



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
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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.

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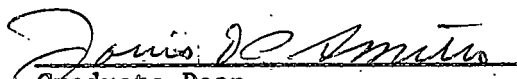
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ABSTRACT

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

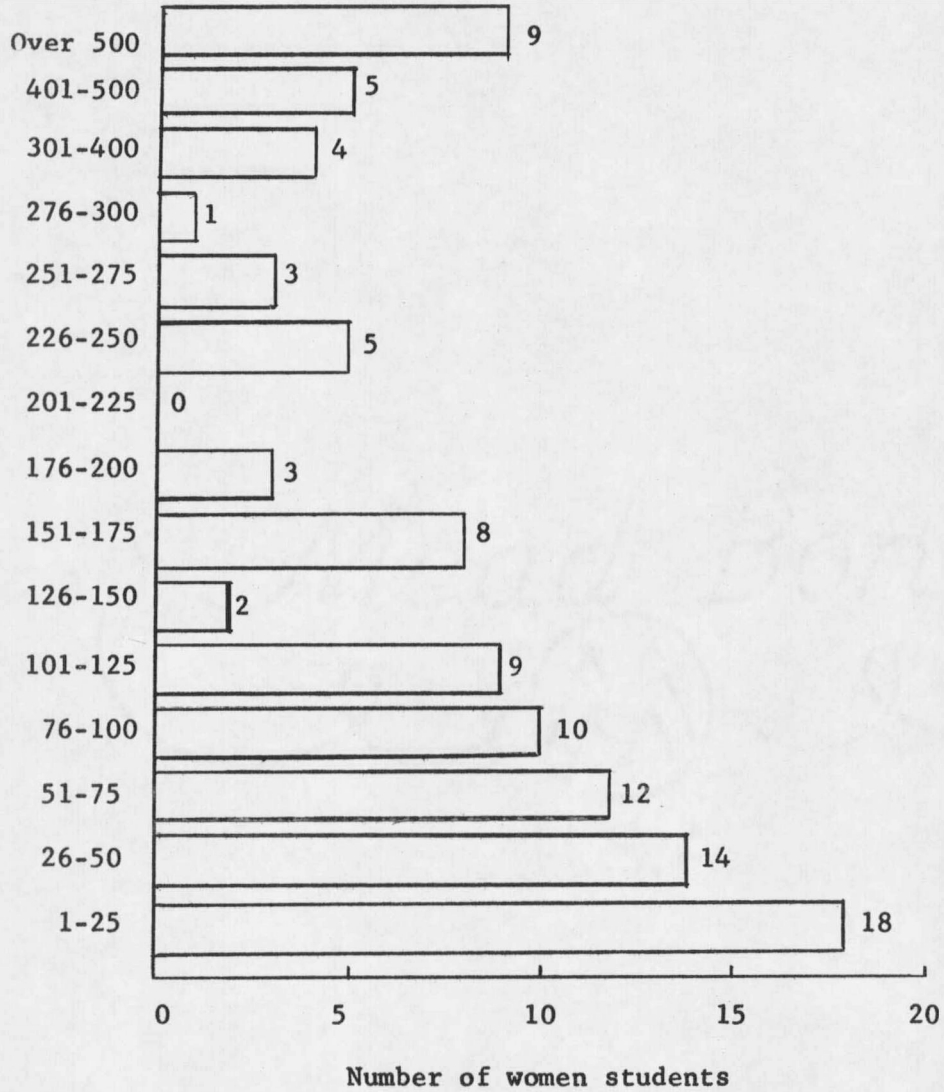


Figure 1. Size of High School Graduation Classes of Freshman Home Economics Women Students

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.

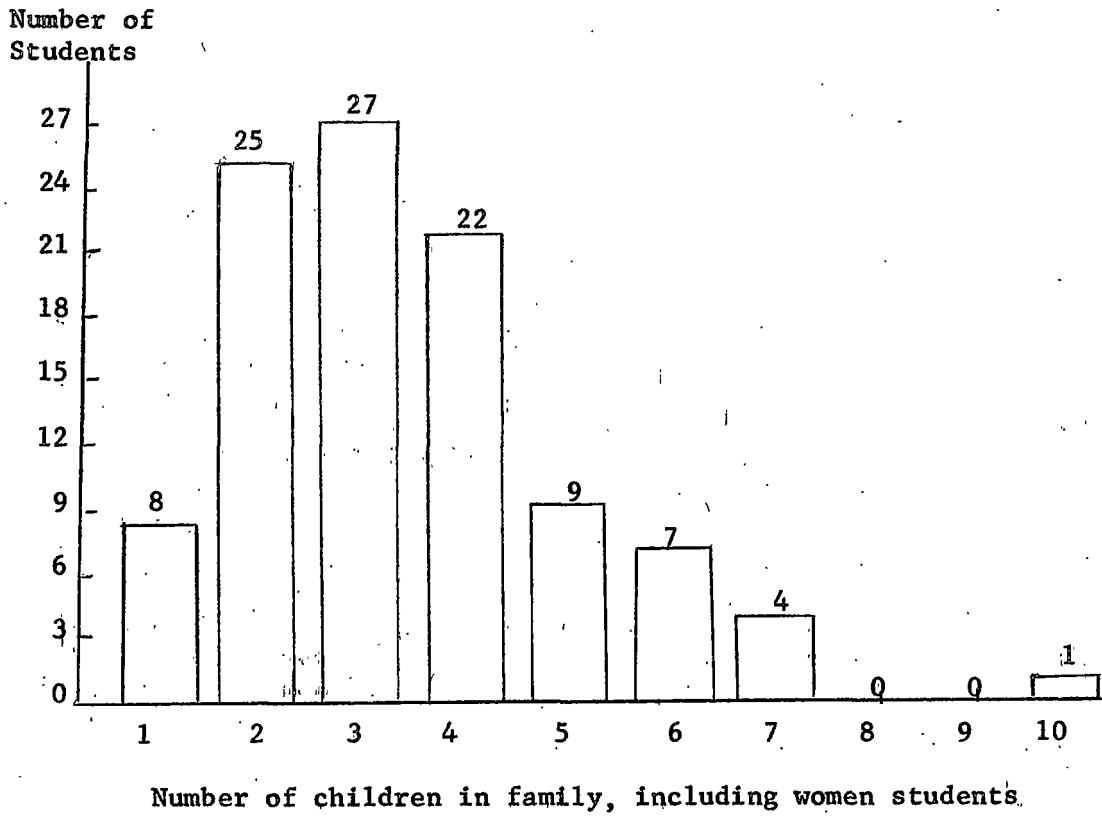


Figure 2. Number of Children in Families from Which Home Economics Freshman Women Students Come.

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) ^{1/}	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

^{8 9}
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

