - the nonsorority women having 4.1 more blouses per person than the sorority women.

When the three colleges were compared, again there was little difference in the number of garments owned. When sorority women at the University of Alabama were compared to sorority women at Howard College the University women had .1 more coats, .2 more jackets, 1.7 more blouses, 1.8 more skirts, and 2.0 more cardigan sweaters per person than the Howard College women. The Howard College women had .7 more slip-over sweaters, and 1.9 more dresses than University women. Both groups had 1.4 raincoats per person.

When the non sorority women from the University, Howard, and Alabama College were compared the University women had .2 more coats

than Alabama College women, and .3 more coats than Howard College women. University women had 2.1 jackets, the same number as Alabama College women and .1 more jackets than Howard College women. University women also had .2 more raincoats than Alabama College women, and .1 more raincoats than Howard College women. Howard College women had the most blouses per person - 22.3 as compared to 18.3 blouses per person at the University and 17.0 blouses per person at Alabama College. Howard College women also had more skirts, 21.7 as compared to 16.3 from the University and 16.1 at Alabama College. University women had more slip-over sweaters, 5.9 per person as compared to 5.4 at Alabama and 4.5 at Howard College; while the Howard women had more cardigan sweaters - 8.0 per person as compared to 7.8 at the University and Alabama College. University women also had .7 more dresses per person than Alabama College women, 1.0 more dresses per person than Howard College women.

The conclusion that can be drawn from this table is that membership in a sorority had very little, if any, effect on the number of clothes a college freshman has. This might be of value in helping a freshman decide whether or not she wants to belong to a sorority. The University women seemed to have slightly more school clothes than women from the two small colleges, however the number was so small that it was not very important. It is interesting to note, also, that women on a campus where there are no sororities have approximately as many clothes as women on campuses where there are sororities.

