

AN ABSTRACT OF THE THESIS OF

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Title A STUDY OF CONCEPTS GAINED FROM A CLOTHING
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The objectives of the study were (1) to determine the differences in ability of seniors and freshmen to apply principles learned in a clothing selection course to selection of clothing, (2) to determine retention of concepts learned in the course, (3) to determine if age, grades, social class, and occupational plans affected application of principles to selection of clothing, and (4) to determine the value of the course to the student.

A questionnaire was used to obtain the data needed. The 102 participants included in the study were freshmen and senior students enrolled in the School of Home Economics who had had the clothing selection course during their freshman year.

The information was compiled on judging sheets and distributed to a board of five judges who were considered authorities in the subject. The judges determined the appropriateness of choices made on

a five-point scale. Scores of four and five on the scale were combined for analysis in one category to indicate appropriate choices made, and scores of one and two were combined for inappropriate choices.

Analysis of the data indicated that there was no significant difference in the ability of seniors and freshmen to apply design principles to an important garment or to selection of clothing in general.

The scores made on the retention of concepts test in relation to the scores made on application of design principles to the most important garment proved to be insignificant for both groups. However, for seniors, the relation of scores on application principles to selection of clothing in general in relation to scores on concepts retention was significant.

Age, grades, social class, and occupational plans were other variables analyzed to see if they affected the application of principles of design to clothing selection. There was no statistical difference between the ability of the freshmen and seniors to apply the principles of design, thus indicating age had no effect on ability of application.

The relationship of grades to application of principles of design to selection was significant for freshmen, but not seniors. If a freshman made a high grade in the course, she most likely made more appropriate choices on application of principles to clothing selection.

The relationship of social class to the application of principles to selection of a most important garment was significant for seniors only; whereas, the relationship of social class to application of design principles to selection of clothing in general was statistically significant for both seniors and freshmen.

Occupational plans as a variable did not prove to be significant.

Both seniors and freshmen thought that the most valuable part of the clothing selection course was on choosing becoming clothes according to figure and facial analysis. The least valuable part for seniors was the clothing inventory and for freshmen, clothing expenditures for the family.

It was concluded, therefore, that there were no significant differences in the ability of seniors and freshmen to apply design principles to clothing selection. The relation of application of design principles to retention of concepts was significant for seniors, to occupational plans was insignificant, to grades was significant for freshmen, and to social class was significant for both seniors and freshmen.

A STUDY OF CONCEPTS GAINED FROM A CLOTHING
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by

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A STUDY OF CONCEPTS GAINED FROM A CLOTHING SELECTION COURSE AT OREGON STATE UNIVERSITY

INTRODUCTION

One of the means of expressing beauty is through the use of clothing for personal adornment. In today's society the individual has the opportunity to express in his daily life his understanding and appreciation of the elements and principles of design as he selects the items of clothing for his wardrobe. This development of the art of dress offers many opportunities to make an individual happier, more confident, and more pleasing to others.

A woman's choice of clothing is a highly personal matter. This choice reflects her personal taste, as well as her attitude toward herself and others. McJimsey (23) says that a pleasing appearance helps to build morale, self respect, and is important in achieving success both in the social and in the economic world. In summarizing the way clothing answers a need today, she states that a woman "who understands the fundamental principles of good grooming and wise selection has a good start toward securing . . . a sense of security" (23, p. 4).

When selecting a wardrobe, current fashion used alone is not dependable as a guide to good taste since the silhouette or design lines and colors that are displayed for the season are seldom becoming to everyone. If the family income is to be used wisely for clothing purchases, it is essential that an individual have an

understanding of the basic principles of design and color and practice the application of these principles to the selection of clothing.

Many educators of today are faced with the problem of helping the young woman make wise selections of clothing; wise not only from the aesthetic point of view, but also wise from the practical point of view. This phase of training can be applied to the choice of clothing for all occasions and the development of standards of dress which will meet the demands of an individual's chosen profession.

An interest in the educational process involved in teaching clothing selection led to this investigation of the concepts gained by the students from the clothing selection course at Oregon State University. The results of the study of practices used by students and their subjective values will contribute much to the development of a more effective educational process used in teaching clothing selection. Such information will be of value to teachers of clothing selection and will perhaps serve as a guide for evaluating the areas of clothing selection in which students are competent in the application of concepts learned in the course.

Purpose of Research

The purpose of this research was (1) to discover the effectiveness of a clothing selection course in assisting the student to select becoming clothes and to discover the differences between seniors and

freshmen in their clothing selection, (2) to reveal the value of the course as the student sees it, and (3) to discover strong and weak areas of clothing selection among freshmen and seniors. The investigator assumed that the effectiveness of a clothing selection course would be revealed by the student's application of principles of clothing selection to a garment or garments and by her opinion of what the course had to offer her.

Definitions

Effective selection of clothing included selection from the artistic standpoint as well as selection from the practical standpoint. Effective selection of clothing from the artistic standpoint was based on the student's application of line, color, pattern, and texture to a garment or garments. Selection from the practical standpoint included the following criteria: making clothing plans, considering care and upkeep, and using labels or other consumer information. The student's appreciation of the course would be revealed by what she thought she gained from the course and its value to her.

REVIEW OF LITERATURE

Latzke and Windhorst indicate that "good choice making is a product of proper training," (18, p. 555) whether that training comes from an organized class or from informal instruction at home. Morton states that "taste bridges the gap between art and fashion" (22, p. 39). Goldstein defines good taste in the field of art as "the application of the principles of design to problems in life where appearance as well as utility is a consideration" (11, p. 1). Both definitions emphasize the need for an understanding of art principles, combined with individual judgment and experience in applying these principles to clothing selection. These art principles are taught both as theory and as practice in the clothing selection course at Oregon State University. In order to develop and encourage quality choice making, the clothing selection course is offered to young college women.

A review of the literature dealing with and related to clothing selection revealed that there is a need for and value in a clothing selection course at both high school and college levels. Studies have been conducted by Anspach (1), Cannon (4), Ditty (8), Douty (9), Kittles (16), Read (27), Rosencranz (28), Ryan (30, 31, 32), and Stallings (36) which reveal the importance of clothing to the individual in all areas of life, and at least one study by Pearson (26) has investigated the becomingness of color and line among high school

girls. However, there was no research that investigated the effectiveness of training in assisting the student to select becoming clothes.

The literature will be discussed in three main parts: (1) the importance of clothing, (2) the need or value of a clothing selection course, and (3) the content of the clothing selection course at Oregon State University.

The Importance of Clothing

Every year prospective students write to the Clothing Department of Oregon State University for information concerning clothing needs which would help them to choose their college wardrobes more wisely. Inquiries of this nature indicate that clothing is of importance to the college student. A survey which emphasized the importance of clothing was made by the Gilbert Youth Survey for Seventeen magazine. This survey made in the fall of 1959 found that the average amount of money spent by a college girl in the United States for her freshman wardrobe was \$354.49 and said that students "do their biggest stockpiling in preparation for their first year college" (38).

The fact that clothing is of great importance during the period of early adulthood was supported by findings from Shiveley and Roseberry in 1948 which indicated of the college woman that "she must have a sufficient number (of garments) for her needs. Right clothes

help give a feeling of security and thus help her adjust to college life" (35, p. 81). Being properly dressed for the occasion contributes to personal happiness and Troelstrup says that there is no satisfactory substitute for this feeling (39, p. 213).

According to Ryan, proper dress was a leading factor in giving a person confidence. She investigated factors which led a student to have greater confidence in her clothing. She found that these factors were (1) choosing her own clothes, (2) a large number of garments in her wardrobe, (3) a high interest in clothing, and (4) an urban background. Those girls who felt better dressed were those who tended to be conscious of their clothing more of the time, while those who felt poorly dressed were the ones who felt embarrassed about their clothing. Ryan found that the effect of feeling well dressed made the girl feel more talkative, peppier, and feel more a part of the group. When a girl felt poorly dressed, she thought she was quieter, self-conscious, and more of a spectator than a part of the group (30, p. 799).

Cannon concluded that personal appearance plays a very important part in making a person feel accepted by other people. Her results from a University of Nebraska study of high school girls indicated that all of the most popular girls from the seventh through twelfth grades excelled in or conformed closely to the norm for personal appearance and that in girls, "personal appearance bears a

significant relationship to social acceptance during the junior and senior high school period" (4, p. 710-713).

