



An analysis of the wardrobe content of Montana State University freshman home economics students showing wardrobe planning and sources  
by Ann Harris Stagg

A thesis submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of  
MASTER OF SCIENCE in Home Economics  
Montana State University  
© Copyright by Ann Harris Stagg (1967)

**Abstract:**

Planning and selecting a good basic wardrobe has been a major problem for many girls entering college. A lack of specific information concerning actual wardrobes exists.

One hundred and three Montana State University freshman home economics women students participated in a study during winter quarter, 1966, to determine the content of their wardrobes, the time each item was acquired, its source, and if a college wardrobe was being planned when the item was acquired.

friends and relatives in college were the major sources of information concerning the college wardrobe. The least amount of information was from professional home economics sources. Extension and/or 4-H supplied only 3.97% and only 6 girls ranked their high school home economics courses first as a source of wardrobe information.

Only 17 of the 103 girls felt that they 'always' had appropriate clothing; dressy clothes were frequently listed as needed. Although most of the students felt they had the right amount of clothing, few felt that the storage space for clothing was adequate. The average storage space for clothing at this college was 3 drawers, 2 shelves, and 3 feet, 10 inches of closet rod space.

Wardrobes are cumulative. Of the average freshman's wardrobe, 81.6% was acquired before arriving at college, High school wardrobes accounted for 55.65%, The senior year of high school was the time period in which the largest amount of the total wardrobe was obtained.

About half of the clothing a girl brought to college with her was obtained with consideration for the college wardrobe. The average college wardrobe for these students contained 182 garments. The mean numbers of various kinds of clothing were: 4 coats, 4 suits, 12 dresses, 16 sweaters, 14 skirts, 2 jumpers, 17 blouses, 17 sportswear, 6 loungewear, 27 lingerie, 16 footwear, 16 hosiery, and 22 accessories.

Some emphasis on the consumer aspects of clothing selection is implied by the finding that 61.53% of the wardrobe was selected personally or with advice. Gifts were the second largest source of wardrobe items. An average of 22.3 garments were constructed; 17 were personally constructed by the girl, and 5.3 were constructed for her, Other studies have indicated that freshmen bring too many clothes to college. High school students or adults who guide adolescents may find this study useful in providing some guidelines for developing a clothing program oriented to the many factors which affect the planning and selection of the individual wardrobe.

121  
AN ANALYSIS OF THE WARDROBE CONTENT OF MONTANA STATE  
UNIVERSITY FRESHMAN HOME ECONOMICS STUDENTS  
SHOWING WARDROBE PLANNING AND SOURCES

by

ANN HARRIS STAGG

A thesis submitted to the Graduate Faculty in partial  
fulfillment of the requirements for the degree

of

MASTER OF SCIENCE

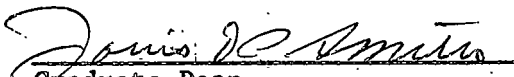
in

Home Economics

Approved:

  
\_\_\_\_\_  
Head, Major Department

  
\_\_\_\_\_  
Chairman, Examining Committee

  
\_\_\_\_\_  
Graduate Dean

MONTANA STATE UNIVERSITY  
Bozeman, Montana

June, 1967

ACKNOWLEDGEMENT

The writer wishes to express sincere appreciation to the members of her committee for their encouragement and guidance. Gratitude is extended to Miss Ruth Osborn, the writer's major advisor, for the counsel so generously given throughout this graduate program. The writer wishes to thank Dr. Marjory Brooks for her inspiration and breadth of vision regarding Home Economics, and Mr. Cyril Conrad, for his perceptive advice. Appreciation is extended to Mrs. Clara Fink for her cooperation and help in making available the participants in the study.

Special thanks are due to 103 Freshman Home Economics students whose willing participation and careful tabulations make this study meaningful.

Deep appreciation is expressed to the School of Home Economics at Montana State University for the assistantship which enabled her to continue her education.

Finally, the writer wishes to thank her family for being understanding and helpful, and to express deep appreciation for the support and concern of her husband and for his generous assistance on the statistical aspects of this study.

TABLE OF CONTENTS

	Page
VITA . . . . .	ii
ACKNOWLEDGEMENTS . . . . .	iii
TABLE OF CONTENTS . . . . .	iv
LIST OF TABLES . . . . .	vi
LIST OF FIGURES . . . . .	vii
ABSTRACT . . . . .	viii
CHAPTER I INTRODUCTION . . . . .	1
Purpose of the Study . . . . .	1
Justification of the Study . . . . .	1
CHAPTER II REVIEW OF LITERATURE . . . . .	3
CHAPTER III PROCEDURE . . . . .	14
The Study Sample . . . . .	14
Collection of Data . . . . .	14
Treatment of the Data . . . . .	16
CHAPTER IV FINDINGS . . . . .	18
Summary of Background Information Questionnaire . . . . .	18
Questions relating to Wardrobe . . . . .	23
College Clothing Storage . . . . .	29
Summary of Wardrobe Inventories . . . . .	31
Wardrobe Content . . . . .	31
Group A: When Wardrobe Items were Obtained . . . . .	36
Group B: Sources of Wardrobe Items . . . . .	39
Selected Personally and/or With Advice . . . . .	39

	Page
Received as a Gift . . . . .	42
Obtained by Construction . . . . .	43
Obtained from 'Other' Sources . . . . .	48
Group C: College Planning of the Wardrobe . . . . .	50
CHAPTER V DISCUSSION, INTERPRETATION AND RECOMMENDATIONS . . . . .	56
APPENDIX . . . . .	60
A. Background Information Questionnaire . . . . .	61
B. Presentation of Study to Student Sample . . . . .	63
C. Summary of Inventory Totals . . . . .	66
D. Distribution Ranking of Wardrobe Sources, Time Obtained, and College Wardrobe Pre-Planning . . . . .	68
LITERATURE CONSULTED . . . . .	71

LIST OF TABLES

Table	Page
I. Size of Home Communities of Freshman Home Economics Women Students . . . . .	20
II. Numbers of Brothers and Sisters of Women Students . . .	21
III. Relative Extent of Information Received Concerning A College Wardrobe . . . . .	24
IV. Home Economics Freshman Women's Opinion of Adequacy of Clothing Storage Space . . . . .	26
V. College Clothing Storage . . . . .	29
VI. Freshman Home Economics Women Students Average Wardrobe Content . . . . .	32
VII. Wardrobe Content Showing Mean, Median, and Range . . . .	34
VIII. When Obtained: Rank and Percent of Garment Categories and Total Wardrobe . . . . .	38
IX. Source of Wardrobe Items: Rank and Percentage of Garment Categories and of the Total Wardrobe . . . . .	44
X. Group C: College Planning-Rank and Percentage of Wardrobe Items and Totals Obtained With and Without College Wardrobes in Mind . . . . .	54

LIST OF FIGURES

Figures	Page
1. Size of High School Graduation Classes of Freshman Home Economics Women Students . . . . .	19
2. Number of Children in Families from Which Home Economics Freshman Women Students Come . . . . .	22
3. Relationships of Opinions Held by Freshman Home Economics Women Concerning College Clothing Storage Space, Wardrobe Appropriateness and Wardrobe Amount . . . . .	28
4. When Obtained: Percent and Number of Garments in Average Wardrobe Obtained During High School Years and Since Entering College . . . . .	36
5. Sources of Wardrobe Items: Percent and Number of Garments in Average Wardrobe from Various Sources . . . . .	40
6. Selection as a Source of Wardrobe Items: Percent of Garments Selected Personally and/or With Advice . . . . .	41
7. Gifts as a Source of Wardrobe Items: Percent of Garment Group Received as Gifts and Rating of Importance of Gifts as Source of Categories . . . . .	45
8. Construction as a Source of Wardrobe Items: Percent and Number of Garments Obtained With and Without Considering the College Wardrobe . . . . .	47
9. College Wardrobe Planning: Percent and Number of Garments Obtained With and Without Considering the College Wardrobe . . . . .	51

ABSTRACT

Planning and selecting a good basic wardrobe has been a major problem for many girls entering college. A lack of specific information concerning actual wardrobes exists.

One hundred and three Montana State University freshman home economics women students participated in a study during winter quarter, 1966, to determine the content of their wardrobes, the time each item was acquired, its source, and if a college wardrobe was being planned when the item was acquired.

Friends and relatives in college were the major sources of information concerning the college wardrobe. The least amount of information was from professional home economics sources. Extension and/or 4-H supplied only 3.97% and only 6 girls ranked their high school home economics courses first as a source of wardrobe information.

Only 17 of the 103 girls felt that they 'always' had appropriate clothing; dressy clothes were frequently listed as needed. Although most of the students felt they had the right amount of clothing, few felt that the storage space for clothing was adequate. The average storage space for clothing at this college was 3 drawers, 2 shelves, and 3 feet, 10 inches of closet rod space.

Wardrobes are cumulative. Of the average freshman's wardrobe, 81.6% was acquired before arriving at college. High school wardrobes accounted for 55.65%. The senior year of high school was the time period in which the largest amount of the total wardrobe was obtained.

About half of the clothing a girl brought to college with her was obtained with consideration for the college wardrobe. The average college wardrobe for these students contained 182 garments. The mean numbers of various kinds of clothing were: 4 coats, 4 suits, 12 dresses, 16 sweaters, 14 skirts, 2 jumpers, 17 blouses, 17 sportswear, 6 loungewear, 27 lingerie, 16 footwear, 16 hosiery, and 22 accessories.

Some emphasis on the consumer aspects of clothing selection is implied by the finding that 61.53% of the wardrobe was selected personally or with advice. Gifts were the second largest source of wardrobe items. An average of 22.3 garments were constructed; 17 were personally constructed by the girl, and 5.3 were constructed for her.

Other studies have indicated that freshmen bring too many clothes to college. High school students or adults who guide adolescents may find this study useful in providing some guidelines for developing a clothing program oriented to the many factors which affect the planning and selection of the individual wardrobe.

## CHAPTER I

### INTRODUCTION

Purpose of the study. The concern of this study was to determine what clothing a Montana State University freshman home economics woman student had in her wardrobe, how and when each item was acquired, and whether a college wardrobe was being planned when the item of clothing was acquired.

Additional concerns were the girls' sources of information relative to what is needed in a college wardrobe; whether they felt they brought appropriate clothing; whether they brought too much, too little, or about the right amount; and an opinion as to the adequacy of clothing storage at college as well as a measurement of actual storage space used.

Justification for the study. College is a major expense for an individual and her family. Tuition, board, room, and related expenses are relatively easy to calculate and plan for, since these are expenses which are listed in most college catalogs. Clothing may be an unplanned, but major expense. Thoughtful consideration of all the factors involved in the college freshman woman's wardrobe could greatly reduce this expense. These factors include such items as changes in fashion, climate, role or status perception, need for clothes to aid in personality identification, and special extra-curricular garments. A careful evaluation of the wardrobe early in high school could lead to planning a wardrobe which could be used in college and which would be likely to fulfill the socio-psychological needs of the individual.

This study provides information concerning the actual wardrobe content of 103 freshman home economics women students.

Atherton (4) and others have found that planning and selecting a good basic wardrobe has been a major problem for many girls entering college. Since this is the only wardrobe study that has been done in Montana, it is the hope of the writer that this study could assist students and their parents in planning college expenditures. Awareness of the proportion of the high school wardrobe which becomes a part of the college wardrobe could lead to better pre-college planning. Fashion, personality, and extra-curricular activities are factors which affect the wardrobe, and need to be given consideration.

Knowing the actual sources of the wardrobe items could help in curriculum planning at all levels by providing a basis for the selection of learning experiences. It is also hoped that a study such as this one might indicate areas needing emphasis in high school home economics courses, 4-H clothing projects, and adult lessons with parents of teenage girls.

## CHAPTER II

### REVIEW OF LITERATURE

Those who are concerned with all aspects of clothing are becoming increasingly aware of the many factors which influence wardrobe selection. The relationship of socio-psychological factors to wardrobe items is beginning to interest many scholars as exploratory studies indicate a need for such considerations.

The writer is in agreement with findings by Atherton (4) at Pennsylvania State College which indicated that the planning and selection of a good basic-wardrobe has been a major problem for many girls entering college. Although many textbooks have sections on wardrobe planning, there is very little information concerning what people actually have in their wardrobes. Further, there is little information available concerning the kind and number of clothes which should be brought to college.

Principal findings in a study of factors associated with clothing consumption among college freshman at Ohio State University in 1961 by Baumgartner (5) indicated that clothing expenditures among college freshmen increased with membership in a fraternity or sorority, and that the expenditure was higher among women than men. This study also indicated that satisfaction with wardrobe contents increased with the student's favorable self-perception in relation to peer-group norms for the number, style, and quality of garments owned. Baumgartner concluded that both socio-economic and socio-psychological factors were involved in determining expenditures for and attitudes toward clothing.

The effect of clothing on the social behavior of individuals was further explored in a study by Treece (20) at Ohio State University in 1959. She formulated the following hypotheses:

1) The degree of importance which an individual attaches to clothing will relate to self-concept, 2) first impressions of personality of an individual are formed on the basis of his external appearance, 3) clothing makes real the role one is performing, both to the perceiver and to the observer, and 4) clothing functions in social life as a status symbol.

All of these would have implications for college freshman women who are assembling a wardrobe. Hurlock (10) found that the period from adolescence to maturity is the time of life in which clothes assume the greatest importance. Dressing correctly for a role is particularly important when an individual enters into new situations. Young people find themselves in new roles and new situations when they leave home to enter college.

The relationship of clothing to personality traits has been the subject of several studies. In 1963, Matthews (13) conducted a study of 373 Ohio State University men and women students to determine their attitudes toward clothing. She reported that women place more importance on clothing than men, and clothing appears to be of more importance to personality identification for women than for men.

In America, people may move from one position to another one which offers more rewards or prestige. This is usually achieved through education (2). Since clothing is an outward evidence of a way of life, changes in one's perception of his role or status would affect his choice of wardrobe items. One might expect a study of college students' wardrobes to

reflect this changing perception of their roles and status. This change would probably be greater for college students than for young people of this same age who have not moved to a different role or place.

Anspach, (1) in a study of trends in clothing research, concluded that a change in the basic concept of the kind of research might be considered practical. While past studies have tended to emphasize the durability of wardrobe items, Anspach suggested that taste and fashion are practical research problems because more wardrobe items are discarded due to changes in fashion and taste, than because of lack of durability. She pointed out the fact that socio-psychological factors have a greater impact on persons in late adolescence than at any other time. This is the period of the young person's life in which she experiments with various roles and social situations in a search for self-understanding.

Changes in fashion and taste have an economic effect on the wardrobe. The devotees of fashion are often the young--the unmarried girl in her teens and early twenties. In America, class distinctions are blurred, and all classes have access to the same merchandise; thus, taste is used as a status symbol and education plus taste may be a means of moving to a higher class offering more rewards or prestige (2).

Glenn (8), in 1964, studied factors related to anticipated and actual wardrobe needs of a random selection of 40 Iowa State University freshman women. She found that three-fourths of the group considered the length of time a garment might stay in fashion. Another conclusion drawn from this study was that consciousness of fashion change is as great among small town women as it is among those from metropolitan areas. Few clues were

found to aid in understanding how consumers react to fashion changes, possibly because no abrupt fashion changes had occurred in the preceding two or three years.