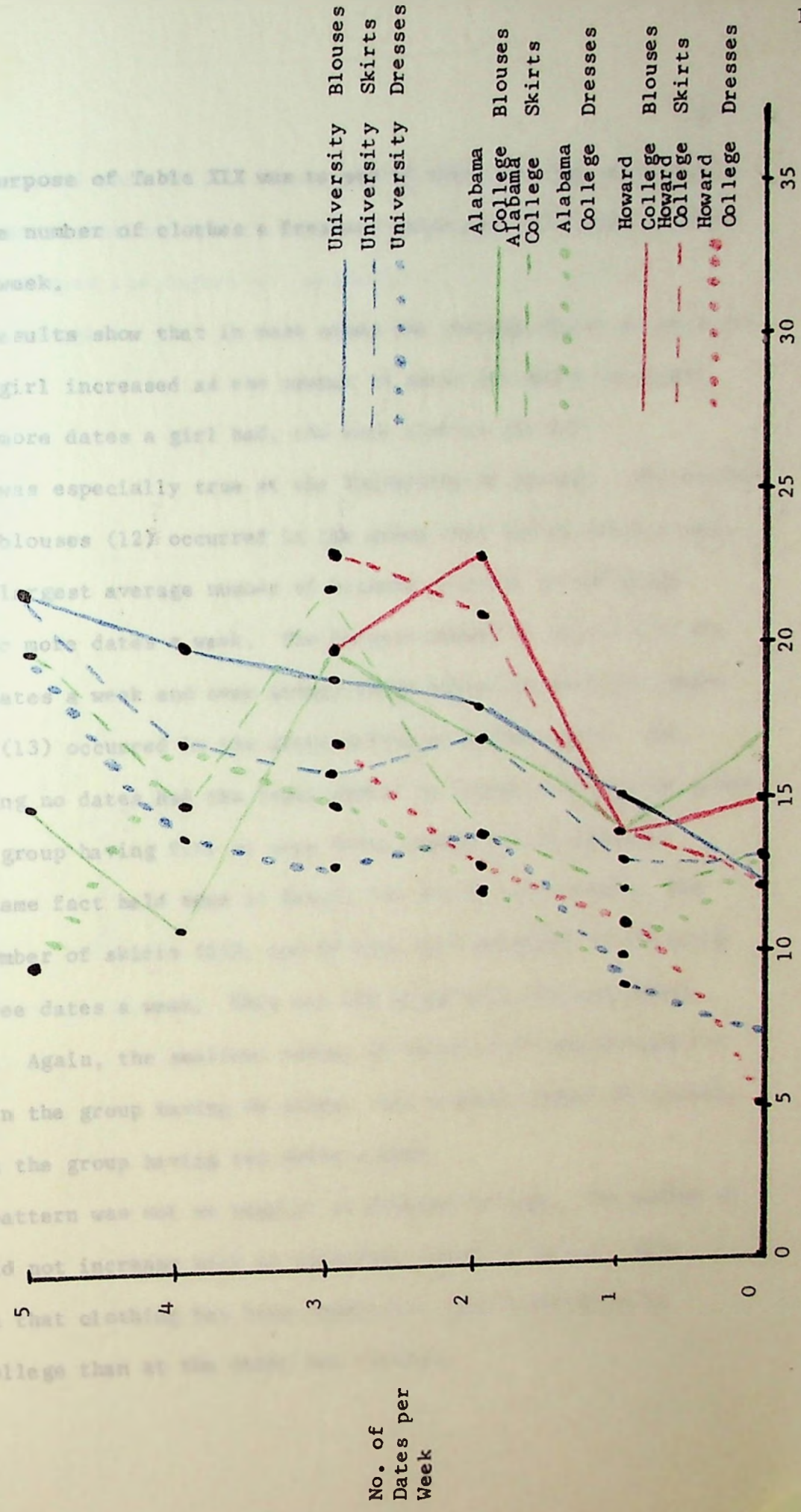
Table XIX

Relationship Between the Average Number of Selected Outer Garments Owned by Freshmen Women at Three Selected Colleges in Alabama and the Number of Dates They Have Per Week.

College	No. in Group	No. Reporting	Garments	Number of Dates Per Week											
				None		1		2		3		4		5 & Over	
				No. in Group	No. of Garments	No. in Group	No. of Garments	No. in Group	No. of Garments	No. in Group	No. of Garments	No. in Group	No. of Garments	No. in Group	No. of Garments
University of Alabama	112	103	Blouses	4	12	13	15	19	18	36	19	25	20	6	22
			Skirts		13		13	17	16		17		17		22
			Dresses		7		9	14	12		14		14		20
Alabama College	58	54	Blouses	7	17	11	14	17	17	13	20	2	11	4	15
			Skirts		13		12	14	22		15		15		20
			Dresses		13		10	12	15		17		17		10
Howard College	11	11	Blouses	1	15	1	14	6	23	3	20				
			Skirts		12		15	21	23						
			Dresses		5		11	13	17						

Graph IX

Number of Garments Owned By Freshmen
Women at Three Colleges in Alabama in
Relation to the Number of Dates They Have per Week



No. of Garments
Scale 1 inch = 5 garments
1 inch = 1 date

The purpose of Table XIX was to see if there was any relationship between the number of clothes a freshman owned and the number of dates she had a week.

The results show that in most cases the average number of garments owned per girl increased as the number of dates per weeks increased. Thus, the more dates a girl had, the more clothes she had.

This was especially true at the University of Alabama. The smallest number of blouses (12) occurred in the group that had no dates a week, while the largest average number of blouses occurred in the group having 5 or more dates a week. The largest number of skirts (22) was in the 5 dates a week and over group; while again the smallest number of skirts (13) occurred in the group having no dates a week. The group having no dates had the least number of blouses (7); on the other hand, the group having five or more dates a week had 20 dresses.