In a study of adolescents, Coleman found that girls desired to be "best-dressed." He found that having "good clothes" was more important for girls than for boys. He also found that in a question regarding best-dressed girls, "the effect of not being thought of as 'best-dressed' by her classmates nearly doubles a girl's likelihood of wanting to be someone different" (5, p. 54).

According to Elizabeth Hurlock, clothes are most important to the adolescent as a symbol of his social roles; thus, they affect his concept of self and his personality development (13, p. 479). Because role choices make up the behavior of an individual and clothing is symbolic of roles, clothing seemingly becomes an integral part of role behavior.

Other writers have commented on the influence of clothing on individual behavior. According to Grace Morton,

Clothes help to make us self-confident, self-respecting, jolly, free or they make us self-conscious, shy, sensitive, restrained. They determine how much we go into society, the places we go to, the exercises we take. They help us to get jobs and to hold them, to miss them and to lose them (20, p. 584).

In a study made on clothing as related to behavior, Wass gave questionnaires to high school girls in a suburban city of the Midwest. Over half of the girls believed that they behaved differently on school

days which were designated as special "dress-up" days. Two thirds of them implied that the student behavior was different on these days, frequently more grown-up or better behaved. Over 80 percent thought that certain types of clothing caused them to act a certain way. They reported that they acted more feminine in "dress-up" clothes, better behaved when dressed up, more confident when dressed up, and more grown up when dressed up (42, p. 212).

Ryan's investigation of importance ascribed to clothing disclosed that 80 percent of the college women who cooperated in the survey felt that it was very important to be well dressed (30, p. 777). Reasons for importance of being well dressed were given by respondents in a field study made by the Agricultural Experiment Station at Cornell University. The study was designed to determine levels and components of satisfaction with men's shirts and with women's slips and casual street dresses. Men and women gave very different reasons for the importance of wearing attractive or good-looking clothes. The men thought it was important to wear good-looking shirts because of the "impressions" they would be making on others, to "conform," or because it was "appropriate." That is, they seemed to be influenced by what others would think. Women, on the other hand, gave as the most important reason for wearing attractive clothes, the effect on their morale (7, p. 53).

In studying factors associated with clothing consumption among

college freshmen during 1961, Baumgartner found that the importance ascribed to clothing increased with identification with a fraternity or a sorority (3, p. 221). In a similar research study, Warden found that in order to belong to certain campus organizations, students said they needed special clothes they would not otherwise need. Some of the students who were non-sorority women said they would participate in more campus activities if they had more suitable clothing (40, p. 795).

The findings from the studies reviewed indicated that clothing was important to an individual due to the following reasons:

(1) a large amount of money was spent on clothing for a student's first year of college, (2) the proper dress gave a feeling of security and contributed to personal happiness, (3) proper dress was a leading factor in giving a person confidence, (4) personal appearance played an important part in making a person feel accepted by other people, (5) clothing was a symbol of an adolescent's social role and thus became an integral part of role behavior, (6) respondents indicated that they thought it was very important to be well dressed, (7) clothing had effects on morale, and (8) amount of clothing owned was an important factor in campus activity participation.

The Need or Value of a Clothing Selection Course

"One of the most available avenues for self-expression open to

women is that of personal appearance" (20, p. 232). Morton adequately expressed the value of a clothing selection course when she said that "clothing courses may serve to teach young women how to express themselves sincerely, sanely, beautifully through these arts and to appreciate the social values of personal appearance" (20, p. 233). She pointed out that

If the outer person is to be enhanced, one must . . . know the suggestive power of line, form, color, and texture. In this way the elements of design are used to suggest ideas, to create impressions entirely aside from their function in a design (20, p. 234).

Morton pointed out that a person who is training for work which will deal in some measure with clothing must have fundamental knowledge about the art of dress (20, p. 232). Latzke and Windhorst also indicated in a 1943 study that a very important phase of the training of college women was the development of the correct standards of dress which would meet the demands of their chosen profession (18, p. 556).

Stallings suggested that there was a need for more emphasis on clothing selection by home economics teachers. She made a study in two homemaking classes at Civic Memorial High School in Illinois. From the evidence of data collected, she made the observation that "people can achieve a great deal of enhancement and are able to derive a considerable amount of pleasure from being well-dressed and well-groomed" and that "teachers should recognize the need for

a more direct emphasis on clothing selection" (36, p. 92).

Baumgartner's study of clothing goals of college women revealed a tendency for students in the low income class to spend more in absolute terms for college clothing than did students in the middle income group. The unexpectedly high expenditures found in the low income class were matched by a tendency in the same group to place undue emphasis on the importance of formal and dress clothing.

Baumgartner suggested that

It is possible that the high spending was an indication of psychological compensation but the over-emphasis placed on costly types of apparel suggest a misconception which may have been due to lack of knowledge regarding college life (3, p. 531).

She concluded that "this finding underscores a need in college clothing courses for emphasis on the non-competitive and aesthetic functions of clothing in fostering satisfying interpersonal relations" (3, p. 531).

Sanford in her study of college freshmen women found that over three quarters of the group could sew and had made about one quarter of all garments. The women sewed in order to have more clothes for the same amount of money. However, they desired more instruction in wardrobe co-ordination and in choosing becoming styles (34, p. 24).

In a similar study Warden investigated the clothing goals of college women at Southern Illinois University. Warden's

investigation indicated that college women wanted a large quantity of clothing; yet they expressed a greater desire to improve the quality of their present wardrobes rather than the quantity. The girls also stated that they wanted wardrobes with better co-ordination of colors and accessories. These desires for instruction indicate the need for a clothing selection course (41, p. 233).

Shiveley and Roseberry also investigated wardrobes of college freshmen girls in 1948 at the University of Nebraska in an effort to determine adequacy and inadequacy. Adequacy or inadequacy of each girl's wardrobe was judged according to her personal opinion, but this opinion was assumed to reflect the standards of her group. Sixty percent of the girls interviewed felt that their wardrobes were inadequate. The investigators found that the girls judged the adequacy of their wardrobes by the number of garments owned rather than by the amount spent for them (35, p. 81-82). In a 1961 study which revealed similar findings, Konynenburg found that students who owned a large number of garments were more satisfied with their wardrobes than students who owned a smaller number of garments (17, p. 46).

Ryan's (30) and Warden's (40) studies both indicated that a major clothing goal of college women was a large wardrobe and that the size of the wardrobe contributed to a feeling of being well dressed. All these studies revealed the misconceptions students had about what constitutes an adequate wardrobe. These conceptions

indicate a need for training in wardrobe planning and co-ordination.

Warden's investigation of clothing goals among college women revealed some pertinent findings for educators in clothing selection. All students in the study said they enjoyed talking about clothes. Although the students showed an interest in clothes by reading about and discussing them, they did not carefully observe the color, line, and design, or texture of clothes others were wearing. Junior women were more observant of clothing details than sophomore women (40, p. 295). The students indicated a desire for clothes that looked expensive, but they did not care whether the clothes were expensive or not. The qualities which most students said indicated prosperous-looking clothes were neatness, simple and well-tailored lines, good taste or style, and good materials. All the students expressed a desire for clothes which would attract attention, help them to feel competent, conform with the clothes owned by their friends, be in large quantity, be fashionable, and look expensive. While all the girls wanted clothes which were similar to those worn by others, most of the students also wanted clothes for some occasions which were distinctive in line, color, or design (40, p. 295).

When asked to describe the clothing in which they felt the greatest confidence, Ryan found that college girls mentioned becomingness and fit most often and then the adaptability of a dress. An adaptable dress could be of two types, a basic dress which might

be changed by a change of accessories or a dress which, without a change, would be appropriate for a variety of occasions (31, p. 22). Runbeck had similar findings in her research of clothing values. The subjects interviewed indicated that it was important to them that the colors of a garment be flattering to their personal appearance, that the style be suited to them individually, and that clothes improve their appearance (29, p. 49). The published report of the North-eastern Region field study on consumer satisfaction indicated similar findings. The components of satisfaction for women's casual street dresses, in order of importance, were appearance, comfort, becomingness, ease-of-care, fit, and durability. Several women mentioned that a dress was satisfactory because it could be "dressed up or down" with accessories (7, p. 4, 32).