In years of rapid fashion change, a high wardrobe turnover may result in increased expenditure for clothing. A study by Winakor (24) of consumer expenditure for clothing in the United States from 1929 to 1959 concluded that clothing research may have tended to over-emphasize the part played by physical deterioration in the replacement of clothing. High clothing expenditures in the 1929 to 1931 and 1947 to 1948 periods reflect two periods of rapid fashion change. When hem length is greatly increased, as in the 1947 to 1948 period, many garments will be replaced that are not badly worn.

Evidence of fashion's effect on the wardrobe is further brought out in Turner's (21) study at Kansas State University of factors affecting women's wardrobes as recommended by senior women. These women mentioned that styles and appropriateness of garments worn for certain occasions had changed in their four years on the campus. Can-can petticoats were mentioned as an item that had gone out of style. Shorter skirts and sneakers had become appropriate for campus wear. Ten of the 57 women in Turner's 1961 study mentioned that Kansas State coeds were beginning to wear nylon hose to class, but ankle socks were recommended for campus wear by most senior women. They felt that four pair of hose would be adequate for the freshman's wardrobe. Long formals were considered unnecessary by 51 of the senior women, and the other six felt that long formals might be useful for beauty queen contestants.

Fashions in ways of living are reflected in the wardrobe also. The trend seems to be toward the casual types of clothing to fit the casual (as opposed to formal) life of the average American. In department stores, the sportswear and co-ordinated sweater-skirt departments are increasing, while the millinery is greatly reduced. This trend is particularly evident in the western United States. A local example of the trend may be seen in the changes in merchandise emphasis in the past few years at the leading department store in Bozeman.

Warden (22) found that 32 of 135 Southern Illinois University sophomore and junior women said they would participate in more campus activities if they had more suitable clothing. These students reported that special clothes were needed if they were to become members of certain campus organizations. Most of the respondents expressed satisfaction with their present wardrobes, and very few wanted to change the type of clothing owned; although they wanted better co-ordination of colors and accessories, and better quality rather than quantity.

Many wardrobe studies have been based on opinion surveys and not on actual content of the wardrobe. In the recommendations following her study of a college freshman's wardrobe as recommended by seniors, Turner (21) suggested that it might be interesting to do a study to determine the difference in the number of garments actually owned by senior women and the number which they recommend for incoming freshmen. It would also be interesting to do a study to determine the difference between the freshman's wardrobe and the senior's recommendations.

The effect that home sewing has on students' total wardrobes has been

considered in several studies. Warden (23), studied the satisfactions and dissatisfactions with their clothing of women at Southern Illinois University. Although sewing was done for or by girls in 50% of the homes, Warden found that the proportion of garments compared to the total wardrobe was too small to have a major affect.

In a 1961 study of the minimum college wardrobe needed by freshman women at the University of Alabama, Thompson and Edmonds (19) found that 60% of the freshman women students reported that all or some of their clothing was made at home. The authors also found that over half the freshman women considered style to be the most important criterion in selecting a dress.

That climate affects the items chosen for the wardrobe was indicated by the Thompson and Edmonds study and also by Turner at Kansas State University (21). Thompson and Edmonds' Alabama study revealed that every woman considered a rain coat a necessity. In Turner's Kansas State University study, 38.6% felt storm boots were necessary, and 22.8% felt that a heavy storm coat was also needed.

Hoffman (9), in a 1960 study of college clothing expenditures, reported that an average of 70% of the college freshman's wardrobe was made up of clothing carried over from high school. A range of 24% to 89% of high school wardrobe carry-over to college indicated that a few bought nearly all new garments, and others used most of their high school wardrobes in college. This study also showed that the portion of the high school wardrobe carried over into the sophomore year decreased by 26% and that participation in extra-curricular activities and sorority membership

caused an increase in the amount of wardrobe change.

Mayer (14), in a 1947 study of the clothing inventories of 41 teen-age girls, found that teen-age girls were buying many of their own clothes and replacing them rapidly. Mayer concluded that consumer buying as an area of study is a present need for teen-age girls.

In a 1961 study of freshman women attending the University of Maryland, Sheer (16) determined the number of articles of clothing the freshman women owned, and the types of clothing which were represented in their wardrobes. Findings indicated that an average number of 148.94 items per student comprised the wardrobe, and that the wardrobes were actually quite alike in the types of garments owned, even though the backgrounds of the students differed, and the number of garments varied.

Hoffman's study of college clothing expenditures brought out the related data that many students felt that they needed information about clothes suitable for college. Due to lack of specific information, Hoffman found that many freshmen believed that a large and varied wardrobe was necessary and brought many more garments than were needed (9). Turner found that senior women at Kansas State University believed that freshman women brought too many clothes to college (21).

A study by Gilgo (7) in 1962 of the relationship of clothing values and aesthetic reasons as indicated by 36 sorority and 36 independent women students at Pennsylvania State University revealed few significant differences between the two groups of women, although there was some difference between the groups in what they considered a reasonable price for a coat or suit. This study further indicated that of the total number of garments

owned, those seldom or never worn by the sorority girls comprised 28.59% of their wardrobe and 25.95% of the independent girls' wardrobes.

A survey in the September 20, 1966, issue of Women's Wear Daily reported that wardrobe costs for college women average between \$200 and \$500 per year, which was an increase of \$50 over the 1965 expenditures. Women students in the midwest were reported as spending from \$100 to \$1,000 for clothes with an average expenditure of \$400. Upper-class women reported that "the longer we are here, the less we buy". (3)

A study of clothing buying practices of college women by Lindsey (11) stated that most of the 40 college women participating in her survey at Virginia Polytechnic Institute did not have an allotted budget, and usually spent more than their portion of the family income. Her study indicated that more college clothes were purchased at the beginning than at the end of a season, and also showed that these college women owned more clothes than they really needed, yet they desired more than they owned.

Atherton (4) reported that, according to a study by May, Louisiana State University freshman girls who participated in active sports and formal activities owned larger wardrobes than did those who were comparatively inactive.

According to Latzke and Windhorst (12), the clothing expenditures of college girls were high when compared with expenditures of girls of the same age in other groups of society. They further stated that it was part of the college girl's training to learn to dress correctly for her profession, and that it was necessary for her to experiment to find the best wardrobe plan for herself.

Ryan (15) found that girls enrolled in arts and sciences owned more clothes, paid more for them, and felt better dressed than the university average. She also found that the home economics students were more interested in clothes than were the other groups, but had more nearly an average sized wardrobe, and felt as well dressed as the average girl. In general, she found that girls from small families tended to have more clothes than did those with several brothers and sisters.

Atherton (4) studied the wardrobe items considered essential by home economics and non-home economics students. Home economics background and two years of college experience did not affect the opinions expressed as much as she expected. Findings indicated that wardrobes owned tended to be larger than those considered essential. This indicated that fewer garments would suffice. Fifty-eight percent of the participants purchased between 75% and 100% of their wardrobes. Up to 25% of their wardrobes were made at home by 44% of the girls. Home economics students owned more garments which had been made at home than did the non-home economics girls. She found that more freshmen than juniors and more non-home economics than home economics women made use of a plan for assembling their wardrobes when they first came to college. Information and ideas for selecting these wardrobes were obtained by over one-half of the participants from magazine articles, their mothers, college friends, and their own ideas. Those answering the question concerned with the value of basic wardrobe plans were, for the most part, highly in favor of using plans if they were available. This further emphasized the importance of publicizing information concerning wardrobe needs for college women. Atherton also found that

the planning and selection of a good basic wardrobe has been a major problem for many girls entering college. In general, she found that there has been very little information available concerning the kind and number of clothes which should be brought to college, and that due to lack of knowledge, the majority of freshman believed that a large number of garments were needed and brought many more than were actually necessary.

After comparing the wardrobe patterns of various groups of women students at Drexel Institute of Technology, Edelman (6) noted that the upper-class women dressed better and more conservatively than freshmen who purchased more than they needed. This was attributed to a lack of knowledge on the part of the freshmen concerning clothing requirements for college women.

Atherton also found that more freshman women than juniors considered their wardrobes too small for college activities, and that more junior than freshman women thought more garments could be discarded for lack of use. Their replies indicated that women in college tended to plan wardrobes which were more useful for college life as they became familiar with college needs. This was information which they did not have as entering freshmen.

Shively and Roseberry (17) found that 40% believed wardrobes were adequate when they came to college, and 60% considered their wardrobes inadequate, lacking dressy or date clothes.

The freshman home economics girls' response to Atherton's survey showed many items were received as gifts, with 80% of these having been received at Christmas or for their birthdays. Of the 200 girls studied, 44% made up to one-fourth of their clothes and 40% remodeled up to 25%.

Atherton found that the response indicated that a 3 to 1 ratio favored the idea that a basic wardrobe plan would have been of value to them in making selections. Atherton further stated:

Information and ideas for assembling college wardrobes were procured by at least one-half of all participants in all four groups from magazine articles, their mothers, or college friends. Not over 5% of any group were aided by Extension Service publications. More of these publications being made available and more educational work in this area by the Extension staff would no doubt help many other girls to prepare for college.

Planning and selecting a college wardrobe has been a major problem for many girls. Many factors are involved in wardrobe selection. Increased awareness and understanding of the complex relationships of clothing to role-preception and personality identification can assist those who are concerned with clothing and the wardrobe. A consideration of the effect on the wardrobe of fashion, taste, and climate is also pertinent.

Women entering college feel that there is a lack of information concerning clothing needed for college and that a wardrobe plan would be of value to them. A large portion of college expenditures may be wardrobe costs. Planning the wardrobe with college in mind could lead to a wardrobe accumulated over a period of years which would be suitable for college activities, fulfill the socio-psychological needs of the student and contain a minimum of unused garments.

## CHAPTER III

### PROCEDURE

The study sample. In order to determine exactly what clothing the freshman home economics student brought to college, how each item was acquired, what year each item was obtained, and whether a college wardrobe was being considered at the time the item was acquired, students in Home Economics 116, Clothing Selection, were asked to complete a wardrobe inventory as a part of their laboratory assignment. This inventory provided an exact listing of garments and accessories owned by the freshman home economics women students during the winter quarter, 1966. These students also completed a questionnaire designed to provide supplementary data. Copies of these data-collecting instruments appear in the appendix.

One hundred and twenty-nine girls were enrolled in Home Economics 116. Some of these girls were non-home economics majors or upper-class women. Some of the girls were married and had children, and some were married but without children. All of the students completed the inventory and questionnaire. Although all the students used their work sheets in a laboratory analysis of their individual wardrobes, due to the great amount of data available, it was necessary to place a limit on the population used in this study. Because of this limitation, only the home economics freshman majors were included in this study. Further studies using the other inventories would be of value.

Collection of data. A wardrobe inventory list was prepared. The wardrobe inventory was designed to provide the following four types of information.

1. The actual contents of a freshman home economics woman student's wardrobe.
2. The time period in which each garment was obtained.
3. The source of each garment, with respect to its having been selected, constructed, or received as a gift.
4. The consideration of the garment as a part of the college wardrobe at the time the garment was obtained.

In an effort to make the inventory as complete as possible, the writer and her daughter, aged 17, completed an inventory of the daughter's wardrobe. This inventory of a teen-ager's wardrobe suggested that certain other items be added to the inventory form. A revised inventory list was presented to the Thesis Committee. Their valuable suggestions concerning methods of simplifying the reporting form were incorporated in the final revised form used by the students. This inventory listed all garments and accessories which the students had with them at college and did not include those garments which were not readily accessible for use, such as garments left at home. In group A, each wardrobe item was checked to indicate whether the item was acquired when the student was in high school, immediately preceding college, or after arriving at college. For group B, each wardrobe item was also checked to determine the source of the item; whether it was a retail item selected by the student personally or with advice, received as a gift or constructed personally or by someone else for the student. Group C provided space for the student to indicate whether a college wardrobe was being considered when each item was acquired. The inventory form on which the summary of totals is listed in Appendix C is

identical to the data-collection instrument which each girl used.

A questionnaire was also designed to provide background information about each student. Each student completed this questionnaire which provided data concerning the size of the community and high school from which she came and the size of her family. Other questions were aimed at determining where the girls found information relative to what is needed in a college wardrobe, whether they felt they brought appropriate clothing, whether they brought too much, too little, or about the right amount of clothing, and whether the college housing clothing storage was adequate for the clothing which the girls brought to college.

Since the investigator taught the laboratory sections of Home Economics 116, she attempted to establish a relationship with the class conducive to enlisting their total cooperation in this study. About midway in the quarter, the lecture instructor cooperated in planning a session in each of the two lecture sections allowing the writer to present the proposed study to the students and to attempt to enlist their willing participation. Opaque projector transparencies were used to assist in explaining the inventory sheets. At these two sessions, an attempt was made to present the study in exactly the same manner and with the same words. A copy of the presentation which was used is included in the appendix.

Treatment of the data. The information from the questionnaires and inventories of the 103 freshman home economics majors was summarized. Range, mode, and median were calculated for each clothing item and for totals. Totals were calculated for each column in groups A, B, and C. Each group was ranked with the number '1' assigned to the column in which

the highest number appeared, and '2' assigned to the column in which the second highest number appeared, etc. Percentages of the totals were calculated for each column and for each category.

A cross analysis of the relationship of the questions concerning storage, wardrobe amount and wardrobe adequacy was plotted. This was related to actual college storage space. The mean, median, and range were calculated for actual measured storage space.

Information concerning home town size, graduation class size, family size, and age was summarized and charted. Clothing needed for certain occasions as listed by the students was summarized. Sources of information concerning college wardrobe needs were summarized and placed in table form showing the number of girls ranking the different sources '1', '2', '3', etc.

Pie charts were prepared summarizing the percentage and average number of garments for each of the sub-headings of the major groupings: when obtained, how obtained, and whether or not a college wardrobe was being considered when the wardrobe item was obtained.

Complete summaries of inventory totals may be found in the appendix. A chart showing the totals converted to numbers ranked in the order of importance for each grouping may also be found in the appendix.

## CHAPTER IV

### FINDINGS

Summary of background information questionnaire. One hundred and three freshman women who were majoring in home economics participated in this study. Their median age was 18 years and 10 months, with a range in age from 18 years and 2 months to 25 years and 3 months.

Ninety-three of these girls resided in one of the Montana State University dormitories and ten lived with their parents in the local community. When asked to state their minor area of study, 54 had none or were undecided, 13 stated art, 11 listed physical education, 8 named business, and 17 listed 11 other minor areas, with one or two naming each area.

The size of high school graduation classes from which the students were graduated ranged from 9 to 1,049 with a median of 99 and a mean of 173.78. (The girl whose graduating class size was 1,049 came from a large city in another state.) The class size checked by the most students was from 1 to 25, as shown in figure 1.