The same fact held true at Howard for skirts and dresses. The largest number of skirts (23), and dresses (17) occurred in the group having three dates a week. This was the group with the most dates at Howard. Again, the smallest number of skirts (12) and dresses (5) occurred in the group having no dates. The highest number of blouses, 23, was in the group having two dates a week.

The pattern was not so regular at Alabama College. The number of clothes did not increase with an increased number of dates. This would mean that clothing has less importance upon impressions at Alabama College than at the other two schools.

The results show that in most cases girls who have more dates also have more clothes, but as in the case of Alabama College, it would depend upon the degree of importance placed upon clothes at the particular school.

Table XX

Relationship Between the Average Number of Selected Outer Garments Owned by Freshmen Women at Three Selected Colleges in Alabama and Whether They Date the Same Boy or Several Different Boys

College	No. in Group	No. Reporting	Garments	Date the Same Boy		Date Different Boys	
				No. in Group	No. of Garments	No. in Group	No. of Garments
University of Alabama	112	107	Blouses	45	19	62	18
			Skirts		17		16
			Dresses		16		11
Alabama College	58	52	Blouses	29	17	22	15
			Skirts		16		16
			Dresses		11		13
Howard College	11	11	Blouses	2	22	9	21
			Skirts		21		20
			Dresses		8		14

Table XX shows the relationship between the average number of school garments owned by the freshmen and whether they date the same boy or several different boys.

At the University of Alabama the girls who dated the same boys all the time had a few more clothes than girls who dated several different boys. This might be because if one dated the same person, he might tire of the same clothes, where as if a girl was dating several boys, they would not see her clothes as often, and thus would not recognize the same garments. The girls who dated the same boy had 19 blouses, 17 skirts, and 16 dresses, as compared to 18 blouses, 16 skirts, and 11 dresses owned by girls who dated several different boys.

At Alabama College girls who dated the same boy had more skirts and blouses than girls who dated several boys, but they did not have more dresses. Girls who dated the same boy had 17 blouses, 16 skirts and 11 dresses, while girls who dated several different boys had 15 blouses, 16 skirts and 13 dresses.

The women at Howard College who dated the same boy all the time also owned more blouses and skirts than those who dated several different boys, but did not have more dresses. Girls who dated several different boys had 21 blouses, 20 skirts and 14 dresses; while girls who dated the same boy all the time had 22 blouses, 21 skirts and only 8 dresses.

Thus, it was generally true that girls who dated the same boy all the time had more of most garments than girls who dated different boys. However, the difference in number was never greater than six garments.

Table XXI

Relationship Between the Average Number of Selected Outer Garments Owned by Freshmen Women at Three Selected Colleges in Alabama and the Number of School Clubs to Which they Belong

College	No. in Group	No. Reporting	Garments	Number of Clubs														
				None			1			2			3			4 & Over		
				No. in Group	No. of Garments	No. in Group	No. of Garments	No. in Group	No. of Garments	No. in Group	No. of Garments	No. in Group	No. of Garments	No. in Group	No. of Garments	No. in Group	No. of Garments	
University of Alabama	112	78	Blouses	7	17	41	19	21	21	19	7	17	2	12				
			Skirts		16		17	19		12	13							
			Dresses		14		13		10	11								
Alabama College	58	49	Blouses	3	18	38	16	6	19	2	18	0						
			Skirts		16		15		16		12							
			Dresses		11		13		14									
Howard College	11	10	Blouses	0		4	24	3	16	2	16	1	15					
			Skirts				22		15		23		15					
			Dresses				11		13		15		15					

Table XXI shows the relationship between the number of selected garments owned by freshmen women and how active she is in college clubs. It was included in the study to determine if more extra curricular activities required more clothes.

The results show that more activities do not require more clothes, or that the number of garments owned do not increase as the number of clubs belonged to increases.

At the University of Alabama the largest number of blouses (21) and skirts (19) owned was in the group that belong to only two clubs; while the largest number of dresses owned (14) occurred in the group that did not belong to any clubs.