In reporting dissatisfactions with wardrobes, Shiveley and Roseberry's (35) research in 1948 indicated that poor fit and dated styles were the main sources of dissatisfaction with wardrobes. Warden's study in 1957 reported that 80 percent of the girls had figure problems which caused difficulty in selecting clothing. Few girls, however, found these problems of sufficient difficulty to prevent their getting the kinds of clothes they felt they wanted (41, p. 233). Sanford's survey in 1960 revealed that the students felt their wardrobes were not co-ordinated, and the students expressed a

desire for more instruction in this area (34, p. 25).

The difference in clothing buying habits of home economics and non-home economics students can easily be seen from a study made by Lee at the University of Tennessee among freshmen and senior women. Her results indicated that non-home economics girls spent more money for clothing than home economics girls, and girls with home economics training seemed to plan their purchases more carefully and more of them read the labels than non-home economics girls. However, there was no difference shown between home economics and non-home economics girls in what they considered to be the most important characteristic in choosing a garment. For all the girls, general appearance such as style, color, workmanship, and fabric was the most important characteristic in choosing a garment. Anticipated personal satisfaction was the most influential factor in determining choice of garment (19, p. 80).

Baumgartner's study at Southern Illinois University also revealed the difference in clothing buying habits of home economics and non-home economics students. Her findings indicated that the average clothing expenditure was significantly higher in the Liberal Arts College than in the Agricultural College. Among women, the average expenditure was \$188.00 in the Arts College and \$158.00 in the Agricultural College (3, p. 211).

A very limited amount of research has been done on application of design principles to clothing selection. Pearson, in interviewing

teen-agers about their preferences in clothing, was able to determine the becomingness of color and line selection among the interviewees. Fewer than 25 percent of the girls were wearing becoming colors, but more than 50 percent were wearing becoming lines. When all variables were considered, the sixteen-year-old group ranked first in wearing the most becoming colors while those in the low-income level wore the least becoming colors. The low-income level girls ranked first, however, in wearing becoming lines for their figure types (26, p. 802). This study revealed an area where more instruction was needed in clothing selection.

Compton's investigation of clothing fabric preferences did not determine application of design principles, but only preferences for certain fabric designs. A general conclusion made by Compton was that preferences for fabric designs were independent of the physical characteristics of eye color, hair color, and weight/ stature ratios. Compton suggested that "care be exercised in the teaching of clothing selection in relation to physical characteristics, pending further research studies" (6, p. 83).

The investigator made a thorough survey of the literature and found that no research had been done among college students to determine the effectiveness of application of clothing principles to clothing selection. Some evaluation of how well the student can apply

principles learned to her wardrobe planning and clothing selection is needed.

Clothing Selection Course Content at Oregon State University

The clothing selection course covers all elements of design that influence clothing selection. The students are taught techniques of improving natural beauty or of achieving the illusion of beauty because of its personal value to them or because they are looking forward to careers in which they will be helping others make the most of their personal appearance.

The first broad area approached in the course is choosing becoming clothes. Information is presented on how to choose becoming clothes in relation to the human figure, facial area, and personality. Also, students are taught to choose becoming clothes by creating illusion in dress through line, texture, and pattern (25, p. 28).

Another area covered in the course is selecting becoming colors in dress. One who strives to understand color in order to use it with some measure of assurance must know something of its nature. Thus, students are first introduced to the nature of color and the fundamental principles for using and combining colors. They then learn to choose becoming hues, values, and intensities for personal coloring, figure, age, and occasion (25, p. 35).

Morton (20) and McJimsey (23) emphasize the importance of wearing the right clothes for the right occasion. Educators realize the importance of cultivating good taste among students in clothing selection so they include another area in the course--assists the student to choose appropriate clothes for different occasions (25, p. 39).

Another necessary element of clothing selection is the ability to look well dressed with the amount of money that is available for clothing purchases. Students are given a realistic picture in the course of clothing expenditures for the family, and guidelines are given by which the student can determine family clothing needs (25, p. 42).

Other areas included are organization and co-ordination of a wardrobe, purchase and care of the wardrobe, and choice and care of accessories (25, p. 49-50).

STATEMENT OF PROBLEM AND OBJECTIVES

Statement of the Problem

The study was designed to determine the effectiveness of the application of design principles to the selection of clothing and to test the differences in application between freshmen and seniors. Also included in the study was a section concerning the value of the course to the student and concepts retained by the student.

Since it was thought that age, grade, socio-economic class, and occupational plans might influence the effectiveness of applying principles to clothing selection, subjects were asked to answer questions concerning these factors.

Objectives

Five objectives were set up to determine the effectiveness of the clothing selection course and concepts gained. The objectives were:

1. To determine the ability of students who had had the clothing selection course to apply principles learned to selection of clothing.
2. To determine the differences in application of principles learned between freshmen and seniors.
3. To determine the value of the clothing selection course to

the student.

4. To determine concepts retained among freshmen and seniors.

5. To determine the possibility of age, grades, social class, and future occupational plans as variables affecting application of principles to selection of clothing.

PROCEDURE

The following discussion recounts the selection of subjects, the preparation of the questionnaire, collection of data, statistical treatment of data, and limitations of the study.

Selection of Subjects

The participants included in this study were women students enrolled at Oregon State University during the spring term of 1964. The participants were restricted to freshmen and senior college women who had had the clothing selection course during their freshman year at college and were enrolled in the School of Home Economics. The clothing selection course was required of all home economics majors at Oregon State University and was generally a prerequisite to other clothing courses. Normally, there were three or four sections with a different instructor teaching each section.

From the home economics office, class lists of all students enrolled in the clothing selection course during the winter and spring terms of 1961 and the fall term of 1963 were obtained. From these lists women who were enrolled in the School of Home Economics at the time they took the clothing selection course were possible subjects. The possible population totaled 103 -- 57 freshmen and 46 seniors.

Preparation of the Questionnaire

A pretest questionnaire was devised and given to a group of freshmen students taking the clothing selection course during the 1964 spring term. These students were not to be included in the final population. After the pretest, extensive refinement was made in the questionnaire, and a second pretest was made and given to eleven sophomore students who had had clothing selection. In an effort to determine the effectiveness of the questionnaire, the pretest was also presented to a group of ten graduate students. Since the two groups indicated agreement in answers on the second pretest, the instrument was believed to be effective. However, to further refine the questionnaire, seven professors (six women and one man) from different departments on campus were asked to examine the questionnaire for ambiguous terminology and to check the adequacy of the questions. The results from this examination revealed that there was high agreement among judges as to the adequacy of terminology and questions asked. Since there was this agreement, the investigator felt that the questionnaire would be sufficiently effective for testing application of design principles to clothing selection.

The questionnaire was divided into four major parts. Part I consisted of four sections. The first section determined the color and figure characteristics of the subject. Sections two and four

determined appropriate application of design principles to clothing selection, and section three indicated the extent of wardrobe planning and co-ordination. In sections I and II of Part I, the student was asked to describe her hair and skin coloring and figure type. She was also asked to describe an important garment she had purchased, or made, according to color, line, texture, pattern, and accessories. Since the questionnaires were given to students several weeks after spring holidays and Easter, the investigator felt that most students would have recently made or purchased a major garment. The subject was also asked to describe her garment in words, including description of any trim on the garment. Provided in the questionnaire was a figure on which the student was asked to sketch her garment. In describing accessories to be worn with the garment, students were asked to include style, color, and size descriptions of all accessories they wore with the garment.

The fourth section of Part I, entitled "What Do You Consider in Choosing Your Clothes?" measured knowledge of becoming and unbecoming colors, textures, lines, and patterns. Since students were taught why these components of design were becoming or unbecoming, they were also asked to give the reason on the questionnaire.

Part II consisted of open-end questions about the course. The questions were devised to determine the value of the course to the student as the student saw it and to indicate areas where students

thought improvement was needed. An outline of the course syllabus was included at the beginning of Part II to refresh the student's memory of course content and to give an equal chance for each major topic taught during the course.

Part III was an objective test consisting of ten questions covering concepts presented in the clothing selection course. These questions were taken from a file of questions on clothing selection used by the clothing department. Each term, questions from this file were used in major examinations for those students enrolled in the clothing selection course. The questions included in the questionnaire were so designed that there was at least one question about each major area taught in the course.