High school  
graduating  
class size

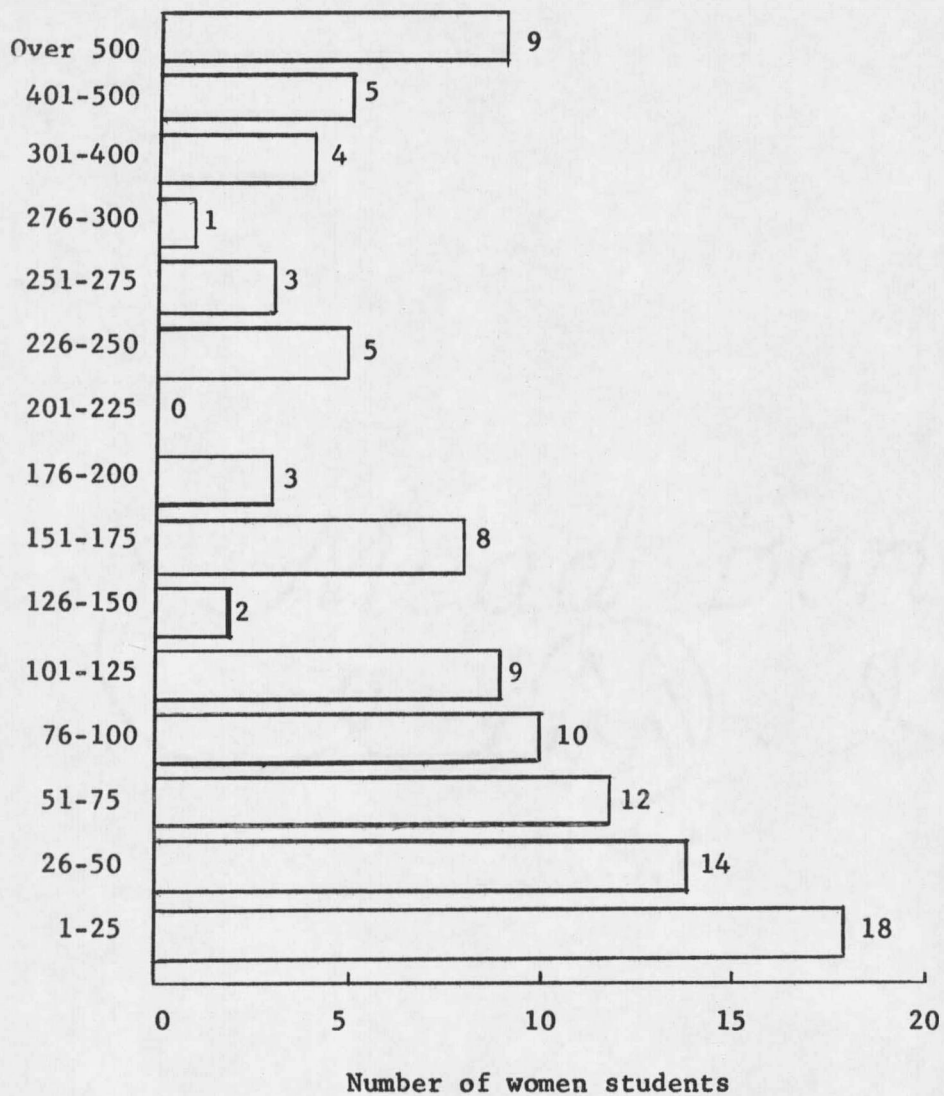


Figure 1. Size of High School Graduation Classes of Freshman Home Economics Women Students

This difference in mode, mean, and median of class size may be due to the vast difference in size of communities in Montana. Some towns are very small, and only a few cities have a population over 10,000. In generalized terms, slightly less than one-third of the students were from communities of under 1,000 and one-third over 10,000. Slightly more than one-third of the students were from communities ranging in size between 1,000 and 10,000. This is shown in Table I.

TABLE I

Size of Home Communities of Freshman  
Home Economics Women Students

Population of Home Communities	Number of Women
Under 1,000	32
1,000 to 2,500	19
2,500 to 5,000	11
5,000 to 10,000	10
Over 10,000	31

Size of family and/or age in relation to siblings might have an effect on the resources available for clothing. Eight of these students were only children, 30 were the youngest in the family, 33 were eldest children, and 32 were in the middle area--neither youngest nor eldest. The number of women students with zero to six brothers and zero to four sisters is shown in Table II.

TABLE II

Number of Brothers and Sisters of Women Students

Number of brothers								Number of sisters												
0	1	2	3	4	5	6		0	1	2	3	4								
Number of women									32	33	20	12	2	1	1	35	36	19	11	3

Of these students, 41.74% came from families with four or more children. Slightly more than half the women students were from families with three or fewer children. Three children in the family were listed by 27 students, which was followed by 25 who listed a family of two, i.e., the student had only one brother or sister. The students in this study came from families in which the mean number of children was 3.44; the median, 3; and the mode 3. Figure 2 shows the family size distribution of the freshman women home economics students.

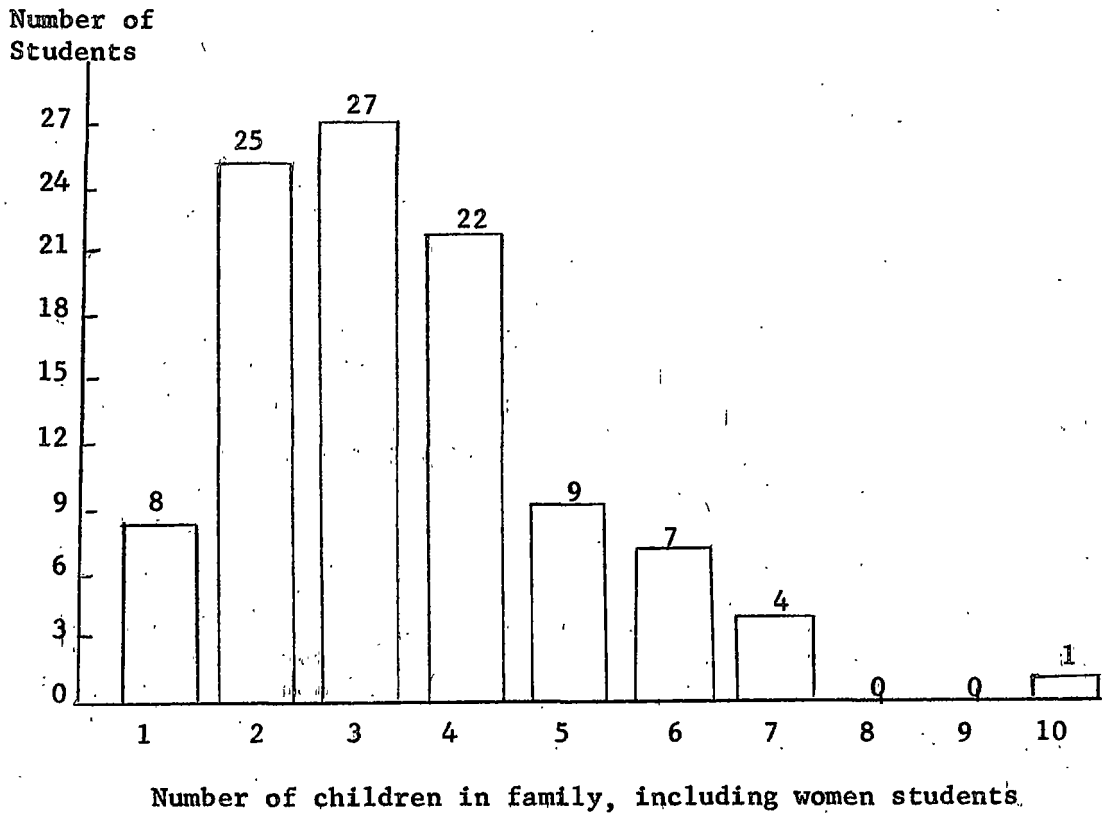


Figure 2. Number of Children in Families from Which Home Economics Freshman Women Students Come.

### Questions Relating to Wardrobe

The participants were asked to rank the sources of information from which they received guidance concerning a college wardrobe before they came to school. These were ranked according to the amount of assistance received from that source. They assigned numbers only to sources from which assistance or information had been received concerning a college wardrobe.

Friends and relatives in college supplied 52% of the information received by the girls. Magazines supplied 18.65% of the information. Seventeen magazine was mentioned by 40 of the girls, Mademoiselle by 18 and Glamour by 17. Other magazines mentioned six or fewer times were Vogue, various pattern magazines, McCalls, Ingenuue, Coed, Ladies Home Journal, and Teen.

High school Home Economics courses were helpful to 31 girls, supplying 12.3% of the total assistance received. The Extension Service and/or 4-H was helpful to only 10 girls and supplied 3.97% of assistance in acquiring information. As shown in Table III, 62 girls ranked friends in college as the most helpful source of information and the Extension Service/4-H was ranked first by only 3 girls.

TABLE III

Relative Extent of Information Received  
Concerning a College Wardrobe

Sources of Information	Rank					Number of women receiving wardrobe information	Percent
	1	2	3	4	5		
Friends in College	62	22	5	-	-	89	22.7 35.32
Magazines	6	22	15	3	1	47	18.65
Relatives in College	16	19	3	3	-	41	16.27
Other (see below) <sup>1/</sup>	11	10	11	2	1	34	13.49
High School Home Ec.	6	13	8	3	1	31	12.30
Extension Service/4-H	3	2	4	1	-	10	3.97

<sup>8 9</sup>  
1/ Other sources mentioned as supplying 13.48% of information were the literature which was sent to incoming students by the Dean of Women. This was mentioned by 25 girls. Some mentioned the Off to College folder distributed by their High School Guidance Counselor. Campus visits or High School Week were mentioned by 3. Five girls mentioned that their mothers had been helpful and one mentioned the letter which she had received from her Associated Women's Students big sister.

In response to the question, "Was the wardrobe which you brought to college appropriate for the situations for which you have needed different kinds of clothing?", fourteen freshman women replied that their wardrobes were 'always' appropriate, 83 stated theirs were 'usually' appropriate, and five felt that their wardrobes were 'seldom' appropriate. One girl said that her wardrobe was 'hardly ever' appropriate.

The girl who wrote "I think all of us feel we can always use more, I know I do", had far more than the average number of garments, yet her

statement was probably representative of the feelings most freshman college girls have about their clothing. The 89 who did not feel that they 'always' had appropriate clothing for the situation for which they have needed clothing, would probably agree that "we can always use more".

Comments voluntarily written on the questionnaire such as "I have enough clothes, but not enough of the right type; my wardrobe needs to be redone", and "not enough changes of appropriate outfits to satisfy myself", indicate a need for educational programs for those who are planning college wardrobes.

When asked to state the types of situations for which they had not had appropriate wardrobe items, dressy occasions seemed to be most outstanding. Eighty-seven girls mentioned that they had not had appropriate clothing for some type of occasion requiring dressy clothing.

Particular events and the number of girls who felt that they lacked appropriate wardrobe items for them were: teas and banquets, 22; formals, 20; parties, 15; sporting events, 15; dinner dates, 14; concerts and plays, 8; events requiring cocktail dresses, 8; and casual parties for which dress slacks would be worn, 6. Ten girls indicated they lacked appropriate accessories. Receiving mention from 1 to 5 times were skirts, sweaters, suits, dress coats, and clothing for church, dances, western events, and costume parties. Two found that the climate required a heavier coat than they had.

In response to the question, "Was the wardrobe which you brought to college with you adequate in amount?", twenty-eight stated that their wardrobes had 'too little' in amount, 70 felt they had the 'right amount',

and five said they had 'too much' in their wardrobes.

Because the amount of storage space available limits the number of wardrobe items easily accessible, and in wearable condition, the girls were asked, "Do you think the storage space for clothing in your college room is adequate for your needs?" Ninety-three of these girls lived in the M.S.U. dormitory, and the other 10 lived at their homes in Bozeman. Five of those who lived at home said that their storage space was inadequate, and five felt that they had about the right amount of storage. Thirty-five of the girls who lived in the dormitory felt that they had about the right amount of storage; 56 said there was not enough storage space and one said she had too much storage. Table IV illustrates the home economics freshman women's opinion regarding college storage space.

TABLE IV

Home Economics Freshman Women's Opinion of Adequacy of Clothing Storage Space

Opinion of Storage	Number of Women
Too Much	1
About Right	40
Not Enough	61
No Answer	1
Total	103

A cross-analysis of the relationship of the opinions regarding storage space, adequacy of wardrobe for college occasions and adequacy of wardrobe in amount revealed the following: (See Figure 3).

a. About one-third of the women felt that they had about the right amount of clothing, and that they usually had appropriate clothing but there was not enough storage space.

b. Twenty-two of the women felt that storage and wardrobe were about right in amount and they usually had appropriate clothing.

c. Ten felt they had about the right amount of clothing, and 'always' had appropriate clothing, but storage was inadequate.

d. Ten felt they had 'too little' clothing although they said they 'usually' had appropriate clothing and storage was adequate.

e. Four were perfectly happy with their wardrobes; they felt storage space and wardrobe amount was 'about right' and they 'always' had the right clothing for the occasion.

f. Three said that they had 'too little' storage, 'too few clothes' and 'seldom' had the correct clothing for the occasion.

g. Two said 'too little' storage, 'too many' clothes, and they 'usually' had the right thing to wear.

h. Two felt that the storage space was 'about right' and they 'usually' had appropriate clothing, but they had too many clothes.

It is interesting to note that one girl who thought she hardly ever had appropriate clothing, also felt that both wardrobe amount and storage space were adequate. Another girl who did not feel that storage was adequate also felt that she had too few clothes but 'always' had

Storage	Wardrobe Appropriateness	Wardrobe amount	Number of women							
			0	5	10	15	20	25	35	40
Not enough	Usually	Right amount							35	
About right	Usually	Right amount						22		
Not enough	Always	Right amount					10			
About right	Usually	Too little					10			
Not enough	Usually	Too little				9				
About right	Always	Right amount			4					
Not enough	Seldom	Too little			3					
About right	Usually	Too much			2					
Not enough	Always	Too much			2					
Not enough	Always	Too little			1					
About right	Hardly ever	Right amount			1					
About right	Seldom	Too little			1					
Too much	Seldom	Too little			1					

Figure 3. Relationships of Opinions Held by Freshman Home Economics Women Concerning College Clothing Storage Space, Wardrobe Appropriateness and Wardrobe Amount.

appropriate clothing. One girl said she had too much storage, too few clothes, and seldom had appropriate clothing. The one girl who felt she hardly ever had the right thing to wear for the occasion nevertheless felt that storage and wardrobe amount was about right. The ten girls who felt they had the right amount of storage space and always had something to wear for the occasion, also felt that they had too few clothes. One might assume that if they were to acquire more clothing and feel they had about the right amount of clothing, that their storage space would then be considered inadequate.

#### College Clothing Storage

After the participants had checked their opinions of the adequacy of the storage space used for clothing at college, they were asked to measure the closet rod space used by them and count the drawers and shelves on which they stored clothing. The median clothing storage at college used by freshman home economics women students was 3 drawers, 2 shelves and 3' 10" of closet rod space. Table V also shows mean and range for storage.

TABLE V

#### College Clothing Storage

	Drawers	Shelves	Rod Space
Mean	3.49	2.1	3', 9.57"
Median	3	2	3', 10"
Range	1 to 9	0 to 6	2', to 12'

When asked to list other places in which they keep clothing at college, 10 women stated that they kept their entire wardrobe in their rooms.

Other storage listed was:

Outside of room: trunk room, 5; formal closet, 4.

Containers in room: suitcases, 8; trunks, 11; boxes, 2; under bed, 4.

Other storage: shoe bags, 3; door hanger, 4; clothes bag, 1; rod hanging from rod, 1; storage compartment above closet, 4.

Voluntary comments regarding the storage facilities were, "need wider shelves", "a wall extends taking up 2 feet of rod; therefore, I must bend all hangers on this section." Those who were housed in a single room used as a double, mentioned this as being the reason that their storage space was inadequate. They had 2 feet of rod space to use. Seventeen girls wrote a comment that out-of-season clothing was stored at home because of the lack of closet space. This inventory was taken during winter quarter. Many others told the investigator that this inventory was of their winter wardrobe and they would take many garments home between winter and spring quarters and bring back their spring clothing. One girl said that "I go home quite often and so bring back my dressy coats and formals as needed." A review of the storage space used by the girls who lived in their homes indicated that the storage was similar in amount to that of the girls who lived in the dormitory. One who lived in Bozeman stated that "my summer clothes are packed in boxes." Another said out-of-season clothing was stored in a basement closet, and that her inventory included only her winter wardrobe.