At Alabama College the largest number of blouses owned (19) also occurred in the group that belonged to two clubs; the largest number of dresses owned (13) occurred in the group that only belong to one club.

At Howard the largest number of blouses (24) was owned by girls who only belong to one club; the largest number of skirts (23) was owned by girls who belonged to three clubs.

When the three schools were compared girls at Howard College owned more blouses (24) more skirts (23) and more dresses (15) than did the girls at the other two schools.

VI. Summary

This study was undertaken in the fall semester, 1965, in order to investigate some of the factors influencing the selection of outer school garments of freshmen women in home economics at three selected colleges in Alabama. These colleges were the University of Alabama, Alabama College, and Howard College. The University of Alabama is a large state university of over 10,000 students where particular brand names and prestige items in clothing are very important. Alabama College is a state co-educational college of over 2000 students. It is located in a small college town, where "high" styles are slower to be accepted. Howard College is a Baptist co-educational school located in Birmingham, where its students are surrounded by city life and the newest fashions and more sophisticated styles. It has between 2500 and 3000 students. Three colleges were chosen in order to determine not only what the popular sophisticated, and prestige articles and brand names of clothing were on each of the campuses, but also to see if dress codes, prestige carrying garments, and sophisticated styles and fads differ at different types of colleges in a state. Freshmen women were chosen because interest in clothing is at its peak during adolescent years. Home Economics majors were chosen because they are a unified group working toward similar goals, yet they represent different home and family backgrounds.

Data was obtained by means of a questionnaire which was distributed to and collected from freshmen women in home economics at the three colleges during the month of October.

The data was divided into three sections. The first section was to determine influence that prestige items, campus fads, and sophisticated styles and brand names have on choices of clothing. Such things as styles of skirts, brands of blouses and shoes, styles of socks and hose, and types of hairpieces were discussed.

The second section was to determine some specific clothing practices such as do they make their own clothes or buy them ready-made, what was most important in selecting a ready-made dress, and whether or not they earned the money with which to buy their clothes.

The purpose of section three was to compare family backgrounds of the freshmen women to how much they paid for their clothes; and their dating practices and school activities to the number of clothes they owned.

The results of this study are as follows: "High" style garments and brand names which carry prestige were more popular and worn more frequently at the University of Alabama than at either of the other two schools.

Courrage styled clothes have been slow to be accepted at all three schools. However, nearly 50 per cent of the women indicated that they did not know who he was; so perhaps more women have these styles in their wardrobes than was indicated. This proved that home economics freshmen are not familiar with fashion designers by name.

Over half of the girls at each school preferred the newer A-line skirts over the regular straight skirts. However only a little over

half of the Alabama College women liked them as compared to over 70 per cent of the University of Alabama and Howard College women.

Although the Villager blouse is considered to be a sophisticated name in school blouses, about one-third of the women at each school wore a cheaper blouse, Ship-and-Shore most frequently. A larger percentage of the University women wore the Villager blouse than did girls from the other two schools.

Loafers were the most popular style of shoes, worn by 100 per cent of the women at all three schools. "Flats" and stacked heels were worn second most frequently while boots and rah-rahs were the least popular styles.

The University of Alabama students were more aware of brand names in shoes than were students from the other schools. Weejuns, which is very much a prestige name in loafers, was the brand worn most frequently at all schools, while Spaldings and Old Maine Trotters were the other brands most frequently mentioned.

Textured hose and socks are in fall, 1965, the latest fads for campus wear, however, over 50 per cent of the women studied do not wear them. This indicates that this fad has been slow to be accepted in the southeast. Of the ones who do wear long socks, the knee length is more popular than over-the-knee length. This would again indicate that this style is slowly being accepted, for over-the-knee socks are considered by designers and garment manufactures to be "high" style for fall, 1965.