Part IV was devised to find the age, social position, and future occupational plans of the student to see whether these variables were related to the ability to apply design principles to clothing selection.

Collection of Data

Each subject was contacted by telephone to see if she would cooperate in the study. It was explained that the writer was a graduate student in Clothing and Textiles and was doing some research on clothing selection among college women. All who were contacted willingly agreed to cooperate. Some of the students were contacted in the Home Economics building between classes, but, for the most

part, questionnaires were taken to the students at their living quarters. The subjects were given approximately a week to fill in the information requested. After that time the questionnaires were collected by the investigator. Of the 103 questionnaires distributed, 102 were returned--46 from seniors and 56 from freshmen. When the questionnaires were collected, most of the women asked how this information would be used. The investigator explained that the information would be used as part of a master's thesis.

Statistical Treatment

After the questionnaires were collected, the information from Part I was compiled on score sheets for scoring and was distributed to a board of five judges (clothing selection teachers) who were considered authorities on the subject. The judges determined the appropriateness of each reply on a five-point scale. The following scale was used:

- 5-Extremely appropriate
- 4-Somewhat appropriate
- 3-Neutral or uncertain
- 2-Somewhat inappropriate
- 1-Extremely inappropriate

Where questions were unanswered by the student, "0" was used to indicate "no reply."

Part II consisted of open-end questions about the course and its value to the student. After all the answers were compiled and

analyzed, it was possible to place the answers in particular categories.

Part III, an objective test on concepts, was scored with each question receiving equal value. The highest score possible on the concepts test was 90.

Grades made on the course were obtained from the registrar's office. Hollingshead's two factor index of social position was used to determine the social status of the subjects. According to Hollingshead, "the two factor index of social position was developed to meet the need for an objective, easily applicable procedure to estimate the positions individuals occupy in the status structure of our society" (12, p. 1). The social position was determined by the occupational role the head of the family performed and by the amount of formal schooling he had received. Thus, the social position of the woman student was determined by the social status of her father or guardian.

In determining the significance of relationships between freshmen and seniors, a Chi square test based on the number of appropriate and inappropriate answers was used.

Limitations of the Study

It was necessary to evaluate the findings of the study in light of the limitations of that study. One such limitation was that the

questionnaire was a take-home test. Thus, the time and place of the test was not controlled. The measure given in this way may not have yielded as accurate a report of the student's ability and knowledge as one which would be given in a controlled environment.

A further limitation was that the student was considered capable of classifying her personal coloring and figure type. The investigator assumed that the student would know how to analyze her own coloring and figure classification since part of the practical section of the clothing selection course engaged the student in doing such personal analysis.

The number of faculty members actively involved in teaching the various sections of clothing selection could have been a limiting factor since students were taken from all sections taught. Each instructor must be assumed to have covered the same basic principles of design if the data about the students are to be analyzed and compared.

Personality was not included as a factor in clothing selection in this study. The investigator felt that the study would be much too broad to handle if personality were included and that personality as used in clothing selection could not be measured objectively.

Since the subjects were students who had had the clothing selection course and were familiar with the terminology used, the procedure of this study cannot be applied to other groups.

Within the framework of these limitations, there was considerable room for study and for gathering useful information regarding the effectiveness of the application of design principles to clothing selection and the value of the course to the student.

FINDINGS AND DISCUSSION

The findings of the study will be discussed in the following order: (1) description of the subjects, (2) results of the application test on design principles to the selection of clothing, (3) wardrobe planning and co-ordination, (4) the relation of scores or concepts to application of design principles, (5) the relation of age, grades, social class, and future occupational plans to application of design principles, and (6) the value of the course to the student.

Description of the Subjects

The 102 subjects who contributed the data for the study were college freshmen and senior women, ranging in age from 18 to 22. They were enrolled in the Schools of Home Economics, Education, and Business and Technology and were members of a wide variety of living groups. Each subject was selected because she had had the clothing selection course during her freshmen year in college.

Results of the Application Tests

One of the objectives of the study was to determine the ability of the students to apply principles presented in the course to selection of clothing and to determine the differences in application of these principles between seniors and freshmen. A board of judges

determined the appropriateness of the subject's choice for each of the questions on a five-point scale. Scores of four and five on the scale were combined for analysis in one category since they reflected choices considered appropriate or positive by the judges and scores of one and two were combined as inappropriate choices or negative. The score "three" indicated that the choice by the subject was neither appropriate nor inappropriate but that the answer lacked enough information for the judge to be either positive or negative.

The two major parts of the questionnaire which determined application of design principles to clothing selection were entitled "What Have You Purchased or Made Recently?" (most important garment) and "What Do You Consider in Choosing Your Clothes?" (selection of clothing in general).

Application of Principles to Most Important Garment. The questions on the most important garment required a description of color, line, texture, pattern, and accessories. For each subject, there was a total of five responses. Table 1 shows the percent of scores made by seniors and by freshmen on each aspect of application of design principles to their most important garment.

The analysis of the answers given by the subjects indicated that there was no significant difference between seniors and freshmen in the application of design principles to the most important garment.

In comparing the total percentages of appropriate and

Table 1. Percent of Subjects' Scores on Each Aspect of Application of Design Principles to Most Important Garment*

Design Principles	Number of Subjects	SCORES		
		Appropriate (4&5) %	Neutral (3) %	Inappropriate (1&2) %
SENIORS:				
Color	46	69.5	26.1	4.3
Line	46	52.2	23.9	23.9
Texture	46	80.4	17.4	2.2
Pattern	46	89.2	10.8	---
Accessories	46	47.8	41.3	10.8
TOTAL	46	67.8	23.9	8.3

FRESHMEN:				
Color	54	66.6	26.0	7.4
Line	53 ¹	60.4	28.3	11.3
Texture	54	83.3	11.1	5.6
Pattern	54	88.9	5.6	5.6
Accessories	53 ¹	47.2	34.0	18.9
TOTAL	54	69.4	20.9	9.7

* Chi squares not significant

¹ Some numbers of subjects are different because some subjects did not answer all aspects of application.

inappropriate choices, a slightly higher percent of freshmen than seniors made appropriate choices. However, the lower percentages of inappropriate choices were made by the seniors. Roughly, one fifth of both seniors and freshmen were given neutral (3) scores.

A comparison of appropriate choices on each design principle between seniors and freshmen indicated that the highest percentage of appropriate choices for both groups of subjects was on pattern. As shown in Table 1, 89.2 percent of the seniors made positive scores, or appropriate choices, on pattern with 88.9 percent of the freshmen scoring positively on the same design principle.

Although both groups had the greater percentage of appropriate choices on pattern, there was a difference in inappropriate choices between the two groups. Inappropriate choices by seniors were highest on line; whereas, the highest percentage of inappropriate choices by freshmen was on accessories.

Thus, the data showed that a high percentage of both freshmen and seniors made correct choices with a relatively low percentage making incorrect choices. The results indicated that there was no significant difference between the ability of seniors and freshmen to apply design principles to the selection of an important garment.

Application to Selection of Clothes in General. The questions on selection of clothing in general dealt with the choice of becoming and unbecoming colors, textures, lines, and patterns. In addition,

the subject was asked to state why her choice as she gave it was becoming or unbecoming to her. In all there were 16 possible responses for each subject. The questions included in selection of clothing in general were designed to see if students could apply principles of selection to themselves. Tables 2 and 3 show the percentage of scores made by seniors and freshmen on application of design principles to the selection of clothing.

Although there were no significant differences between seniors and freshmen, the highest percentage of appropriate choices for seniors was on unsuitable texture and for freshmen was on becoming lines. In comparing only the positive scores, the data showed that the percentage of appropriate choices was lower for all the why questions than the corresponding application questions. Also, for inappropriate choices, there were more inappropriate answers given to the why questions than to the application questions. This finding indicated that students could tell what was becoming or unbecoming, but it was more difficult to tell why.

A comparison for the two groups was made between percentages of appropriate choices for a most important garment and percentages of appropriate choices for selection of clothing in general. A significant Chi square (.01 level of confidence) signified that there were significantly more appropriate choices given by seniors for the most important garment than for the selection of clothing in general.