Summary of wardrobe inventories. The inventory forms are designed to provide four types of information about the college freshman home economics women students' wardrobe. These are: wardrobe content; the time that the garments were obtained; the source of the garments; and whether or not consideration of a college wardrobe was a factor when the wardrobe garments were acquired.

#### Wardrobe Content

One hundred and three Montana State University freshman home economics women students had a total of 19,205 items in their college wardrobes winter quarter, 1966, (Appendix C). This is an average of 186.5 wardrobe items for each student.

Four hundred and forty-one items were listed under 'other' in the various clothing groups. Some of the items listed one or more times were: rain hat, hair bands, medicos, western and boys shirts, fur cape, golf socks, ski underwear, thongs, umbrellas, ice skates, tote bags, merry widows, dickies, smoke rings, ponchos, footlets, coulottes, evening bags, collars, ties, hankies, muff, long underwear, formal shoes, ski boots, cowboy boots, capes, dress shields, surfer shirts, tights, pep club outfit, and assorted other items. It is the hope of the writer that this study will be of service to girls planning a college wardrobe and may be used as a tentative guide for those who are acquiring a college wardrobe. Thus, because of the great variety of items listed under 'other', the remainder of this study is analyzed excluding items listed under 'other' garments with one exception, garments constructed personally or by someone else.

Excluding 'other' items, the total garments listed in all 103 inventory sheets is 18,764. This is an average of 182 garments per girl.

The median number of each garment category is shown in Table VI. Lingerie is the category with the largest number of garments, followed by accessories. Jumpers were the least prevalent.

TABLE VI

Freshman Home Economics Women Students  
Average Wardrobe Content

Coats	4	Skirts	14	Loungewear	6
Suits	4	Jumpers	2	Lingerie	27
Dresses	12	Blouses	17	Footwear	16
Sweaters	16	Sportswear	17	Hosiery	16
		Accessories	22		

Table VI depicts the average or median wardrobe content. This list contains a total of 173 garments. There is considerable variation between the median and the mean, which includes fractional portions. This accounts for the difference between the average of total garments, 182, and 173, which is the total of medians of categories.

The list in Table VI would offer a peer group listing of clothing which the incoming freshman might use for comparison purposes.

Table VII depicts the mean, median, and range of each clothing category, as well as the sub-categories. Range in numbers of the various categories indicates that some girls own from zero in most groups of garments up to 38 items in some groups.

TABLE VII

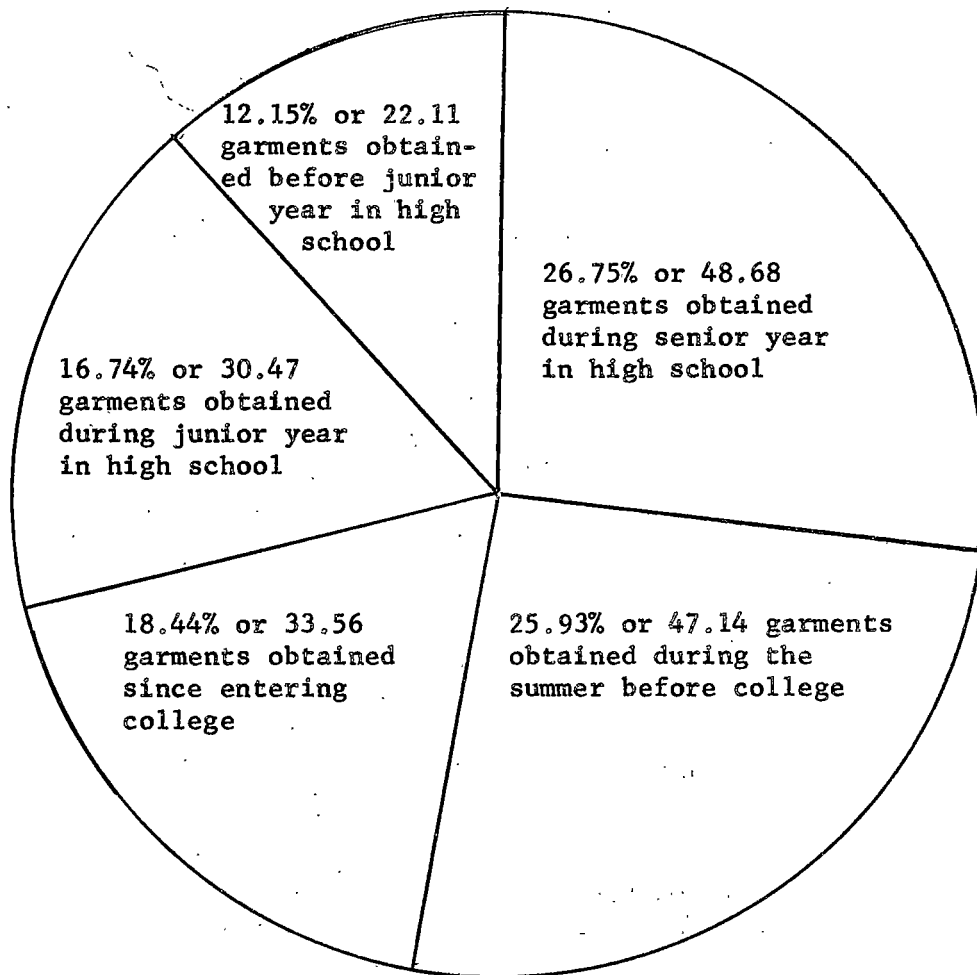
Wardrobe Content Showing Mean, Median and Range

Garment	Mean	Median	Range
<u>Total Coats</u>	4.43	4	1 - 10
Heavy	1.54	1	0 - 5
Lightweight	0.96	1	0 - 3
Dressy	1.05	1	0 - 3
Rain	0.63	1	0 - 3
<u>Total Suits</u>	4.22	4	0 - 19
Tailored	1.26	1	0 - 6
Dressy	1.69	1	0 - 7
Knit	0.72	0	0 - 4
<u>Total Dresses</u>	12.12	12	3 - 45
Casual	5.41	5	0 - 24
Dressy	4.29	4	0 - 10
Formal	2.43	2	0 - 8
<u>Total Sweaters</u>	16.79	16	6 - 43
Cardigans	6.58	6	2 - 16
Slip-overs	8.90	9	1 - 25
Vests	1.22	1	0 - 7
<u>Total Skirts</u>	14.33	14	6 - 38
<u>Total Jumpers</u>	2.44	2	0 - 7
<u>Total Blouses</u>	19.22	17	6 - 40
Dressy	4.13	4	0 - 25
Casual	14.87	14	1 - 36

TABLE VII (Continued)

Garment	Mean	Median	Range
<u>Total Sportswear</u>	18.39	17	4 - 46
Jackets	1.97	2	1 - 6
Slacks	5.41	5	1 - 15
Jeans, cut-offs	3.89	4	1 - 12
Sweat shirts	4.20	4	0 - 13
Ski outfit	0.50	0	0 - 4
Swim suit	1.27	1	0 - 4
<u>Total Loungewear</u>	6.89	6	2 - 16
Robes	2.00	2	0 - 6
Sleep-wear	4.76	4	2 - 11
<u>Total Lingerie</u>	28.24	27	13 - 53
Brassieres	5.71	5	2 - 13
Foundation garments	3.29	3	0 - 8
Panties, pettipants	13.48	14	6 - 26
Slips, half-slips	5.36	5	1 - 13
<u>Total Footwear</u>	16.89	16	5 - 35
School	4.75	5	0 - 12
Sports	3.27	3	0 - 7
Dress	5.11	5	0 - 12
Weather	1.33	1	0 - 4
Slippers	1.82	2	0 - 6
<u>Total Hosiery</u>	18.07	16	4 - 55
Nylon hose	7.60	6	2 - 34
Designed nylons	1.07	1	0 - 8
Over-knee socks	1.00	0	0 - 7
Knee-socks	1.76	1	0 - 8
Ankle-socks	5.32	5	0 - 19
Leotards	0.54	0	0 - 4
<u>Total Accessories</u>	24.33	22	8 - 67
Gloves: Mittens			
Dress	4.54	4	0 - 13
Warm	2.20	2	1 - 6
Scarves	6.24	5	0 - 26
Hats	2.62	2	0 - 10
Belts	2.96	2	0 - 20
Handbags (Purses)	5.00	4	1 - 15

Group A: When Wardrobe Items were Obtained



Average wardrobe = 182 garments

Figure 4. When Obtained: Percent and Number of Garments in Average Wardrobe Obtained During High School Years and Since Entering College

Wardrobes are accumulated over a period of time. The wardrobe a freshman student brings to college with her may contain many garments which were used in high school.

Using 182 as the average number of wardrobe items in a college freshman woman's wardrobe, this would mean that 81.6% or about 149 garments were acquired before coming to Montana State University. About 18.4% or 33 garments were acquired since entering the university. Since this inventory was taken during the winter quarter, the assumption might be made that at least part of these garments had been received as Christmas gifts just prior to the participation in this study.

Figure 4 shows that an average of 100 garments or 55.65% of these women's wardrobes were owned while the girls were still in high school and 44.37% or about 81 garments were acquired following their graduation from high school. When garments are obtained during the summer preceding college, it is reasonable to assume that a consideration of the garments' place in the impending college wardrobe may have taken place.

Table VIII shows that the senior year of high school was the time in which the largest number of garments was obtained. This period of time was ranked first as the time in which the largest percentage of garments was obtained for all categories except skirts, lingerie and hosiery. Skirts were the only garment group in which the largest percentage of garments were obtained before the junior year in high school. The only garment group in which the largest percentage of the total was obtained since entering college was hosiery. Of these relatively perishable items, 44.66% had been obtained since arriving in college.

One might surmise that many of the garments represented by the figures in the column headed "summer before entering college" may have been acquired with the college wardrobe in mind.

TABLE VIII

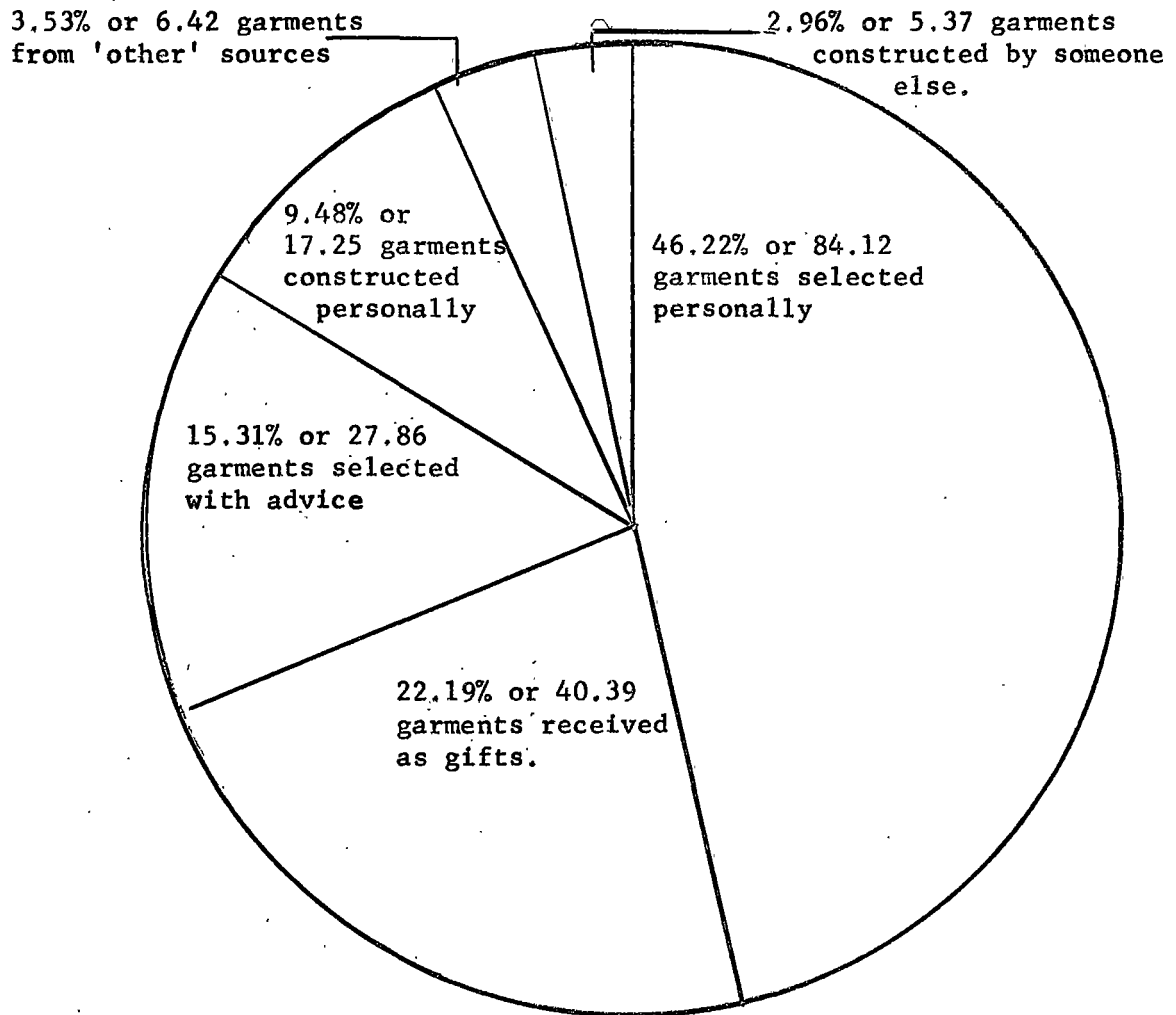
When Obtained: Rank and Percent of Garment Categories and Total Wardrobe

Group A - When obtained										
Garment category	Before junior year of high school		Junior year high school		Senior year high school		Summer before entering college		Since entering college	
	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%
Coats	4	14.29	3	17.43	1	30.27	2	27.36	5	10.65
Suits	5	9.07	3	17.00	1	35.41	2	21.81	4	16.71
Dresses	5	11.19	3	20.00	1	30.48	2	25.16	4	13.17
Sweaters	4	18.09	2	23.72	1	24.78	3	18.97	5	14.45
Skirts	1	25.47	2	24.19	3	23.64	4	17.49	5	9.28
Jumpers	4	10.89	2	25.51	1	34.63	3	21.40	5	8.56
Blouses	4	16.02	3	20.46	1	26.98	2	20.92	5	15.61
Sportswear	5	13.10	3	20.13	1	27.62	2	20.30	4	18.84
Loungewear	5	8.09	4	12.86	1	32.51	2	29.62	3	16.91
Lingerie	5	2.99	4	11.14	2	29.95	1	40.67	3	15.25
Footwear	5	7.03	4	13.58	1	28.23	2	26.74	3	24.42
Hosiery	5	10.85	4	6.24	3	15.50	2	22.80	1	44.66
Accessories	5	14.19	3	18.52	1	29.17	2	22.77	4	15.35
Average of Total	5	12.15	4	16.74	1	26.75	2	25.93	3	18.44

Group B: Sources of Wardrobe Items

In ranking the methods by which wardrobe items were acquired, 'selected personally' was ranked number one by the freshman women home economics students at Montana State University. Of the total wardrobe, 46.22% was selected personally by the student. 'Received as a gift' was the means of acquiring wardrobe items which was ranked second in importance, with 22.19% of the wardrobe from this source. 'Selected with advice' ranked third as the means of acquiring wardrobe items; 15.31% was selected with advice. 'Constructed personally' accounts for 9.48% of the average wardrobe. Three and fifty-three one hundredths percent of the wardrobe was from 'other' sources and 2.96% had been constructed by someone else for the student. Figure 5 illustrates the portions of the wardrobe which came from each source as related to the whole wardrobe.