There seems to be a trend in making one's hair appear different

from its natural state by coloring the hair or adding a hairpiece. This is especially true among college freshmen. At the University of Alabama and Alabama College over 50 per cent of the women indicated they like frosted hair, although only eighteen per cent actually had their's frosted. The most popular idea in hair treatment at Howard College was the addition of a wiglet. Girls at all three schools indicated they preferred a wiglet over a wig. About the same number wore them to class as those who did not.

The majority of the women, 64 per cent, bought their school clothes ready-made. On the other hand, nearly one-fifth of them made their own clothes. Some of their clothes were also made by mothers and grandmothers. This indicated that quite a number of people do sew at home.

The majority of the women, over 70 per cent, bought coats, jackets, and raincoats at department stores. Skirts, sweaters, blouses and dresses were the articles most frequently purchased at specialty shops. Skirts and dresses were the articles most frequently made at home.

Women at the University of Alabama tended to pay slightly more for their clothes than women from the other two schools. Howard College students paid more than Alabama College students.

The majority of the students, over 70 per cent, do not earn any money to help in buying their clothes. However, more students at the University earn money for clothes than students from the other two schools.

The average price paid for selected garments by University students tended to increase with increased income. At the other two schools

however, no definite pattern relating amount paid and income could be made. Many students indicated that they did not know what the family income was and were not aware of the actual price of clothes.

There was no relationship between father's occupation and amount paid for clothes in the upper three occupational levels - professional or executive, manager or owner of a small business, and salesman or clerk. However, people in the skilled laborer and small farm owner group paid slightly less for most garments.

Membership in a sorority had very little, if any effect on the number of garments the women owned. Women from the University had slightly more clothes than women from the other two schools. Women on a campus where there are no sororities had approximately as many clothes as women on campuses where there are sororities.

Girls who had the most number of dates per week also had the greatest number of blouses, skirts, and dresses. At all three schools, the number of garments owned increased as the number of dates per week increased.

It was generally true that the girls who dated the same boy all the time had a few more garments than those who dated several different boys. However, the difference was not greater than six garments.

Activity in college clubs had no relationship to the number of garments owned. As the number of clubs to which these freshmen belong increased, the number of garments did not increase in all cases.

This study shows that clothing choices of freshmen women are influenced by many things. Most of these girls are influenced more by

the popular styles and names that carry prestige on their particular campus, rather than what is considered sophisticated and stylish by manufacturers and designers. This is important, for freshmen feel they must conform to the group around them in order to be accepted. This is one of the primary considerations in the normal adjustment and maturation of an adolescent.

VII. Conclusions

The purpose of this study was to investigate some of the factors influencing the selection of outer school garments of freshmen women in home economics at three selected colleges in Alabama.

Because young people are so interested in current styles and fads, and are so eager to dress like their peers, one of the main considerations of this study was to determine what the popular styles were on the three campuses. What brand names and clothing items were considered to carry the most prestige on each campus was also investigated. It was determined to what extent the women on each campus recognized these styles, and brands as prestige items, and to what extent they included these brands and styles of garments in their wardrobe. Another point of consideration was whether or not the majority of women students wore these prestige items, and to what extent the students conformed to what the majority wore. Popular and prestige items, on the three campuses were compared, to see if different brands and styles carry more or less prestige or are more or less popular at three different types of colleges in a state. It was found that loafers were the most popular type of footwear for school in fall, 1965. Weejuns is considered a brand of loafers carrying prestige, and was the brand most popular and worn by most of the students. Other popular styles were flats, boots, and stacked heels. In 1960 Thompson and Edmonds found that bobby socks and loafers and flats were the popular footwear. This study in 1965 showed that textured hose and long socks were now popular instead of bobby socks. Although over-the-knee socks are the

latest styles and fads in fashion magazines, the majority of women liked the shorter knee-length better and wore them most often.