Table 2. Percent of Senior Scores on Each Aspect of Application of Design Principles to Selection of Clothes in General *

	Number of Subjects	Appropriate (4&5) %	Neutral (3) %	Inappropriate (1&2) %
Becoming colors	41	48.8	34.1	17.1
Why	39 ¹	48.7	23.1	28.2
Unbecoming colors	41	61.0	26.8	12.2
Why	38	36.8	44.7	18.4
Suitable Textures	42	69.1	19.1	11.9
Why	40	65.0	20.0	15.0
Unsuitable Textures	41	82.9	9.7	7.3
Why	38	76.3	10.5	13.1
Becoming Lines	42	66.7	23.8	9.5
Why	39	61.5	17.9	20.5
Unbecoming Lines	41	61.0	21.9	17.1
Why	38	60.5	15.8	23.7
Suitable Patterns	40	50.0	35.0	15.0
Why	34	52.9	26.5	20.6
Unsuitable Patterns	40	77.5	15.0	7.5
Why	38	68.4	18.4	13.1
TOTALS	632	61.9	22.6	15.5

* Chi squares were not statistically significant.

¹Some numbers of subjects are different because some subjects did not answer all aspects of application.

Table 3. Percent of Freshmen Scores on Each Aspect of Application of Design Principles to Selection of Clothes in General *

	Number of Subjects	Appropriate (4&5) %	Neutral (3) %	Inappropriate (1&2) %
Becoming Colors	55	63.7	29.1	7.3
Why	52 ¹	46.1	32.7	21.2
Unbecoming Colors	54	79.6	14.8	5.5
Why	50	56.0	28.0	16.0
Suitable Textures	54	79.6	13.0	7.4
Why	51	68.6	19.6	11.8
Unsuitable Textures	54	79.6	14.8	5.6
Why	52	71.1	19.2	9.6
Becoming Lines	54	81.5	14.8	3.7
Why	52	78.8	9.6	11.5
Unbecoming Lines	52	76.9	9.6	13.5
Why	50	76.0	12.0	12.0
Suitable Patterns	52	67.3	15.4	17.3
Why	49	49.0	28.6	22.4
Unsuitable Patterns	52	71.1	9.6	19.2
Why	51	62.7	21.6	15.7
TOTALS	834	69.4	18.2	12.4

* Chi squares were not statistically significant.

¹Some numbers of subjects are different because some subjects did not answer all aspects of application.

In other words, the seniors applied the design principles more often the selection of their most important garment than to the selection of clothing in general.

Table 4. Percentages of Appropriate Choices (4&5) made by Subjects on Application of Design Principles¹

	<u>Seniors*</u>		<u>Freshmen</u>	
	Imp. Garment	General Sel.	Imp. Garment	General Sel.
Color	69.5	48.8	66.6	63.7
Line	52.2	66.7	60.4	81.5
Texture	80.4	83.3	83.3	79.6
Pattern	89.2	88.9	88.9	67.3

$\chi^2 = 6.64$
* Significant at .01 level of confidence.

¹ Only percentages of becoming colors, lines, textures, and patterns are listed under selection of clothes in general.

For freshmen, the difference in appropriate choices for most important garment and selection of clothing in general did not prove to be statistically significant. However, analysis of the percentages showed that the higher percentages of appropriate choices were made on selection of clothing in general than on the most important garment. Table 4 includes these findings.

Table 5 shows the percentages of inappropriate choices made by subjects on the application of principles to both the most important garment and the selection of clothing in general. Both freshmen and

seniors made more inappropriate choices for selection of clothing in general than for the most important garment. These data suggest that for both groups, application of the principles of design can be achieved more accurately when a particular garment is being considered.

Table 5. Percentages of Inappropriate Choices (1&2) made by Subjects on Application of Design Principles¹

	<u>Seniors</u>		<u>Freshmen</u>	
	Imp. Garment	General Sel.	Imp. Garment	General Sel.
Color	4.3	17.1	7.4	7.3
Line	23.9	9.5	11.3	7.4
Texture	2.2	11.9	5.6	3.7
Pattern	---	15.0	5.6	17.3

Chi square not statistically significant

¹Only percentages of becoming colors, lines, textures, and patterns are listed under selection of clothes in general.

Some of the results on application of principles to the most important garment and selection of clothing in general were similar to those reported by Pearson (26). Pearson found among high school subjects studied that more than 50 percent were wearing becoming lines. The results of the present study indicated that more than 50 percent of both groups chose becoming lines for their most important garments. Also, more than 50 percent differentiated between becoming and unbecoming lines for their particular figure types and

applied this knowledge to general selection of clothing. However, the data from this study did not indicate, as Pearson reported, that fewer than 25 percent of her subjects were wearing unbecoming colors. There were more than 50 percent of the students who chose becoming colors for their most important garments and more than 50 percent who differentiated between becoming and unbecoming colors and applied this knowledge to the selection of clothing in general.

Wardrobe Planning and Co-ordination

Effective selection of clothing included selection from the practical as well as selection from the artistic standpoint. The latter was based on the application of design principles to selection of clothing while the practical application included the following criteria: making clothing plans, considering care and upkeep, and using labels or other consumer information. In order to arrive at the effectiveness of selection from the practical standpoint, the students were asked questions about wardrobe planning on their most important garment and on general clothing practices.

The following discussion reports the findings on (1) wardrobe planning for most important garment, and (2) general clothing practices of the student in relation to wardrobe planning.

Wardrobe Planning for Most Important Garment. In order to determine the extent of wardrobe planning for their most important garments, the students were asked to give information about the planning for the garment and about reading the labels. The following indicates the type of buying (planned or impulse) practiced by subjects for the particular garment discussed.

	Number	Planned %	Impulse %
Seniors	43	97.7	2.3
Freshmen	53	90.6	9.4

Although the differences were not significant, the data indicated that more seniors planned the buying of a major garment, while more freshmen seemed to be impulsive.

The investigator assumed that if a subject planned her wardrobe and was concerned about care and upkeep, she would read the care instructions for a major garment before buying it. However, the act of reading the instructions did not necessarily signify that a subject used these instructions in caring for the garment. Therefore, the subject was asked to indicate if the instructions had been used in caring for the garment. The information about reading labels on the important garment is presented in Table 6.

Table 6. Students Who Read and Used Care Instructions on Most Important Garment

	Number of Subjects	<u>Read Instructions</u>		<u>When Instructions Read</u>			<u>Use of Instructions</u>	
		Yes	No	Before Purchase	After Purchase	Before & After Purchase	Yes	No
		%	%	%	%	%	%	%
Seniors	45	77.8	22.2	42.9	8.6	48.5	71.4	28.6
Freshmen	53	81.1	18.9	44.2	4.6	51.2	72.1	27.9

* Chi squares not statistically significant

Roughly, four fifths of both groups of subjects had read care instructions for their garments, but only a little more than three fifths had used these instructions. A slightly higher percentage of freshmen had read and used instructions than seniors, but the difference was not enough to be statistically significant.

General Clothing Practices of the Student. Subjects were asked if they made clothing plans, either mental or written. A yes or no answer would not indicate the extent of planning, thus subjects were asked to indicate whether they always, often, sometimes, or never planned. The differences in planning between the two groups are presented in Table 7.

Table 7. Extent of Wardrobe Planning Between Seniors and Freshmen*

	Number of Subjects	<u>Makes Plans</u>		<u>Considers Present Wardrobe</u>			
		Yes	No	Always	Often	Sometimes	Never
Seniors	46	89.1	10.9	37.0	54.3	8.7	----
Freshmen	56	94.4	3.6	50.0	44.6	5.4	----

* Chi squares not statistically significant

More freshmen than seniors said they made clothing plans, either written or mental. The results indicated that a higher percentage of subjects fell into the "always" and "often" categories with a very low percentage in the "sometimes" category for making clothing plans. None of the students indicated that they never considered their present wardrobe when planning for clothing purchases.

Information about reading labels for the most important garment was sought because the investigator felt that a specific situation would give a more accurate picture of particular clothing habits of the subject. However, questions went from specific to general in order to deduce the general clothing habits of the student. The results indicated that a higher percentage of seniors than freshmen read and used label information (see Table 8). Perhaps the difference in years of experience and application would explain this difference in the two groups.