Selected personally and/or with advice. A total of 11,185 garments were selected by the 103 students either 'personally' or 'with advice'. This comprises 61.53% of the total wardrobe. An average of 46.22% or about 84 items in the average 182 garment wardrobe had been 'selected personally', 15.31% or about 28 of the garments were 'selected with advice'. Thus, 112 garments of an average 182 garment wardrobe were selected, in the consumer buying sense, either personally or with advice. Consumer buying takes place when a garment is selected personally or with advice. Figure 6 shows that a larger percent of footwear than of any other garment group was selected by these two methods. Footwear was followed by 2, hosiery; 3, coats; 4, sportswear; 5, accessories; 6, lingerie; 7, sweaters; 8, blouses; 9, shirts; 10, suits; 11, dresses; and 12, jumpers. Loungewear was ranked



Average wardrobe = 182 garments

Figure 5. Sources of Wardrobe Items: Percent and Number of Garments in Average Wardrobe Obtained from Various Sources

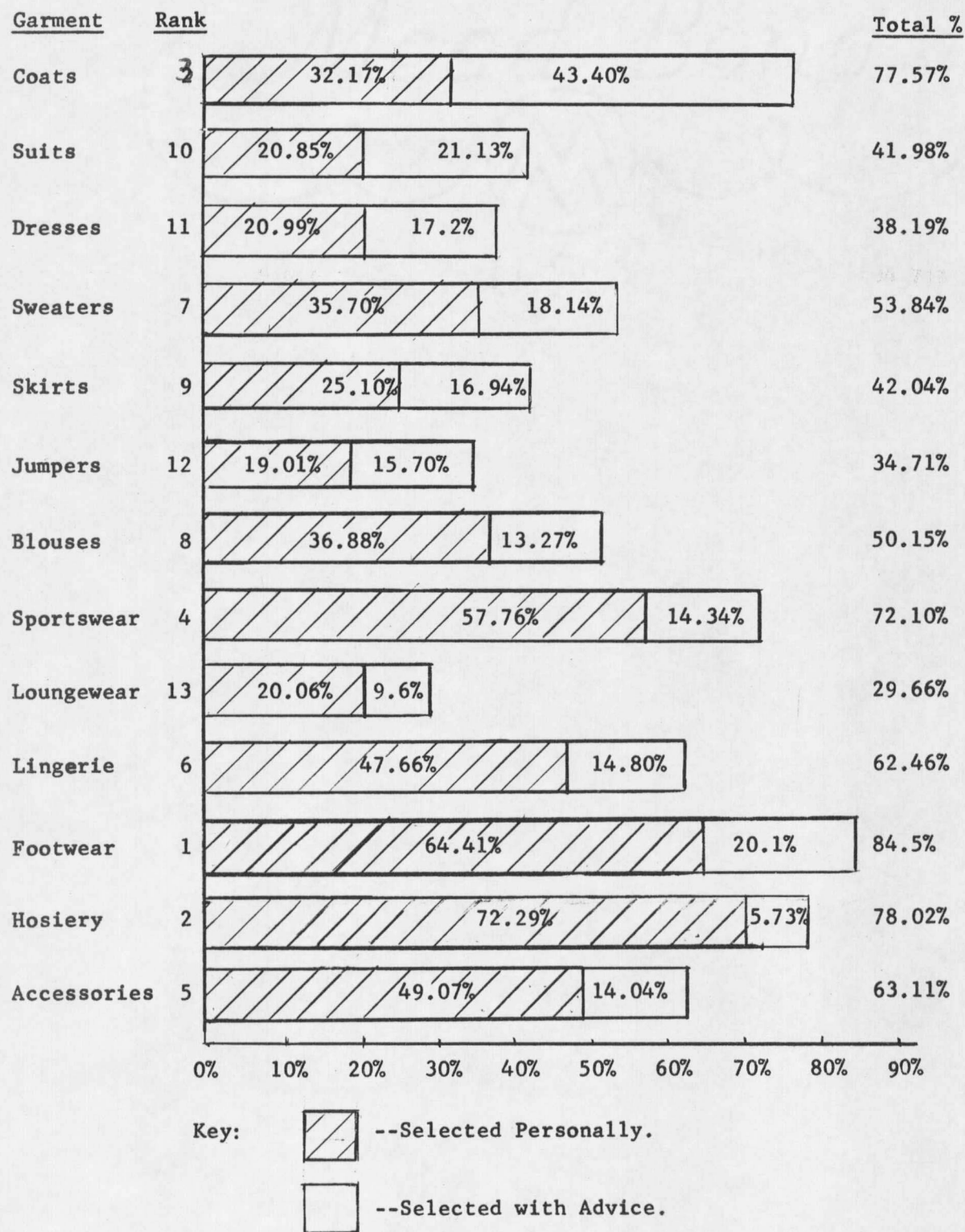


Figure 6. Selection as a Source of Wardrobe Items: Percent of Garments Selected Personally and/or With Advice

last and was the group of garments least often selected personally or with advice.

Table IX illustrates the fact that when 'selected personally' and 'selected with advice' are considered singly for the major garment groups, some variations appear. 'Selected personally' was ranked first as the method most often used when obtaining sweaters, blouses, sportswear, lingerie, footwear, hosiery, and accessories.

'Selected with advice' was ranked first as a method of obtaining coats, the only major garment grouping given this rank. Equal numbers of light weight coats were 'selected with advice' and 'selected personally'. All categories of coats--heavy, dressy, rain and lightweight, were ranked first as 'selected with advice'. This may have been due to the fact that coats are purchased less often and may cost more than most other wardrobe items.

Within the garment groups, specific categories which rated 'selected personally' as the number one method of acquiring the garment are: cardigans, slip-over sweaters, dressy and casual blouses, all types of sportswear, brassieres, foundation garments, panties, all shoes except slippers, all hosiery, and all accessory categories.

Sub-groups within the garment categories which rated 'selected with advice' as the principle method of acquiring the garments were all coats and knit suits. (Appendix D).

Received as a gift. Ranking second as the means of acquiring wardrobe items was 'received as a gift'. In an average 182 garment wardrobe, 22.19% or about 40 of the items were gifts.

A total of 4,101 garments were received as gifts by the 103 freshman women students. 'Received as a gift' was the principal method of obtaining loungewear and this method ranked first as a source of this wardrobe item. As shown in Table IX, loungewear was the only garment category which rated 'gift' as the major source.

A larger percentage of loungewear (54.73%) than of any other garment group was received as a gift. Figure 7 shows that when other groups of garments were ranked according to the percent of the group which was received as a gift, the following order appeared: 2, sweaters; 3, accessories; 4, blouses; 5, lingerie; 6, hosiery; 7, sportswear; 8, skirts; 9, footwear; 10, suits; 11, coats; 12, jumpers; and 13, dresses.

Specific garments within the garment categories which ranked 'gifts' as the number one method of acquiring the garment were: robes, sleep-wear, slips, and slippers, (Appendix D).

Obtained by Construction. 'Constructed personally' was ranked fourth by freshman women home economics students at Montana State University as the means by which wardrobe items were acquired. A total of 9.48 of the total garments were constructed personally by the student. The 103 women students in this study reported a total of 1,773 garments as having been 'constructed personally'.

'Constructed by someone else' ranked 6th as the means of acquiring wardrobe items. A total of 549 garments, or 2.96% were constructed by someone else. A total of 2,322 garments were constructed either personally by the student or by someone else for her. Figure 5 shows that 17.25 garments per student had been constructed personally, and 5.37 garments had been constructed by someone else. Thus, an average of 12.44%

TABLE IX

Source of Wardrobe Items: Rank and Percentage of Garment Categories  
And of the Total Wardrobe

Group B - How obtained												
Garment Category	Selected Personally		Gift		Selected with advice		Constructed personally		Constructed by someone else		Other	
	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%
Coats	2	32.17	4	10.94	1	43.40	3	8.43	6	0.69	5	4.43
Suits	2	20.85	3	10.99	2	21.13	1	36.06	4	7.61	5	3.38
Dresses	2	20.99	5	8.64	3	17.20	1	37.61	4	12.76	6	2.80
Sweaters	1	35.70	2	30.27	3	18.14	5	5.20	6	4.56	4	6.12
Skirts	2	25.10	3	16.67	3	16.94	1	26.34	4	8.30	5	6.65
Jumpers	2	19.01	5	9.50	3	15.70	1	42.15	4	11.98	6	1.65
Blouses	1	36.88	2	26.80	4	13.27	3	15.33	6	3.34	5	4.37
Sportswear	1	57.76	2	18.06	3	14.34	4	5.84	6	1.25	5	2.72
Loungewear	2	20.06	1	54.73	3	9.60	3	9.74	4	3.01	4	2.87
Lingerie	1	47.66	2	23.47	3	14.80	-	0.07	-	-	4	2.49
Footwear	1	64.41	3	12.47	2	20.10	5	0.97	6	0.36	4	1.69
Hosiery	1	72.29	2	19.81	3	5.73	-	0.05	-	-	4	2.11
Accessories	1	49.07	2	29.86	3	14.04	5	2.19	6	0.62	4	4.21
Average of Total	1	46.22	2	22.19	3	15.31	4	9.48	6	2.96	5	3.53

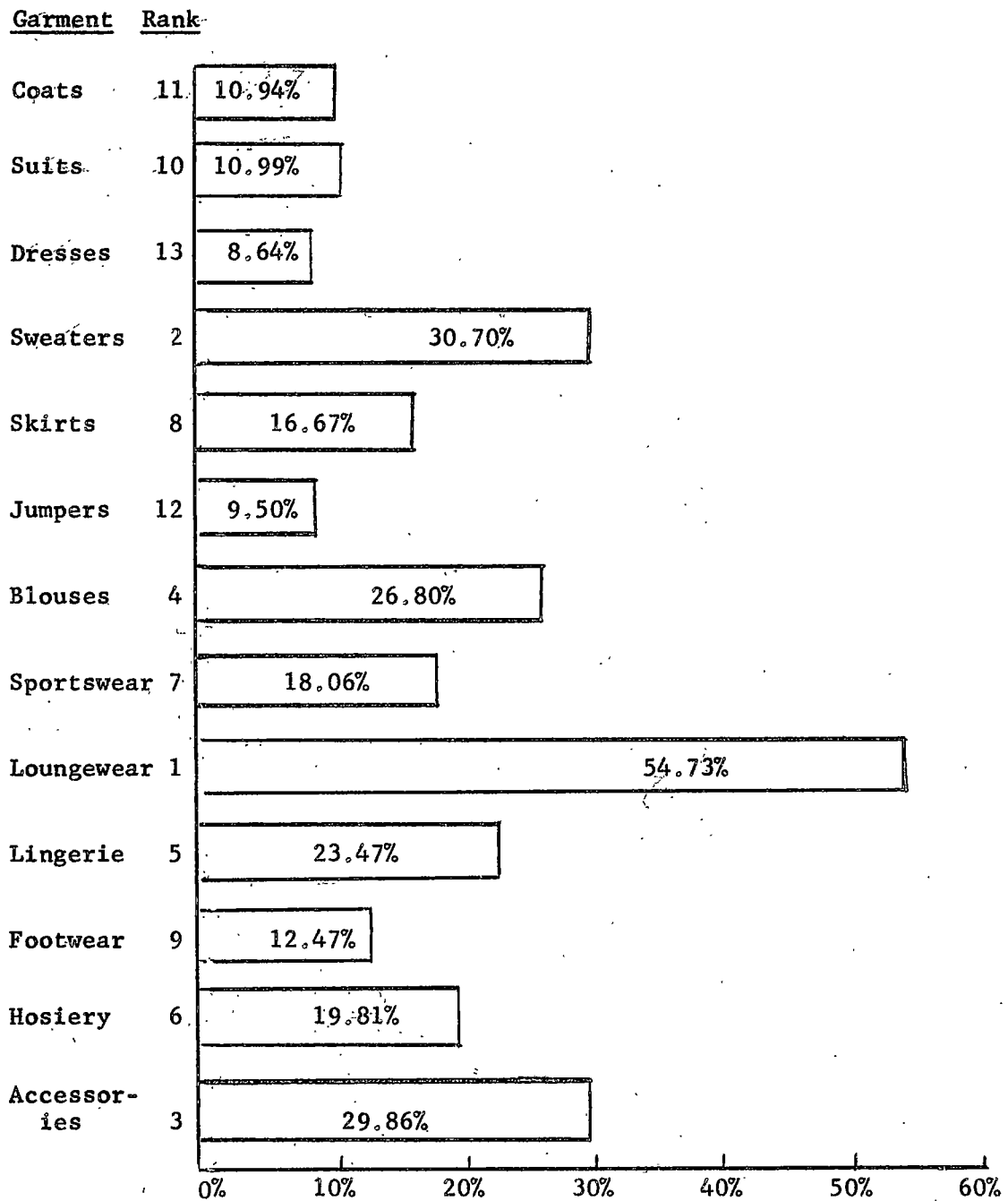


Figure 7. Gifts as a Source of Wardrobe Items: Percent of Garment Group Received as Gifts and Rating of Importance of Gifts as a Source of Categories

or 22.62 garments in the students' average 182 garment wardrobe had been constructed either 'personally' or by 'someone else'.

'Constructed personally' and 'constructed by someone else' are sources of wardrobe items which are dependent upon individual construction, thus 'constructed personally', and 'constructed by someone else' may be combined and considered as 'constructed'.

A larger percent of jumpers (54.13%) than of any other category was constructed. Figure 8 shows the percentages of the total clothing groups which were acquired by being constructed. A rating of the importance of construction as a source of wardrobe items may also be seen in Figure 8. Jumpers were followed in this order by these groups: 2, dresses; 3, suits; 4, skirts; 5, blouses; 6, loungewear; 7, sweaters; 8, coats, and 9, sportswear. Sportswear was the garment category in which the smallest percentage (7.09%) was constructed.

Event though percentage of jumpers led the list, fewer jumpers were constructed and fewer were owned than in most other categories. About the same number of jumpers and sportswear were constructed if numbers of garments rather than percentage of the garment group is considered. Since the total number of jumpers owned was small and the total number of sportswear was large, a consideration of the total numbers of all groups may be helpful. These are shown in Appendix C.