Another consideration in this study was to find out what a freshman girl considers as most important when she buys a ready-made school dress. It was found that over 65 per cent of the women in this study considered becomingness as most important when buying a school dress. This can be compared to a study by Thompson and Edmonds at the University of Alabama. They found that 50 per cent of the women considered style as most important and 40 per cent checked harmonizing with the rest of the wardrobe. Rumbeck and Latzke found that girls at Stephens College thought it was most important that the garment was flattering to their personal coloring.

Whether or not girls belonging to a sorority had more school clothes than those who were not in a sorority was also studied. This study showed that sorority women and non sorority women had approximately the same number of school clothes. This agrees with a study by Thompson and Edmond who found that the number of school clothes would be the same, but that sorority women would require more "dressy" clothes.

Another consideration was the method by which college freshmen girls acquired their clothes. It was found that 64 per cent of the students bought all their school clothes ready made. On the other hand, 31 per cent said some of their school clothes were made at home, either by themselves, their mothers or grandmothers. At Iowa State Glenn found that almost 100 per cent of the girls had articles made at home.

The number of garments needed and owned by college freshmen has been studied by several people. Turner at Kansas State University and Ryan at Cornell University found that the number of blouses and sweaters owned by women at these two schools was almost the same. Women at Kansas State had 9.9 sweaters and Women at Cornell owned 8.75 sweaters. Women at Kansas State owned 10.1 blouses and Cornell women owned 9.93 blouses. However, the results of this study show that women at the three colleges in Alabama had quite a few more of these garments. The average number of sweaters owned was 14 and the average number of blouses was 18. The size of the college town and the degree of importance placed upon clothes on the particular campus would affect the number of garments owned by the students.

How much students spend on clothes in relation to their father's occupation was investigated. It was found that occupation had little effect on the amount of money spent for clothes. Glenn also found at Iowa State that clothing selection was not in any way related to father's occupation. On the other hand Rosencranz found that clothing selection and interest was definitely related to father's occupation, income, and education.

Baumgartner found that expenditure for clothes increased with family income. This study proved the same to be true at the University of Alabama.

Hoffman found that students have little idea of the total cost of clothing for a year. This study plainly pointed up this fact too, for many students wrote in "I have no idea" when asked how much they paid for clothes and what the family income was.

Thus, it can be concluded that some of things that were proven in this study have been proven by other people as well. In some instances the results of this study agreed with the results of other studies; in other instances they contradicted what was found in previous studies. Also, some new facts which have not been studied before, such as popular styles and prestige brands, were emphasized.

Freshmen women at many different colleges dress alike in some respects; however the size and location of the college, the degree of importance placed upon clothes at the particular campus, and what is currently popular and what carried the most prestige on their own campus, influences what the freshmen women wear to the greatest extent.

VIII. Recommendations for Further Study

For additional studies on clothing selection of college women it is recommended that:

1. A personal interview to supplement the questionnaire would be helpful so that the interviewer might answer questions regarding the questionnaire as they arise.
2. It would be interesting to compare dress codes at different schools from different sections of the country to determine if the same styles, brands, and prestige items prevail in all sections of the country or just according to a particular campus or portion of the country.
3. Studies on the selection of clothing of college students could be done on clothes other than school clothes, such as sportswear, loungewear, "dressy" clothing and wraps, to determine if different activities of the students require different numbers and kinds of clothes.
4. Studies on the selection of clothing of male college students could be made according to fashion trends, prestige brands, and types of schools.
5. Studies on the types of accessories worn by college women would be interesting.
6. A study on guidance programs for college seniors in selecting proper clothing for work as well as school would be helpful.
7. Studies could be made on types of fabrics and pattern designs on the market compared to ready-made designs and fabrics to see if this influences the number of people who sew at home.
8. A study on clothing selection of college students by manufacturers and distributors of young women's clothes would be helpful to them in knowing what styles to produce in what types of fabric.
9. Additional study on choice of clothing as compared to family background factors of education, occupation, and income would be helpful.
10. Size of the hometown should be included in the questionnaire as this seems to influence according to previous studies, clothing choices more than family income and occupation.