Table 8. Percentage of Students Who Read and Use Information on Garment Labels*

	Number of Subjects	<u>Reads Information on Label</u>			<u>Uses Label Information</u>		
		Usually	Sometimes	Seldom	Usually	Sometimes	Seldom
Senior	46	91.3	6.5	2.2	97.8	2.2	----
Freshmen	56	85.7	12.5	1.8	85.7	12.5	----

* Chi squares not statistically significant

Students in the course were taught that for color co-ordination of wardrobe, a basic color or colors was necessary. Therefore, students were asked if they had a basic color or colors. The percentages of students whose wardrobes were planned around a basic color were as follows:

	Number	Yes	No
Seniors	46	82.6	17.4
Freshmen	56	76.8	23.2

A higher percentage of seniors than freshmen said they had a basic color. These results allow an interesting comparison with the clothing plans of the subjects. There were 94.4 percent of the freshmen who said they made clothing plans but only 76.8 percent said they had a basic color or colors. This discrepancy of answers for freshmen might be explained by the following deductions. Since one of the requirements of the course was for the student to plan a wardrobe around a basic color for herself, she may have stated that she made clothing plans because she performed this required exercise. Also, since the question required a "yes" or "no" answer, the student knew the correct answer, and may not have recorded a truthful response.

The investigator thought that wardrobe planning might be revealed to some extent by whether the student thought her wardrobe was adequate for most occasions. A slightly higher percentage of

freshmen than seniors said that their wardrobes were adequate for most occasions and that they knew what to wear to most occasions. A lower percentage of freshmen than seniors indicated that they had attended a social occasion where their dress was inappropriate. This finding which indicated that more freshmen thought their wardrobes were adequate for most occasions and thought they knew what to wear to most occasions may be explained by the difference in types of occasions each group attended. Since freshmen lived in dormitories and the majority of seniors lived in sororities, the social functions of the two groups could have been somewhat different, with seniors attending more social functions than freshmen.

Table 9. Students Who Think Their Wardrobes are Adequate for Most Occasions*

	Number of Subjects	Adequate for <u>Most Occasions</u>		Knows What to Wear <u>to Most Occasions</u>		Attended Occasion Where <u>Dress Inappropriate</u>	
		Yes	No	Yes	No	Yes	No
		%	%	%	%	%	%
Seniors	46	89.1	10.9	95.6	4.4	4.4	95.6
Freshmen	56	92.9	7.1	96.4	3.6	3.6	96.4

* Chi square relationships not significant

Three subjects reported that they had been to a social occasion recently at which they felt their dresses were not appropriate. Two of these were seniors and one was a freshman. Table 10 gives the occasion and why the dress was not appropriate.

Table 10. Social Occasion at Which Dress Was Not Appropriate

Occasion	Why Garment Was Inappropriate
<u>Seniors:</u>	
1. Casual group party	Needed spring casual dress instead of winter
2. Concert	Needed a dressy coat rather than a sport's coat

<u>Freshmen:</u>	
1. High school graduation	Needed gloves and jewelry

For the two seniors, one of the reasons given for inappropriateness indicated that the student did not know proper garments for specific occasions; whereas, the one freshman indicated a lack of knowledge about accessories for a particular occasion.

The Relation of Scores on Concepts Retained to Application of Design Principles

Another aim of the study was to determine whether students retained knowledge of subject matter. This retention was represented by the scores subjects made on the test on concepts. The scores made on the test for knowledge of concepts were divided into four categories (see Table 11).

Table 11. Scores Made by Students on Concepts Test

	Number	40-49 %	50-59 %	60-69 %	70-79 %
Seniors	45	2.2	8.9	40.0	48.9
Freshmen	55	1.8	10.9	50.9	36.3

The lowest scores on the concepts test fell into decile four (40-49) while the higher scores made were in decile seven (70-79). The highest possible score that could be made was 90. Seniors made the highest percentage of high scores. The majority of both groups scored in the two higher deciles, six (60-69) and seven (70-79).

The following discussion describes the scores made on concepts in relation to (1) scores on application principles to most important garment, and (2) application of principles to selection of clothing. These comparisons were made to determine if there was a relationship between retention of concepts and application of design principles.

The findings indicated that for both seniors and freshmen there was no significant relation between scores made on concepts and scores made on application to an important garment. The distribution of scores is shown in Table 12. More of the seniors than freshmen made the higher scores on both concept retention and on application to the most important garment.

Table 12. Percent of Total Scores on Application of Principles to Most Important Garment in Relation to Concept Retention*

	Number of Subjects	Number of Choices Given	Scores on Most Important Garment		
			Appropriate Choices (5&4) %	Neutral (3) %	Inappropriate (2&1) %
<u>SENIORS:</u>					
40-49	1	5	.9 ¹	1.3	---
50-59	4	20	6.3	2.7	---
60-69	18	90	31.3	6.8	2.7
70-79	21	105	29.0	13.1	5.4
TOTALS:	44	220			
<u>FRESHMEN:</u>					
40-49	1	5	1.8	---	---
50-59	6	30	8.6	2.2	.3
60-69	28	139	35.8	10.1	6.0
70-79	19	94	23.1	8.6	3.4
TOTALS:	54	268			

* Chi squares were not significant

¹ Percentages were figured on the basis of total number of choices made.

The results showed that for seniors there was a significant relationship (.001 level of confidence) between scores made on the concepts test and scores made on application to selection of clothing in general. This relationship showed that those students who made the greater percentage of inappropriate choices on application of design principles also made the lower scores on the concepts test.

For freshmen, there was no significant relationship between scores made on concept retention and scores made on application. It is possible that the senior's application of principles to general selection of clothing in relation to retention of concepts had improved with experience. Table 13 shows the percentages of subjects' choices of clothing in general in relation to concepts retention.

Table 13. Percent of Total Scores on Application of Principles to Selection of Clothing in General in Relation to Concepts Retention

	Number of Subjects	Number of Choices Given	Scores on Selection of Clothes		
			Appropriate Choices (564) %	Neutral (3) %	Inappropriate Choices (2&1) %
<u>SENIORS:</u>					
40-49	1	15	.6 ¹	.2	1.7
50-59	2	32	2.8	1.3	.9
60-69	17	262	26.7	9.6	5.1
70-79	21	142	31.6	11.5	7.7
TOTALS:	41	451			
$\chi^2 = 29.0507$					
p < .001					
<u>FRESHMEN:</u>					
40-49	1	16	1.4	.1	.3
50-59	6	90	7.1	1.9	1.8
60-69	27	428	36.1	10.2	5.0
70-79	19	300	24.8	6.0	5.1
TOTALS:	53	834			
Chi square not significant					

¹ Percentages were figured on the basis of total number of choices made.

The Relationship of Age, Grades, Social Class, and Future Occupational Plans to Application of Design Principles

Another of the objectives of this study was to determine whether age, grades received in the course, social class, and future occupational plans were variables affecting application of principles to selection of clothing.

The relationship of age to application of design principles has already been established. The results on application of design principles to both most important garment and selection of clothes indicated that there was no significant difference between the two groups - seniors and freshmen. Thus, it may be concluded that age as a variable in relation to application of design principles is not significant.

The breakdown of grades made by the subjects in the course is presented in the following table.

Table 14. Grades Made by Subjects in Clothing Selection Course

	Number	A	B	C	D
Seniors	46	17.4	36.9	43.5	2.2
Freshmen	55	3.7	34.5	58.2	3.6

The findings indicated that fewer freshmen made A's in the course and more made D's than seniors. In combining the two groups, the

largest percentage made an average grade of C.

Table 15 shows the grades made in the course in relation to appropriate and inappropriate choices made on application of principles to the most important garments. A Chi square relationship indicated that no significant difference existed between more appropriate or inappropriate choices on the most important garment and grades made in the course for seniors; however, for the freshmen, the difference was significant at the .10 level of confidence, indicating a tendency towards appropriate choices in relation to the higher grades made in the course.

Table 16 shows the percentage of appropriate choices on application of principles to clothing in general in relation to grades made in the course. No relationship for seniors was statistically significant, but for freshmen the relationship between appropriate and inappropriate choices on selection of clothing to high or low grades was significant at the .001 level of confidence. This finding indicated if a freshman made a high grade, she most likely made high scores on application also, and if the student made a low grade she probably made low scores on application.