Since 41 of the 60 items listed under 'other kinds of suits' were 'constructed', the percentages are included in Figure 8. This large proportion of suits under 'other' was evidently due to the absence of a category, 'sport or casual suits'. Many of the entries were described by

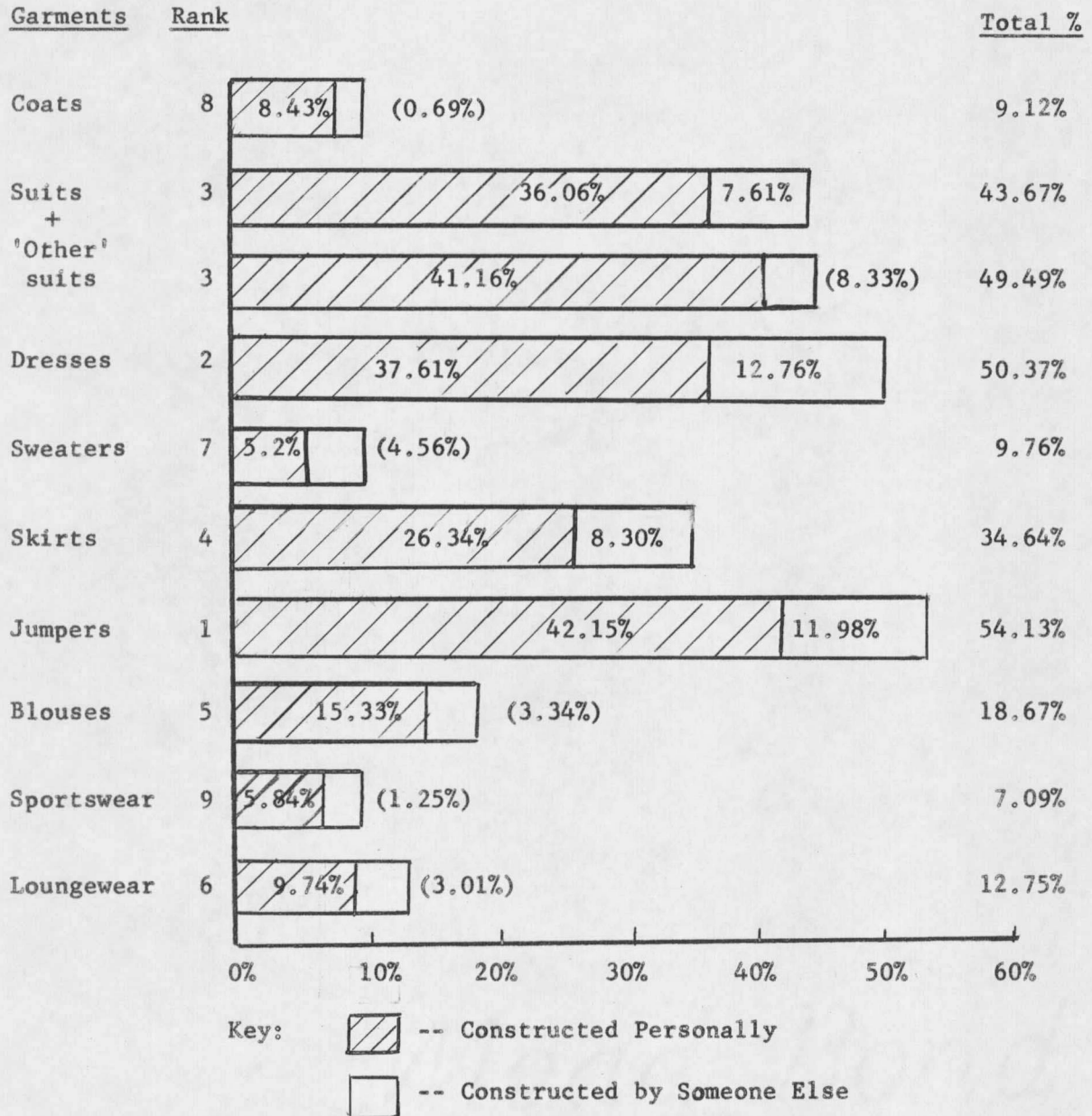


Figure 8. Construction as a Source of Wardrobe Items: Percent of Groups of Garments Which Were Constructed Personally or by Someone Else

the participants as sports or casual suits.

The percentage of 'constructed' garments which occurred in categories that might reasonably be expected to contain constructed garments totaled 22.47%. Of this figure, 17.11% were 'personally constructed' and 5.36% were 'constructed by someone else'.

Table IX shows that the garment groups which rated 'constructed personally' as the method by which the garments were most often obtained were: suits, dresses, skirts, and jumpers. 'Constructed by someone else' was not ranked as the principle method of obtaining garments for any of the garment groups.

Specific categories within the garment groups which ranked 'constructed personally' as the most important method of acquiring the garment were: tailored and dressy suits; casual, dressy, and formal dresses; vests, skirts, and jumpers. (Appendix D).

Obtained from 'other' sources. Garments which were not 'selected', 'constructed', or 'received as a gift' were listed as having been received from 'other' sources. A representative explanation was clearly stated in this note which was written on one of the inventory forms: "Note; most items marked as obtained in 'other' ways were given to me by an older sister who graduated from college last year and was recently married."

Of all the sources of wardrobe items, a total of 650 garments were listed as having been obtained from 'other' sources. Figure 5 shows the relationship of this source of wardrobe items compared to the entire wardrobe. An average of 3.53% or 6.42 garments in the average 182 garment wardrobe were acquired from a source listed as 'other'.

Table IX shows that 'other' was not an important source of wardrobe items in any category of garments, and is always rated either fourth or last in importance.

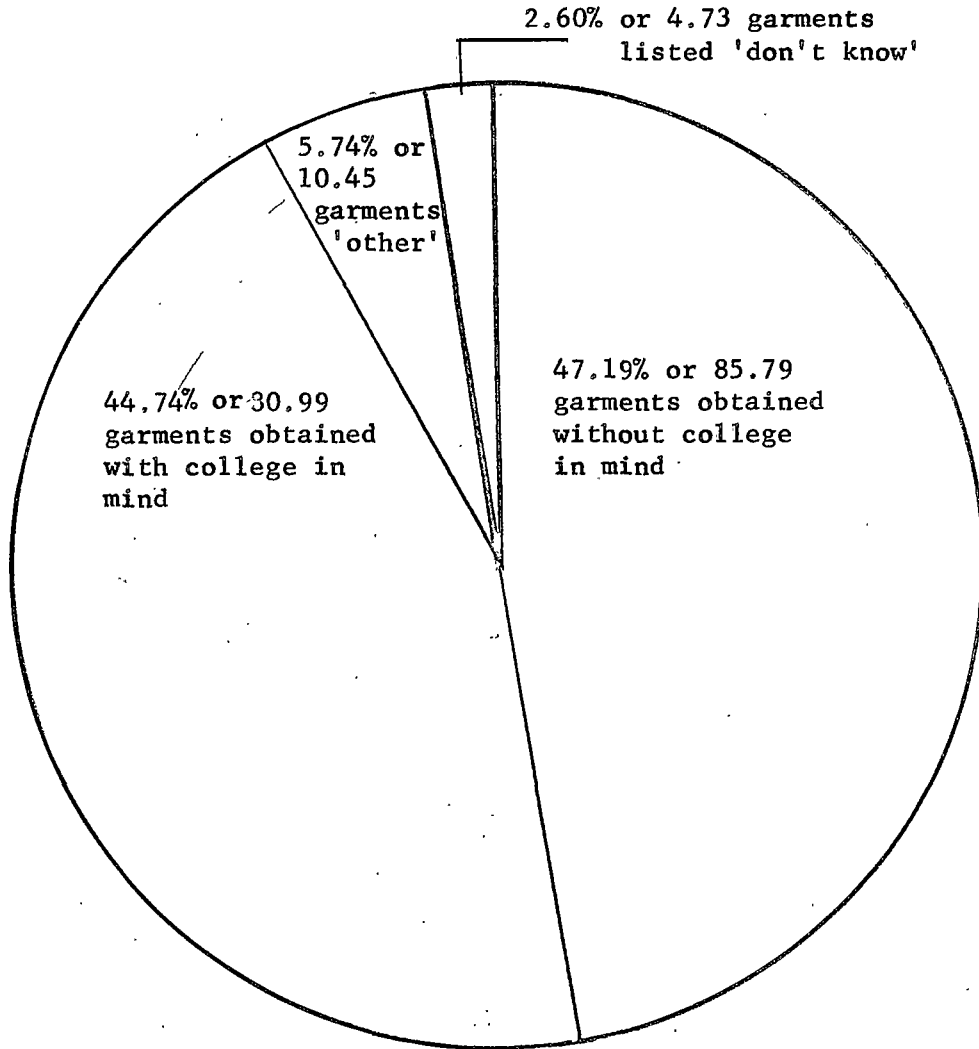
### Group C: College Planning of the Wardrobe

One hundred and three freshman home economics women students indicated whether or not a college wardrobe was being considered at the time the wardrobe items were obtained.

The college wardrobe was being considered when 44.47% of the garments were obtained. Of the total garments listed, 47.19% were obtained without considering a college wardrobe. In an average college wardrobe containing 182 garments, about 86 of the garments were obtained without considering the college wardrobe. Eighty-one garments were acquired with college in mind. The percentages and numbers of garments obtained with or without college in mind in relation to the average size wardrobe are shown in Figure 9.

Of the garments that were marked 'other', there were indications that 5.74% may have been obtained from someone else or they may have been hand-me-down garments. Most of the 2.6% marked 'don't know' were garments which were received as gifts, and the recipient had no way of knowing if the donor was considering the gift's place in the girl's college wardrobe.

That pre-planning does take place was evident in some of the comments written on the inventories. One girl wrote: "Note: my roommate and I planned to room together before we went to college. On this sheet I've just listed the clothes that are mine; but we wear the same size, so we wear each other's outfits. Not only can we wear each other's, but we have co-ordinated our wardrobes so that, for example, her blouses match my skirts. In this way, we have multiplied our wardrobes." Another mentioned that she and an identical twin sister shared clothes and planned their



Average wardrobe = 182 garments

Figure 9. College Wardrobe Planning: Percent and Number of Garments Obtained With and Without Considering the College Wardrobe.

wardrobes together. "I planned first for my own personal likes and dislikes and did not add a lot to the wardrobe when I came to college--this is mainly the same wardrobe as in high school", wrote another girl.

The college wardrobe was considered more often when some categories of clothing were obtained than for others.

All categories of garments in lingerie, loungewear, and suits were most often selected with college in mind.

Garment groups in which all categories of garments were most often obtained without considering the college wardrobe were: sweaters, skirts jumpers and sportswear. The need to consider the college wardrobe when acquiring sportswear is indicated by the fact that sports clothing was also a group which was frequently listed as lacking when the girls were asked to list garments which they had needed.

Accessories were another garment group in which all the categories except purses were most often obtained without considering the college wardrobe. A notation on one of the inventory sheets volunteered: "my lack is in my accessories". This inventory showed that this girl had 26 accessory items, which is above the average number of 22. Since most accessories were less likely to have been chosen with college in mind than some other categories, this may indicate not so much a lack of accessories as a lack of accessories which are appropriate for the college wardrobe.

Skirts, jumpers and sweaters were most often obtained without considering college. These are staple wardrobe items which would be equally as useful in college or in high school. No one mentioned the lack of any of

these three garment groups.

The girls were thinking of the college wardrobe most often when they obtained dressy and formal dresses; however, casual dresses, in which personal construction was the major source, were less likely to have been obtained with college in mind.

The category with the largest percentage selected with 'college in mind' was nylons. Over 88% of nylons had been selected considering the college wardrobe. This was undoubtedly due to the fragile nature of the hosiery and the frequency with which they must be replaced. This was also indicated by the fact that there were only 2 pair carried over from any time before the senior year of high school.

The second largest group of garments selected 'with college in mind' was over-knee socks. This was a reflection of fashion. Over-knee socks were starting to come into fashion in Montana during the winter of 1965-66.

Leotards were another example of the effect of the fashion cycle on the wardrobe. Leotards were most fashionable several years ago. The lowest percentage of any garment group which was obtained with college in mind was leotards with 15.6%. The time in which most of the leotards were obtained was before the junior year in high school.

The total list of garments and the percentage obtained with and without college in mind are shown in Table X.

TABLE X

Group C: College Planning, Rank and Percentage of Wardrobe  
Items and Totals Obtained With and Without  
College Wardrobes in Mind

Garments	Obtained with College Wardrobe in Mind		Obtained without College Wardrobe in Mind	
	Rank	Percent	Rank	Percent
<u>Total Coats</u>	2	44.65	1	48.40
Heavy	2	45.96	1	47.83
Lightweight	2	33.68	1	61.05
Dressy	1	50.93	2	41.67
Rain	1	48.39	2	43.55
<u>Total Suits</u>	1	53.65	2	37.92
Tailored	1	50.74	2	44.85
Dressy	1	55.48	2	34.93
Knit	1	55.41	2	31.08
<u>Total Dresses</u>	1	48.97	2	42.93
Casual	2	41.34	1	50.28
Dressy	1	57.69	2	33.94
Formal	1	46.54	2	39.76
<u>Total Sweaters</u>	2	38.24	1	50.62
Cardigans	2	33.43	1	55.87
Slip-overs	2	41.07	1	47.28
Vests	2	43.90	1	46.34
<u>Total Skirts</u>	2	37.54	1	54.38
<u>Total Jumpers</u>	2	42.74	1	52.28
<u>Total Blouses</u>	2	36.27	1	67.60
Dressy	1	49.77	2	43.52
Casual	2	32.46	1	55.32
<u>Total Sportswear</u>	2	31.46	1	61.14
Jackets	2	34.52	1	57.87
Slacks	2	37.68	1	56.62
Jeans, cut-offs	2	22.06	1	69.36
Sweat shirts	2	33.41	1	58.11
Ski outfit	2	42.00	1	50.00
Swim suit	2	20.00	1	73.08

TABLE X (Continued)

Garments	Obtained with College Wardrobe in Mind		Obtained without College Wardrobe in Mind	
	Rank	Percent	Rank	Percent
<u>Total Loungewear</u>	1	47.42	2	42.12
Robes	1	51.72	2	43.84
Sleep-wear	1	45.66	2	41.41
<u>Total Lingerie</u>	1	51.57	2	41.81
Brassieres	1	52.88	2	42.71
Foundation garments	1	51.96	2	43.50
Panties	1	53.10	2	40.28
Slips	1	45.00	2	43.75
<u>Total Footwear</u>	1	50.39	2	44.06
School & Sports	1	53.83	2	42.96
Dress	2	42.86	1	50.10
Weather	1	64.03	2	32.37
Slipper	1	46.45	2	40.44
<u>Total Hosiery</u>	1	63.34	2	30.81
Nylon hose	1	88.26	2	9.03
Designed nylons	1	49.12	2	42.98
Over-knee socks	1	71.03	2	26.17
Knee-socks	2	28.96	1	63.93
Ankle-socks	1	46.73	2	44.38
Leotards	2	15.63	1	68.75
<u>Total Accessories</u>	2	39.23	1	50.63
Gloves, dress	2	42.86	1	45.84
Warm gloves, mittens	2	43.95	1	50.22
Scarves	2	33.33	1	53.14
Hats	2	43.28	1	50.00
Belts	2	25.41	1	64.36
Handbags (purses)	1	47.07	2	44.34
<u>Percent and Rank of Total</u>	2	44.47	1	47.19

## CHAPTER V

### DISCUSSION, INTERPRETATION AND RECOMMENDATIONS

Measurements of central tendencies of 103 freshman home economics women students were analyzed as indicated by means, modes, and medians.

The typical student lived in the dormitory, was 18 years, 10 months of age; was undecided about her academic minor; was from a family with three children, a high school graduating class size between 1 and 25, and from a home community of under 5,000 in population.