11. A comparative study between senior women and freshmen women would be helpful to see if attitudes regarding clothing selection change during four years of college. .
12. A comparative study between home economics students and students in other fields of study would be helpful to see if home economics training influences the choices of clothing.

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APPENDIX A

Department of Clothing, Textiles, and Related Art
School of Home Economics
University of Alabama
Miss Henrietta Thompson, Advisor

This is part of a study of some of the factors influencing the selection of outer garments for campus wear by freshmen women in home economics. Individual replies will be confidential. There is no need to sign your name.

CLOTHING INFORMATION

11. Where do you usually buy your ready made school clothes? Write in (1) department store, (2) specialty shop, or (3) other.
 - a. Long coats _____
 - b. Jackets _____
 - c. Raincoats _____
 - d. Blouses _____
 - e. Skirts _____
 - f. Sweaters _____
 - g. Dresses _____

12. How much did you pay for each of these the last time you bought one?
 - a. Long coat \$ _____
 - b. Jacket _____
 - c. Raincoat _____
 - d. Blouse _____
 - e. Skirt _____
 - f. Slip-over sweater _____
 - g. Cardigan sweater _____
 - h. Dresses _____

13. Estimate the number of these articles of school clothing that you have.
 - a. Long coats _____
 - b. Jackets _____
 - c. Raincoats _____
 - d. Blouses _____
 - e. Skirts _____
 - f. Slip-over sweaters _____
 - g. Cardigan sweaters _____
 - h. Dresses _____

14. What kind of skirt do you prefer? Check one.
 - a. _____ straight skirt
 - b. _____ A-line skirt

5. What do you consider most important in selecting a ready made school dress? Indicate importance by 1, 2, or 3.
 - a. _____ price
 - b. _____ brand name
 - c. _____ serviceability
 - d. _____ becomingness

6. How do you acquire most of your school clothes? Check.
- a. _____ buy ready-made
 - b. _____ made by my mother
 - c. _____ made by myself
 - d. _____ made by dressmaker
 - e. _____ other If so, how? _____
7. What school clothing is usually made at home? _____
8. What school clothing do you usually buy ready made? _____
9. What brand of blouse do you purchase most frequently? _____
10. Is this the same brand that the majority of the women on your campus wear? Check.
- a. _____ yes
 - b. _____ no
11. Are any of your school clothes Courrage inspired? Check.
- a. _____ yes
 - b. _____ no
- If so, what? _____
12. What kinds of shoes do you wear to school? Check.
- a. _____ loafers
 - b. _____ rah-rahs
 - c. _____ boots
 - d. _____ other If so, what? _____
13. Do you prefer a particular brand of school shoes? Check.
- a. _____ yes
 - b. _____ no
- If yes, what? _____
14. Do you wear textured hose and textured socks? Check.
- a. _____ yes
 - b. _____ no
15. Do you prefer knee length or over-the-knee length socks? Check.
- a. _____ knee length
 - b. _____ over-the-length
16. Do you like frosted hair? Check.
- a. _____ yes
 - b. _____ no
17. Have you had your hair frosted at any time? Check.
- a. _____ yes
 - b. _____ no
18. (a) Do you have a wig or wiglet? Check.
- a. _____ yes
 - b. _____ no
- (b) If yes, indicate which one. _____

(c) Do you wear it to class? Check.