In summary, the relationship of grades to scores on application for both the most important garment and the selection of clothing in general was significant for freshmen but not for seniors. Possibly this lack of relationship for seniors might be explained by the seniors'

Table 15. Percent of Total Scores on Application of Principles to Most Important Garment in Relation to Grades Made in the Course

	Number of Subjects	Number of Choices Given	Scores on Most Important Garment		
			Appropriate Choices (564) %	Neutral (3) %	Inappropriate Choices (281) %
SENIORS:					
A	8	40	12.2 ¹	4.3	.9
B	17	85	26.5	6.5	3.9
C	20	100	28.3	11.7	3.5
D	1	5	.9	1.3	--
TOTALS:	46	230			

Chi square not significant

FRESHMEN:

A	2	10	2.2	.4	1.1
B	19	90	26.1	5.2	2.2
C	32	158	38.4	14.2	6.3
D	2	10	2.6	1.1	--
TOTALS:	55	268			

$$\chi^2 = 6.4699$$

Significant at .10 level of confidence

¹ Percentages were figured on the basis of total number of choices made.

Table 16. Percent of Total Scores on Application of Principles to Selection of Clothing in General in Relation to Grades Made in the Course

	Number of Subjects	Number of Choices Given	Scores on Selection		
			Appropriate Choices (5&4) %	Neutral (3) %	Inappropriate Choices (2&1) %
SENIORS:					
A	7	109	9.5 ¹	5.4	2.4
B	14	214	21.0	9.2	3.6
C	19	293	30.2	7.0	9.2
D	1	16	1.1	1.1	.3
TOTALS:	41	632			

Chi square not significant

FRESHMEN:

A	2	30	3.0	.5	.1
B	19	291	25.2	6.8	2.5
C	31	485	40.0	9.9	8.2
D	2	28	.8	1.0	1.6
TOTALS:	54	834			

$\chi^2 = 49.3044$

$p < .001$

¹ Percentages were figured on the basis of total number of choices made.

experience since the time they had had the clothing selection course.

The breakdown of subjects according to social class is shown in Table 17. The highest social stratum was social class I with social class V being the lowest. Most of the subjects were in social classes III and IV.

Table 17. Social Class of Subjects

	Number	I %	II %	III %	IV %	V %
Seniors	44	13.6	9.1	54.5	20.4	2.3
Freshmen	55	14.5	18.2	45.4	21.8	---

Table 18 shows the relationship between scores made on application of design principles to the most important garment and social class position of the subjects. Analysis of the data indicated that for freshmen, there was no significant relationship between scores on application to most important garment and social class position. However, for seniors the relationship proved to be significant at the .02 level of confidence.

In determining the relationship of social class to application on selection of clothing in general, the relationship proved to be statistically significant for both groups (see Table 19). This finding signified that there was a significant relationship between the social class of an individual and highness or lowness of scores on

Table 18. Percent of Total Scores on Application of Principles to Most Important Garment in Relation to Social Class

	Number of Subjects	Number of Choices Given	Scores on Most Important Garment		
			Appropriate Choices (5&4) %	Neutral (3) %	Inappropriate Choices (2&1) %
<u>SENIORS:</u>					
I	6	30	9.1	3.6	.9
II	4	20	3.6	3.6	1.8
III	24	120	39.1	12.7	2.7
IV	9	45	14.5	4.5	1.4
V	1	5	1.4	.4	.4
TOTALS:	44	220			

$$\chi^2 = 9.8714$$

p < .02

FRESHMEN:

I	8	40	10.8	3.4	.7
II	9	45	10.8	4.8	1.1
III	25	124	31.3	9.7	5.2
IV	12	59	16.4	3.0	2.6
V	--	--	--	--	--
TOTALS	54	268			

Chi square not significant

¹ Percentages were figured on the basis of total number of choices made.

Table 19. Percent of Total Scores on Application of Principles to Selection of Clothing in General in Relation to Social Class

	Number of Subjects	Number of Choices Given	Scores on Selection of Clothes		
			Appropriate Choices (5&4) %	Neutral (3) %	Inappropriate Choices (2&1) %
SENIORS:					
I	5 ¹	75	9.0 ¹	2.3	1.2
II	4	58	4.7	2.3	2.7
III	21	327	35.2	11.8	7.5
IV	8	124	11.3	5.0	4.3
V	1	16	1.7	.3	.7
TOTALS:	39	600			
$\chi^2 = 14.4581$					
p < .01					
<hr/>					
FRESHMEN:					
I	8	124	10.7	2.9	1.3
II	10	159	14.6	2.5	1.9
III	24	369	27.7	9.5	7.1
IV	12	182	16.4	3.4	2.0
V	--	--			
TOTALS:	54	834			
$\chi^2 = 10.8327$					
p < .02					

¹ Percentages were figured on the basis of total number of choices made.

application. Those students who were in the lower social strata also made the proportionately greater number of inappropriate or negative choices in application. The data seemed to suggest that those subjects who were in the higher social strata had had more experience and training at home with more direct emphasis on appropriate application of design principles than those subjects in the lower social strata.

The investigator considered only the future occupational plans of seniors in this study because the freshmen as a group were considered to be somewhat undecided about their future occupational plans. A breakdown of the different occupational plans of seniors is included in Table 20. Over half of the senior subjects planned to enter the teaching field with the remaining half planning to enter various other occupations.

To arrive at the relationship between occupational plans and appropriate and inappropriate choices made on application of principles, the plans of the group were catalogued under two categories, those who would be directly associated with clothing application and those who would be indirectly associated with application (see Table 21). An analysis of the different occupational plans indicated that each occupational group could be placed under one or the other of these categories. Those students who planned to be home economics teachers, clothing buyers, and extension workers were placed in the

Table 20. Occupational Plans of Seniors

Occupational Plans	Number	Percentage
Home Economics Teacher	20	43.5
Elementary Teacher	5	10.9
Stewardess	4	8.7
Dietitian	3	6.5
Homemaker	4	8.7
Clothing Buyer	5	10.9
Extension Work	2	4.3
Home Economist	1	2.2
Private Loan Secretary	1	2.2
Graduate School	1	2.2
TOTALS	46	100.1

Table 21. Students Whose Occupations Will Directly or Indirectly Be Associated with Clothing in Relation to Application Scores*

	Number of Subjects	<u>Most Important Garment</u>		<u>Selection of Clothes</u>	
		(5&4) %	(2&1) %	(5&4) %	(2&1) %
Directly	27	50.3 ¹	6.9	59.0	14.8
Indirectly	19	38.9	4.0	20.7	5.3

* Chi squares not significant

¹ Percentages were figured on basis of total number of scores (most important garment = 175; selection of clothes = 661).

direct association category, and all the remaining subjects who listed occupational plans other than these were combined in the indirect association category.

Although the Chi square computation indicated there was no difference in application of principles of the direct and indirect groups, it was interesting to note that a smaller percentage of inappropriate choices was made by the group who would be indirectly associated with clothing than those who would be directly associated with application.

In summary, no significant relationships were found when the relation of age to application of design principles was investigated. The relationship of grades to application of principles proved to be statistically significant for freshmen but not for seniors. The relationship of social class to application of design principles was significant for both seniors and freshmen on general selection of clothes, but significant for seniors only on application of principles to most important garment. The results on future occupational plans in relation to application of design principles did not prove to be significant.

The Value of the Course to the Student

In determining the value of the course to the student as the student saw it, subjects were asked open-end questions concerning

the most valuable part of the course, the least valuable part, and suggestions for changes in the course. An outline of the course syllabus was included at the beginning of this section of the questionnaire to refresh the student's memory of all areas included in the course.

After the answers to the question about the most valuable part of the course were compiled and analyzed, it was possible to designate answers to certain sections taught in the course (see Table 22). A higher percent of both seniors and freshmen said that choosing becoming clothes according to figure and posture analysis was the most valuable part of the course. It was interesting to note that 19.6 percent of the seniors and 12.5 percent of the freshmen thought that no part of the course was valuable to them.