When this typical student started planning her college wardrobe, friends and relatives in college were her major source of information. The least amount of college wardrobe information received was from professional home economics sources; Extension and/or 4-H supplied only 3.97% of the total information received. Only 6 girls ranked their high school home economics courses first as a source of wardrobe information.

Had the question been worded in terms of construction of clothing, totals would undoubtedly have been much higher. Both high school home economics courses and Extension and/or 4-H programs might do well to consider teaching clothing with a major emphasis on planning the wardrobe. Of the total average wardrobe, 61.53% was selected alone or with advice by these young women, and 12.44% of the total wardrobe was constructed either personally or with advice.

The fact that women in their late adolescence are concerned about and depend more upon clothing for socio-psychological security and role-identity than at any other time has been established by other studies (10).

The girl who feels secure has a wardrobe which is similar in kind and quantity to that of her peers.

This study showed the average content of the freshman women's wardrobe to be 182 garments. The wardrobe was composed of 4 coats, 4 suits, 12 dresses, 16 sweaters, 14 skirts, 2 jumpers, 17 blouses, 17 sportswear, 6 loungewear, 27 lingerie, 16 footwear, 16 hosiery and 22 accessories.

If the incoming freshman used these figures as a tentative guide, money which may have been spent for unneeded articles might be used for other purposes. A lack of balance in wardrobe content might also be avoided. Since dressy clothing was the item most frequently listed as lacking when the students came to college, planned provision for acquiring such clothing either before or after arriving instead of an additional unneeded skirt or sweater might be wise.

Another evidence of a need for teaching courses incorporating wardrobe planning early in the high school years is the fact that 55.64% of the wardrobe the girl brought to college was a part of her high school wardrobe. Accessorizing the wardrobe was also a neglected area of instruction as shown by the fact that only 39.23% of the accessories were chosen with college in mind. A need for emphasis on the consumer aspects of wardrobe selection was indicated by the fact that 46.22% of the wardrobe had been 'selected personally' and 15.13% 'with advice'.

Since gifts were the second largest source of wardrobe items, the place of gift items in a girl's wardrobe may be of concern to parents, manufacturers, and retailers. It is possible that lingerie led the list of garments received as gifts because lingerie is more likely to be

gift-packaged than are other garments.

The girls in this study reported a higher than expected number of constructed items. An average of 17.25 garments per girl had been constructed personally, and 5.37 garments had been constructed for her by someone else. This means that 22.62 garments of the average girl's wardrobe were constructed. If the categories which are unlikely to have been constructed are excluded, 22.47% of all skirts, coats, dresses, suits, sweaters, and sportswear were constructed by the girl or by someone for her. These garments are items which would cost considerably more if purchased retail, and represent a savings in the use of wardrobe finances.

Wardrobe planning which includes planning costumes for foreseeable occasions was shown to be a definite need. This was evident in that only 17 of the 103 girls felt that they 'always' had appropriate clothing for occasions for which they have needed them; i.e., 86 girls found their wardrobes inappropriate in some way.

Evidences of the effect of fashion, climate, and the casual western way of living were visible in a careful scrutiny of the wardrobe content and the year in which the garments were obtained.

If the girl who is contemplating college realized that the average storage space for her college wardrobe is 3 drawers, 2 shelves, and 3 feet 10 inches of closet rod space, a more realistic estimate of the amount of clothing to bring to college might be made.

However, most of the young women felt they had the right amount of clothing, but that the storage space was inadequate. Those who felt the

storage space was adequate did not feel they had enough clothes. It would appear that most girls need to alter their ideas of what constitutes an adequate amount of clothing, or that the architects who design dormitories need to provide for storage needs more realistically. This latter course seems doubly advisable in view of the statement of many of the girls that due to limited storage, out-of-season clothing was kept at home, and winter wardrobes were exchanged for spring wardrobes during the spring break.

Wardrobes are cumulative. Of the average freshman's wardrobe, 81.6% was acquired before arriving at college. The senior year of high school ranked first as the time the largest amount of the total wardrobe was obtained.

About half of the wardrobe the girl brought to college with her was obtained with a college wardrobe in mind. This indicated that considerable college pre-planning did take place and that many of these garments were obtained up to two years before the girls came to college. Guidelines for wardrobe planning for college are a real and present need. Home economics teachers and Extension personnel could well use this need as an opportunity for effective teaching.

An individual's self-image includes an inner picture of herself in clothing for different roles. Effective teaching, directed toward helping young people plan the kind of wardrobe which would contribute to a positive self-image, would aid in strengthening their self-concept in making a favorable socio-psychological adjustment.

**APPENDIX**

APPENDIX A

Background Information Questionnaire

Name \_\_\_\_\_ Age \_\_\_\_\_

Class \_\_\_\_\_ Major \_\_\_\_\_ Minor \_\_\_\_\_

1. \_\_\_\_\_ A. Dormitory Place an X beside the letter indicating  
\_\_\_\_\_ B. Sorority House where you are now living while attending  
\_\_\_\_\_ C. Private Home Montana State University.  
\_\_\_\_\_ D. With Parents

2. \_\_\_\_\_ A. Under 1000 Place an X beside the letter indicating the  
\_\_\_\_\_ B. 1000 to 2500 population of the town from which you came.  
\_\_\_\_\_ C. 2500 to 5000  
\_\_\_\_\_ D 5000 to 10,000

3. \_\_\_\_\_ What was the approximate size of your High School  
Graduation Class?

4. \_\_\_\_\_ A. None  
\_\_\_\_\_ B. Number of brothers. Ages \_\_\_\_\_, How many brothers and sisters  
\_\_\_\_\_ do you have, and what are their  
\_\_\_\_\_ C. Number of sisters. Ages \_\_\_\_\_, ages?  
\_\_\_\_\_

5. From what sources did you acquire information concerning a college ward-  
robe before you came to college? Please number according to the amount  
of assistance you received in acquiring information. Assign numbers  
only to those sources from which you received information.

- \_\_\_\_\_ A. High School Home Economics Course
- \_\_\_\_\_ B. Extension Service, and/or 4-H
- \_\_\_\_\_ C. Friends in College
- \_\_\_\_\_ D. Relatives in College
- \_\_\_\_\_ E. Magazines (Specify what Magazines) \_\_\_\_\_

\_\_\_\_\_ F. Other (Specify) \_\_\_\_\_

6. Do you think the storage space for clothing in your college room is  
adequate for your needs?

- \_\_\_\_\_ A. Too much
- \_\_\_\_\_ B. About right
- \_\_\_\_\_ C. Not enough

APPENDIX A. (Continued)

7. \_\_\_\_\_ A. Always                      Do you think the wardrobe which you brought  
              B. Usually                    to college (not acquired after arriving) is  
              C. Seldom                     appropriate for the situations for which you  
              D. Hardly ever                  have needed different kinds of clothing?

8. For what type of occasions can you recall not having had appropriate wardrobe items?

---

---

---

9. \_\_\_\_\_ A. Too little                      Do you feel the wardrobe which you brought  
              B. Right amount                  to college with you was adequate in  
              C. Too much                       amount?

Storage Space <sup>1/</sup>

Please measure rod length used by you while attending MSU.

How many drawers for wardrobe items?

How many shelves for wardrobe items?

\_\_\_\_\_ ft. \_\_\_\_\_ in.  
\_\_\_\_\_ drawers.  
\_\_\_\_\_ shelves.

What other places do you keep clothing at college? Please specify.

<sup>1/</sup> This question appeared on the inventory form, which was turned in some time later after actual counts and measurements.

APPENDIX B

Presentation of Study to Student Sample

It has been said, that teachers are students all their lives. As many of you know, this particular teacher is also a registered student at this institution. I am working toward a Master's Degree in Clothing and Textiles. After considering a good many possibilities for a thesis study, I chose to concentrate on an analysis of the Wardrobe Content of Montana State University students, showing Wardrobe Planning and Sources. A good deal of supplementary and useful data will also be collected.

Although many clothing textbooks and popular magazines contain information on wardrobe planning, few documented studies have been done on the things people actually have in their wardrobes. Many studies are based on opinions of what people think should be in a wardrobe, but not on what they actually have in a wardrobe. A few states have conducted studies of the contents of wardrobes. No such study has ever been done in Montana or in any Northwestern State.

With increasing awareness of the many factors which influence clothing selection, a study of students' wardrobes could be valuable in several ways; for example:

For teachers, extension agents, counselors--the U itself, in assisting incoming students.

To assist students and parents in college planning. College catalogs estimate expense fairly closely; clothing may be an unplanned but major expense.

By finding out which items are most often selected and purchased by the girls, instruction in consumer buying can be better planned.

Several studies in other states have brought out the fact that many students felt that they needed information on clothing suitable for college. This study should help provide the information for Montana students.

Since wardrobes are somewhat cumulative, probably a certain portion is made up of items you had in high school. A study by Hoffman (1960) reported that an average of 70% of the college freshman's wardrobe is made up of clothing carried over from high school with a range of 24 to 89%. What will our Montana students' wardrobes show?

APPENDIX B. (Continued)

Results of this study should be available by the time most of you are ready to leave this institution. I hope you will be proud to be a part of this pilot study. Whether the study proves to be valid and helpful to others and worth a couple of years of my time will depend on the honesty and sincerity of your efforts.

There are two parts--the first is background information needed for the study. You will complete this at this time. I am asking you to put your name on all sheets simply because I will then know to whom to talk in case something isn't clear, and I need to ask a question.

\* Hand-out Background Information blanks--should be own ideas, please do not discuss with others. Explain, No. 4 (If married); No. 5; to No. 8--types.

\* Complete immediately.

\* Please pass sheets forward. Pick up.

The second part is an actual wardrobe inventory.

\* Pass out inventory sheets.

Do you each have two copies?--4 sheets of paper? Place the words Work Copy on one above your name.

Include only clothing here at college (not items you left home, since this is your college wardrobe). Bozeman girls living at home have access to all items and will probably need to list your entire wardrobe. Recall and include items being laundered or dry-cleaned, or shoes out for repair, etc. This should be your clothing, not borrowed items you may find in your closet.

Read over categories before starting; do not list anything twice; for instance, if a skirt is part of a suit, don't list the skirt a second time under skirts, because it has already been listed under suits.

Place a check mark in the column in Group A which most nearly describes when you acquired the article.

Place a check mark in the column in Group B which most nearly describes the source of the article. (This may have two checks, for instance, a knitted sweater made by someone for you as a gift.)

APPENDIX B. (Continued)

Place a check mark in the column in Group C which most nearly describes whether or not a college wardrobe was being considered when the article was acquired.

(Discuss transparency of work sheets; how to put information on the copy for tabulation.) Place actual numbers on the copy you hand in to me. Allow enough time; I found it helpful to sort the categories together and do one or two a day.

I realize this will be a big job. In order to help provide time to do an accurate inventory, Mrs. Fink will not have lecture on Saturday, February 19. We are trying to limit tests and other outside work during this period. Although your inventories will not be graded, you are expected to hand them in, and they will be due the 24th of February; two weeks from today, so everyone has the same amount of time. Bring them to lecture with you on that day. Keep your Work Copy, since this is information you will use in wardrobe analysis in lab.

Please write anything additional or any special circumstances you think I should know about on the sheet you hand in. Thank you.

APPENDIX C

SUMMARY OF INVENTORY TOTALS

Garment	Total	Group A					Group B					Group C				
		Before Junior Year High School	Junior Year High School	Senior Year High School	Summer Before Entering College	Since Entering College	Selected Personally	Gift	Selected with Advice	Constructed Personally	Constructed by someone else	Other	Obtained with College Wardrobe in Mind	Obtained without College Wardrobe in Mind	Other	Don't Know
		When Obtained					How Obtained					College Planning				
<b>1. Coats</b>																
Heavy	163	20	34	43	43	23	61	19	70	5	0	8	74	77	6	4
Lightweight	99	13	25	29	22	9	30	11	29	17	1	5	32	58	3	2
Dressy	109	18	20	34	27	7	24	9	57	13	2	4	55	45	4	4
Rain	65	8	11	19	21	5	23	8	30	1	0	2	30	27	4	1
Other	21															
<b>Total Coats</b>	<b>457</b>	<b>59</b>	<b>90</b>	<b>125</b>	<b>113</b>	<b>44</b>	<b>138</b>	<b>47</b>	<b>186</b>	<b>36</b>	<b>3</b>	<b>19</b>	<b>191</b>	<b>207</b>	<b>19</b>	<b>11</b>
<b>2. Suits</b>																
Tailored	133	20	22	46	26	20	25	12	22	59	14	2	69	61	5	1
Dressy	174	7	30	51	32	24	29	12	29	64	11	1	81	51	12	2
Knit	74	5	8	28	19	15	20	15	25	5	2	9	41	23	6	4
Other	60															
<b>Total Suits</b>	<b>441</b>	<b>32</b>	<b>60</b>	<b>125</b>	<b>77</b>	<b>59</b>	<b>74</b>	<b>39</b>	<b>75</b>	<b>128</b>	<b>27</b>	<b>12</b>	<b>191</b>	<b>135</b>	<b>23</b>	<b>7</b>
<b>3. Dresses</b>																
Casual	557	70	116	173	146	54	131	50	77	229	51	12	222	270	32	13
Dressy	442	34	71	124	136	81	83	37	74	160	56	17	255	150	32	5
Formal	250	37	65	87	35	31	41	18	58	68	48	5	116	99	32	2
<b>Total Dresses</b>	<b>1248</b>	<b>141</b>	<b>252</b>	<b>384</b>	<b>317</b>	<b>166</b>	<b>255</b>	<b>105</b>	<b>209</b>	<b>457</b>	<b>155</b>	<b>34</b>	<b>592</b>	<b>519</b>	<b>96</b>	<b>20</b>
<b>4. Sweaters</b>																
Cardigans	678	134	173	189	120	73	264	209	127	21	26	36	228	381	55	18
Slip-overs	917	157	202	233	174	153	330	286	171	35	40	61	370	426	78	27
Vests	126	17	29	30	29	20	24	29	16	34	13	9	54	57	8	4
<b>Total Sweaters</b>	<b>1729</b>	<b>308</b>	<b>404</b>	<b>422</b>	<b>323</b>	<b>246</b>	<b>618</b>	<b>524</b>	<b>314</b>	<b>90</b>	<b>79</b>	<b>106</b>	<b>652</b>	<b>863</b>	<b>141</b>	<b>49</b>
<b>5. Skirts</b>																
<b>Total Skirts</b>	<b>1478</b>	<b>376</b>	<b>357</b>	<b>349</b>	<b>258</b>	<b>137</b>	<b>366</b>	<b>243</b>	<b>247</b>	<b>384</b>	<b>121</b>	<b>97</b>	<b>553</b>	<b>801</b>	<b>76</b>	<b>43</b>
<b>6. Jumpers</b>																
<b>Total Jumpers</b>	<b>255</b>	<b>28</b>	<b>63</b>	<b>89</b>	<b>55</b>	<b>22</b>	<b>46</b>	<b>23</b>	<b>38</b>	<b>102</b>	<b>29</b>	<b>4</b>	<b>103</b>	<b>126</b>	<b>10</b>	<b>2</b>
<b>7. Blouses</b>																
Dressy	424	42	62	145	92	78	160	127	45	82	17	9	215	188	18	11
Casual	1532	275	343	389	322	231	557	394	213	216	48	76	497	847	124	63
<b>Total Blouses</b>	<b>1980</b>	<b>317</b>	<b>405</b>	<b>534</b>	<b>414</b>	<b>309</b>	<b>717</b>	<b>521</b>	<b>258</b>	<b>298</b>	<b>65</b>	<b>85</b>	<b>712</b>	<b>1035</b>	<b>142</b>	<b>74</b>
<b>8. Sportswear</b>																
Jackets	199	23	47	59	41	30	73	47	37	28	12	4	68	114	13	2
Slacks	557	75	111	162	99	116	242	129	95	62	8	14	205	308	27	4
Jeans, Cut-offs	411	51	83	108	113	64	318	38	46	6	2	19	90	283	17	18
Sweat shirts	433	62	82	98	59	113	283	84	27	0	0	10	138	240	18	17
Ski outfit	51	8	11	17	5	10	27	11	11	1	0	1	21	25	4	0
Swim suit	131	14	24	47	44	2	76	10	37	6	0	0	26	95	9	0
Other	112															
<b>Total Sportswear</b>	<b>1894</b>	<b>233</b>	<b>358</b>	<b>491</b>	<b>361</b>	<b>335</b>	<b>1019</b>	<b>319</b>	<b>253</b>	<b>103</b>	<b>22</b>	<b>48</b>	<b>548</b>	<b>1065</b>	<b>88</b>	<b>41</b>