- a. _____ yes
b. _____ no

19. Do you earn the money for your clothing? Check.

- a. _____ yes
b. _____ no

If so, about what proportion? _____

GENERAL INFORMATION

20. Are you a member of a sorority? Check.

- a. _____ yes
b. _____ no

21. To what college clubs do you belong? 1. _____

2. _____
3. _____
4. _____
5. _____

22. About how many dates do you have a week? _____

23. Do you date the same boy or several different boys? Check.

- a. _____ the same boy
b. _____ several different boys

24. Are most of the boys you date members of a fraternity or independents?
Check one.

- a. _____ fraternity boys
b. _____ independent boys

25. Check the one which most closely corresponds to your father's occupation.

- a. _____ professional, executive, proprietor of large business
b. _____ semi-professional, manager, proprietor of small business, large farm.
c. _____ clerk, salesman, minor official
d. _____ skilled worker, farm (small farm)
e. _____ unskilled worker, farm laborer

26. Check the one which most closely corresponds to your father's education.

- a. _____ professional or graduate school
b. _____ college graduate
c. _____ college (1-3 years)
d. _____ vocational or business training
e. _____ high school graduate
f. _____ less than high school graduate

27. Check the one which most closely corresponds to your mother's education.

- a. _____ professional or graduate school
b. _____ college graduate
c. _____ college (1-3 years)
d. _____ vocational or business training
e. _____ high school graduate
f. _____ less than high school graduate

28. Check the one which most closely corresponds to your family's annual income.

- a. _____ under \$5,000
- b. _____ \$5,000 - \$10,000
- c. _____ \$10,000 - \$15,000
- d. _____ \$15,000 - \$25,000
- e. _____ over \$25,000

29. What type of college do you attend? Check.

- a. _____ large state university
- b. _____ church related college
- c. _____ state coeducational college

APPENDIX B

Box 4006
University, Alabama
October 6, 1965

Dr. Rebecca Pate
Head of Department of Home Economics
Alabama College
Montevallo, Alabama

Dear Dr. Pate:

I am a graduate student in clothing and textiles at the University of Alabama. In a special problems course under Miss Henrietta Thompson I am doing a study on some of the factors influencing the selection and wearing of clothing of freshmen women in home economics. In order to obtain information to be used in this study I am preparing a questionnaire to be given to freshmen women in home economics. I would like to determine if there are any differences in clothing practices on three different types of college campuses in our state. I have chosen the University of Alabama and Howard College as two of the schools to be used in this study and would like to use Alabama College for the third one.

Will you and the teachers of freshmen in home economics at Alabama College be willing to distribute this questionnaire to your students and return them to me to be used in this study?

It has been a great pleasure of mine to become friends here at the University with one of your Alabama College graduates, Jo Ann Nichols. I am looking forward to hearing from you very soon.

Sincerely yours,

(Miss) Susan Elizabeth Bennett

Box 4006
University, Alabama
October 19, 1965

Dr. Rebecca Pate, Chairman
Department of Home Economics
Alabama College
Montevallo, Alabama

Dear Dr. Pate:

Thank you so very much for your letter of October 14.
I would like to visit Alabama College on Wednesday, October 27,
to administer my questionnaire if that day will be convenient
with you.

Jo Ann Nichols and Mary Helen Marshall, another graduate
student in clothing and textiles, are planning to come with
me. We plan to be in Montevallo between 9:00 and 9:30.

If these plans are not convenient with you, please let
me know. Thank you again for your cooperation and interest.

Sincerely yours,

(Miss) Susan Elizabeth Bennett

Box 4006
University, Alabama
October 18, 1965

Mrs. Dorothy Funderburke, Head
Home Economics Department
Howard College
Birmingham 9, Alabama

Dear Mrs. Funderburke:

Enclosed you will find twenty-five copies of the questionnaire I am using for my study on freshmen women's clothing that I talked with you earlier about. I hope you and Mrs. Moncus are still willing to help me with this study.

Will you please give a copy to every freshman majoring in home economics that it will be convenient for you to see?

As the first draft of this paper is due on November 11, I will need to start compiling the data as soon as possible. If you will collect as many of the questionnaires as you can and have them returned to me no later than Friday, October 29, I surely will appreciate it.

Thank you again for your cooperation. Remember me to Mrs. Moncus and all the girls.

Sincerely yours,

(Miss) Susan Elizabeth Bennett