APPENDIX C. (Continued)

Garment	Total	Group A					Group B					Group C				
		Before junior year of high school	Junior year of high school	Senior year of high school	Summer before entering college	Since entering college	Selected personally	Gift	Selected with advice	Constructed personally	Constructed by someone else	Other	Obtained with college wardrobe in mind	Obtained without college wardrobe in mind	Other	Don't know
		When Obtained					How Obtained					College Planning				
9. Loungewear																
Robes	206	24	26	59	54	41	39	103	13	36	9	4	105	89	7	2
Sleep-wear	490	32	63	166	151	76	101	279	54	32	12	16	226	205	36	28
Total Loungewear	709	56	89	225	205	117	140	382	67	68	21	20	331	294	43	30
10. Lingerie																
Brassieres	580	4	53	164	261	100	354	19	103	--	--	10	312	252	11	15
Foundation Garments	339	8	30	98	123	68	224	40	68	--	--	3	172	144	9	6
Panties, Pettipants	1398	40	149	410	588	190	848	323	148	--	--	30	746	566	60	33
Slips, $\frac{1}{2}$ slips	552	33	85	180	185	76	117	230	67	2	--	22	250	238	34	22
Other	40															
Total Lingerie	2909	85	317	852	1157	434	1543	612	386	2	--	65	1480	1200	114	76
11. Footwear																
School	489	29	96	218	291	195	609	52	139	--	--	9	436	348	22	4
Sports	337															
Dress	526	70	95	168	89	106	326	38	149	--	--	11	225	263	33	4
Weather	141	3	20	39	25	52	84	18	34	--	--	4	89	45	4	1
Slippers	187	16	17	49	44	57	45	98	10	16	6	4	85	74	16	8
Other	60															
Total Footwear	1740	118	228	474	449	410	1064	206	332	16	6	28	835	730	75	17
12. Hosiery																
Nylon hose	783	--	2	37	174	568	590	162	15	--	--	8	684	70	14	7
Designed nylons	110	--	4	40	26	45	58	53	2	--	--	3	56	49	6	3
Over-knee socks	104	5	5	17	32	43	64	30	12	1	--	1	76	28	3	--
Knee-socks	184	23	39	60	33	26	131	33	13	--	--	2	53	117	11	2
Ankle-socks	548	53	51	125	162	155	420	66	52	--	--	16	258	245	41	8
Leotards	61	24	17	13	4	7	36	12	9	--	--	8	10	44	10	--
Other	71															
Total Hosiery	1861	105	118	292	431	844	1299	356	103	1	--	38	1137	553	85	20
13. Accessories																
Gloves; Mittens	471	43	95	150	111	68	243	126	84	--	--	16	201	215	43	10
Dress	227	34	33	60	39	59	103	87	21	3	4	4	98	112	7	6
Warm	643	110	92	176	142	118	267	248	45	19	4	47	207	330	44	40
Scarves	270	33	55	79	72	30	117	58	61	19	5	4	116	134	14	4
Hats	303	76	76	80	46	26	179	60	44	6	1	23	77	195	16	15
Belts	513	48	98	162	142	71	279	144	85	6	1	8	241	227	27	17
Handbags(Purses)	77															
Other	77															
Total Accessories	2504	344	499	707	552	372	1188	723	340	53	15	102	940	1213	151	92
Grand Total	19,205	2302	3190	5070	4914	3495	8467	4101	2808	1738	543	650	8265	8741	1063	482
Total Excluding 'Other'	18,764															

APPENDIX D

Distribution Ranking of Wardrobe Sources, Time Obtained  
and College Wardrobe Pre-Planning

Garment	Group A					Group B					Group C				
	Before junior year of high school	Junior year of high school	Senior year of high school	Summer before entering college	Since entering college	Selected personally	Gift	Selected with advice	Constructed personally	Constructed by someone else	Other	Obtained with college wardrobe in mind	Obtained without college wardrobe in mind	Other	Don't know
	When Obtained					How Obtained					College Planning				
<u>All Coats</u>	4	3	1	2	5	2	3	1	4	6	5	2	1	3	4
Heavy	4	2	1	1	3	2	3	1	5	-	4	2	1	-	-
Lightweight	4	2	1	3	5	1	3	1	2	5	4	2	1	-	-
Dressy	4	3	1	2	5	2	4	1	3	6	5	1	2	-	-
Rain	4	3	2	1	5	2	3	1	5	-	4	1	2	-	-
<u>All Suits</u>	5	3	1	2	4	2	3	2	1	4	5	1	2	3	-
Tailored	4	3	1	2	4	2	5	3	1	4	6	1	2	-	-
Dressy	5	3	1	2	4	2	4	3	1	5	6	1	2	-	-
Knit	5	4	1	2	3	2	3	1	5	6	4	1	2	-	-
<u>All Dresses</u>	5	3	1	2	4	2	5	3	1	4	6	1	2	3	4
Casual	4	3	1	2	5	2	4	3	1	4	5	2	1	3	4
Dressy	5	4	2	1	3	2	5	3	1	4	6	1	2	3	4
Formal	3	2	1	4	5	4	5	2	1	3	6	1	2	3	4
<u>All Sweaters</u>	4	2	1	3	5	1	2	3	5	6	4	2	1	3	4
Cardigans	3	2	1	4	5	1	2	3	6	5	4	2	1	3	4
Slip-overs	4	2	1	3	4	1	2	3	6	5	4	2	1	3	4
Vests	4	2	1	2	3	3	2	4	1	5	6	2	1	3	4
<u>All Skirts</u>	1	2	3	4	5	2	3	3	1	4	5	2	1	3	4
<u>All Jumpers</u>	4	2	1	3	5	2	5	3	1	4	6	2	1	3	-
<u>All Blouses</u>	4	3	1	2	5	1	2	4	3	6	5	2	1	3	4
Dressy	5	4	1	2	3	1	2	4	3	5	6	1	2	3	4
Casual	4	2	1	3	5	1	2	3	3	5	4	2	1	3	4

APPENDIX D. (Continued)

Garment	Group A					Group B						Group C			
	Before junior year of high school	Junior year of high school	Senior year of high school	Summer before entering college	Since entering college	Selected personally	Gift	Selected with advice	Constructed personally	Constructed by someone else	Other	Obtained with college wardrobe in mind	Obtained without college wardrobe in mind	Other	Don't know
	When Obtained					How Obtained						College Planning			
<u>All Sportswear</u>	5	3	1	2	4	1	2	3	4	6	5	2	1	3	4
Jackets	5	2	1	3	4	1	2	3	4	5	6	2	1	3	4
Slacks	5	3	1	4	2	1	2	3	4	6	5	2	1	3	4
Jeans, cut-offs	5	3	2	1	4	1	3	2	5	6	4	2	1	4	3
Sweat shirts	4	3	2	5	1	1	2	3	-	-	4	2	1	3	4
Ski outfit	4	2	1	5	3	1	2	2	-	-	-	2	1	3	-
Swim suit	4	3	1	2	5	1	3	2	4	-	-	2	1	3	-
<u>All Loungewear</u>	5	4	1	2	3	2	1	3	3	4	4	1	2	3	4
Robes	5	4	1	2	3	2	1	4	3	5	6	1	2	3	4
Sleep-wear	5	4	1	2	3	2	1	3	4	6	5	1	2	3	4
<u>All Lingerie</u>	5	4	2	1	3	1	3	2	-	-	4	1	2	3	4
Brassieres	5	4	2	1	3	1	3	2	-	-	4	1	2	4	3
Foundation garments	5	4	2	1	3	1	3	2	-	-	4	1	2	3	4
Panties	5	4	2	1	3	1	2	3	-	-	4	1	2	3	4
Slips	5	3	2	1	4	2	1	3	-	-	4	1	2	3	4
<u>All Footwear</u>	5	4	1	2	3	1	3	2	5	6	4	1	2	3	4
School & sports	5	4	2	1	3	1	3	2	-	-	4	1	2	3	4
Dress	5	3	1	4	2	1	3	2	-	-	4	2	1	3	4
Weather	5	4	2	3	1	1	3	2	-	-	4	1	2	3	-
Slippers	4	4	2	3	1	2	1	4	3	5	6	1	2	3	4
<u>All Hosiery</u>	5	4	3	2	1	1	2	3	-	-	4	1	2	3	4
Nylon	-	4	3	2	1	1	2	3	-	-	4	1	2	3	4
Designed	-	4	2	3	1	1	2	-	-	-	-	1	2	3	4
Over-knee	4	4	3	2	1	1	2	3	-	-	-	1	2	3	-
Ankle-socks	4	5	3	1	2	1	2	3	-	-	4	1	2	3	4
Knee-socks	5	2	1	3	4	1	2	3	-	-	4	2	1	3	4
Leotards	1	2	3	5	4	1	2	3	-	-	4	2	1	2	-

APPENDIX D. (Continued)

	Group A					Group B						Group C			
	Before junior year of high school	Junior year of high school	Senior year of high school	Summer before entering college	Since entering college	Selected personally	Gift	Selected with advice	Constructed personally	Constructed by someone else	Other	Obtained with college wardrobe in mind	Obtained without college wardrobe in mind	Other	Don't know
	When Obtained					How Obtained						College Planning			
All Accessories	5	3	1	2	4	1	2	3	4	6	5	2	1	3	4
Dress gloves	5	3	1	2	4	1	2	3	-	-	4	2	1	3	4
Mittens	3	3	1	2	1	1	2	3	5	4	4	2	1	3	4
Scarves	4	5	1	2	3	1	2	3	5	6	4	2	1	3	4
Hats	4	3	1	2	5	1	3	2	4	5	6	2	1	3	4
Belts	2	2	1	3	4	1	2	3	5	-	4	2	1	3	4
Purses	5	3	1	2	4	1	2	3	5	-	4	1	2	3	4

LITERATURE CONSULTED

1. Anspach, Karlyne. Clothing Research in Home Economics. J. of Home Econ. 51 (1959), p. 767.
2. Anspach, Karlyne. Clothing Selection and the Mobility Concept. J. of Home Econ. 53 (1961), p. 429.
3. Apparel Hangs Up Tab as College Costs Rise. Woman's Wear Daily. Sept. 20, 1966. pp. 1, 67.
4. Atherton, Phyllis Hardy. A Comparison of the College Wardrobes Considered Essential by Two Hundred Freshmen and Junior Women Students at The Pennsylvania State College. M.S. thesis, The Pennsylvania State University, 1953, 56 pp.
5. Baumgartner, Charlotte Wolff. Factors Associated with Clothing Consumption Among College Freshmen. Ph.D. dissertation, Ohio State University, 1962, 291 pp.
6. Edelman, Reba I. Trends in the College Wardrobe. J. of Home Econ. 32 (1940), pp. 315-316.
7. Gilgo, Betty Lee. A Comparison of Clothing Values Held by College Students and Reasons Why They Seldom or Never Wear the Unused Garments They Keep in Their Wardrobes. M. S. thesis, The Pennsylvania State University, 1962, 54 pp.
8. Glenn, Mary Lee. Factors Related to Anticipated and Actual Wardrobe Needs of Freshman Women at Iowa State University. M. S. thesis, Iowa State University, 1964, 61 pp.

9. Hoffman, Adeline M. College Students Attitudes Toward Clothing and Their Relation to Certain Personality Traits. Ph.D. dissertation, Ohio State University, 1963, 142 pp.
10. Hurlock, Elizabeth. Motivation in Fashion. Archives of Psychology XVII, Sept. 1929, No. 3.
11. Lindsey, Charlotte. A Study of Clothing Needs in College as Seen by Women at Virginia Polytechnic Institute. M. S. thesis, Virginia Polytechnic Institute, 1945.
12. Latzke, A. C. and Windhorst, M. M. What College Women Spend on Clothes. J. of Home Econ. 35 (1943) p. 555-559.
13. Matthews, Lillian Beatrice. College Students Attitudes Toward Clothing and Their Relation to Certain Personality Traits. Ph.D. dissertation, Ohio State University, 1963, 142 pp.
14. Mayer, Marie Lawrence. Clothing Inventories of 41 Teen-Age Girls. J. of Home Econ. 49 (1947), p. 124.
15. Ryan, Mary S. Effect on College Girls of Feeling Well-Dressed. J. of Home Econ. 43 (1951), p. 799.
16. Scheer, Mary Steckel. A Study of the Wardrobes of the Freshman Women Attending the University of Maryland (1951-52) With an Investigation of Certain Factors Influencing the Acquisition of These Wardrobes. M. S. thesis, University of Maryland, 1953, 68 pp.
17. Shively and Roseberry, Adequacy of College Wardrobes Judged. J. of Home Econ. 40 (1949), pp 81-82.

18. Stout, Dorothy Runbeck, and Lutzke, Alpha. Values College Women Consider in Clothing Selection. J. of Home Econ. 50 (1958), p. 43.
19. Thompson, Henrietta M., and Edmonds, Mary Neville. A Minimum College Wardrobe for a Freshman. J. of Home Econ. 52 (1960), pp 662-664.
20. Treece, Anna Jean. An Interpretation of Clothing Behavior Based on Social-Psychological Theory. Dissertation Abstracts. XX 1959, p. 2269.
21. Turner, Laura Jean. Factors Affecting Freshman Women's Wardrobes as Recommended by Senior Women. M. S. thesis, Kansas State University, 1964. 83 pp.
22. Warden, Jessie A. Some Factors Affecting the Satisfactions and Dissatisfactions with Clothing of Women Students in the College of Education and the College of Liberal Arts. J. of Home Econ. 49 (1957) p. 233.
23. Warden, Jessie A. Some Desires or Goals for Clothing of College Women. J. of Home Econ. 50 (1958) p. 795.
24. Winakor, Geital. Consumer Expenditures for Clothing in the United States 1929-1958. J. of Home Econ. 54 (1962) p. 115.

MONTANA STATE UNIVERSITY LIBRARIES



3 1762 10022777 4

N378  
 St136 Stagg, Ann  
 cop.2 An analysis of the  
 wardrobe content of  
 M.S.U. freshman...

NAME AND ADDRESS	
12-13-71	505 N. 1st St. No. [redacted]
JUN 2 '78	INTERLIBRARY LOAN
2 books use	INTERLIBRARY LOAN
2 weeks use	INTERLIBRARY
2 weeks use	INTERLIBRA
	[redacted]

N378  
 St136  
 cop.2