Table 22. Most Valuable Part of the Course to the Student

Item	Seniors (N = 46)		Freshmen (N = 56)	
	Number	%	Number	%
Choosing Becoming Clothes (Figure and Posture Analysis)	20	43.5 ¹	41	73.2
Selecting Becoming Colors	11	23.6	24	42.9
Clothing Inventory	7	15.2	12	21.4
Purchase and Care of Wardrobe	6	13.0	5	8.9
Choosing Becoming Lines	5	10.9	7	12.5
Planning and Co-ordination of Wardrobe	7	15.2	--	--
Nothing of Value	9	19.6	7	12.5

¹ Because some subjects listed more than one value, totals are greater than 100 percent.

The least valuable parts of the course to the student are presented in Table 23. The higher percent of freshmen indicated that clothing expenditures for the family was the least valuable part of the course to them, while very few of the seniors designated this item as such. This opinion given by freshmen may be explained by difference in maturity and plans of the two groups. Possibly, freshmen see little need to study clothing expenditures for the family because they are more interested in clothing expenditures for themselves and have no definite concern for family expenditures; whereas, seniors have had more experience and may be looking forward to marriage and plan to use knowledge about family clothing expenditures. Roughly, one fourth of the seniors and about one seventh of the freshmen indicated that nothing in the course was the "least" valuable to them. Those who fell into this category explained that all parts of the course were of equal value to them, with no part being more valuable or less valuable than the other.

Table 23. Least Valuable Part of the Course to the Student

Item	<u>Seniors (N = 46)</u>		<u>Freshmen (N = 56)</u>	
	Number	%	Number	%
Clothing Inventory	16	34.8	14	25.0
Selection of Clothes (Analysis)	11	23.9	5	8.9
Clothing Expenditure for Family	6	13.0	24	42.9
Importance of Being Well Dressed	5	10.9	7	12.5
Choosing Clothes for Occasion	--	--	9	16.1
Purchase and Care	--	--	5	8.9
Nothing	12	26.1	8	14.3

¹ Because some subjects listed more than one value, totals are greater than 100 percent.

The investigator believed that satisfaction or dissatisfaction with the clothing selection course would be disclosed by what changes the student thought should be made in the course. These suggestions are presented in Table 24. About one fourth of both groups said that no changes should be made in the course, thus indicating their satisfaction with the course. The remaining three fourths expressed some degree of dissatisfaction. One third of the seniors thought that too many topics were covered in the course; therefore, they suggested that there should be deeper study or more concentration in fewer subjects. Almost three fourths of the freshmen expressed dissatisfaction with methods used in presenting subject matter. Both groups who suggested the use of varied procedures recommended that teachers do less lecturing and use more audio-visual aids and resource people in the class. Those students who suggested that there be less busy work in the course defined busy work as making clothing inventories of their wardrobes.

Table 24. Suggestions for Changes in the Clothing Selection Course

Item	Seniors (N = 40)		Freshmen (N = 47)	
	Number	%	Number	%
Deeper study into fewer subjects	13	32.5 ¹	9	19.2
Use of varied procedures	10	25.0	34	72.4
Less busy work	10	25.0	12	25.6
No changes	9	22.5	9	19.4

¹ Because some subjects listed more than one suggestion, totals are greater than 100 percent.

Because there had been some question as to what year the student should take the clothing selection course, the student was asked what year she thought the course should be taken. Only the responses from seniors were considered in this study because freshmen did not have the experience to give an accurate appraisal. Almost three fourths of the seniors thought that the student should take the course her freshman year. The two major reasons given for suggesting the freshman year were that it was a background for all other clothing courses and it helped the student to plan her college wardrobe. The remaining one fourth suggested sophomore and junior years and indicated that an upperclassman had more appreciation of the course than an underclassman.

Table 25. Suggestions for Year Course Should Be Taken

Year	Number	Percentage
Freshman	31	73.8
Sophomore	10	23.8
Junior	1	2.4

Table 26. Reasons for Suggestions

Year	Reason	Number	Percentage
Freshman	Background for other clothing courses	14	33.3
	Helps in planning college wardrobe	12	28.3
	Unchallenging for upperclassmen	2	4.8
	No reason given	3	7.1
Sophomore	Values class more as a sophomore	8	19.0
	No reason given	2	4.8
Junior	Has more value to a junior	1	2.4

SUMMARY AND CONCLUSIONS

The aims of the study were to determine (1) the differences in the ability of seniors and freshmen who had had the clothing selection course to apply principles learned to selection of clothing, (2) whether age, grade, social class, and occupational plans were related to the ability to apply design principles to selection, (3) retention of concepts covered, and (4) the value of the course to the student.

A review of the literature indicated that clothing was important to an individual because the appropriate dress gave a feeling of security and confidence, a pleasing personal appearance helped a person to be accepted by others, clothing was an integral part of role behavior, clothing had an effect on the morale of the individual, and both men and women thought it was very important to be well dressed.

The need or value of a clothing selection course was shown by various studies. Several of them (34, 35, 41) reported that students were dissatisfied with their wardrobes and desired instruction in coordination of wardrobes. Two studies (3, 19) indicated that non-home economics students spent more for clothing than home economics students and students with home economics training planned their purchases more carefully than non-home economics students. Only one researcher investigated application of design principles to clothing selection. Pearson's study (26) reported that fewer than

25 percent of the girls were wearing becoming colors, but more than 50 percent were wearing becoming lines. The investigator felt that some evaluation of the ability of clothing selection students to apply principles of design to their clothing selection was needed.

The 102 participants included in this study were senior and freshmen students at Oregon State University who had had the clothing selection course during their freshmen year. A questionnaire was filled out by each student and the answers were tallied and analyzed, using the Chi square technique. The information from Part I of the questionnaire was compiled on score sheets for judging and was distributed to a board of five judges who were considered authorities in the subject. The judges determined the appropriateness of each reply on a five-point scale, ranging from extremely appropriate to extremely inappropriate.

Part II of the questionnaire consisted of open-end questions about the value of the course to the student. The answers were placed into particular categories. Part III, the objective test on concept retention, was scored with each question receiving equal value.

Grades made on the course were obtained from the Registrar's office and Hollingshead's two factor index of social position was used to determine the social status of the student.

Analysis of the data indicated that there was no significant

difference in the ability of seniors and freshmen to apply design principles to an important garment or to selection of clothing in general. However, a slightly higher percentage of freshmen than seniors made appropriate application of design principles to their most important garments. A comparison of appropriate and inappropriate selections on each aspect of design principles showed that the highest percentage of appropriate choices for both groups was on pattern. Seniors made their highest percentages of inappropriate selections on line (23.9 percent), and freshmen on choice of accessories (18.9 percent).

Although the analysis indicated that there was no significant difference in the ability of seniors and freshmen to apply design principles to the selection of clothing in general, the highest appropriate selections by seniors were on determining their most unsuitable textures (82.9 percent), and by freshmen on determining their most becoming lines (81.5 percent). The lowest positive and the highest negative scores by both groups were on the why questions rather than the corresponding selection questions. This finding indicated that students could tell what was becoming or unbecoming, but it was more difficult to tell why.

For all the answers given on application of principles to a most important garment and to selection of clothing in general, roughly one fifth of the choices made were given a neutral (3) rating by the

judges. This rating indicated a breakdown of communication between the subjects and the judges. Thus, one fifth of all answers given were too vague for the judges to be either positive or negative.

A comparison of the total appropriate selections or choices with the total inappropriate selections or choices was made on both the most important garment and selection of clothing in general. The difference between total appropriate choices on most important garment and total appropriate choices on selection of clothing in general was significant for the seniors, but not for the freshmen. Both freshmen and seniors made more inappropriate choices on selection of clothing in general than on a most important garment. These data suggest that, for both groups, application of the principles of design can be achieved more accurately when a particular garment is being considered.

To determine the practical application of clothing selection by the student, students were asked questions about clothing plans and label reading on their most important garments and on selection of clothing in general. Almost all subjects of both groups said they had planned to buy their most important garments. Four fifths of both groups had read care instructions for their garments but only three fifths indicated that they had used these instructions. For general clothing practices of the student, more freshmen than seniors said they made clothing plans, but more freshmen indicated

that they did not plan their wardrobes around basic colors. This seeming contradiction about clothing plans of freshmen could possibly be explained in two ways. Either the freshman did not know what wardrobe planning was, or she did not make a true response to the question because she knew the answer expected.

Chi square analysis of the scores on the concept retention test in relation to the scores made on application of design principles to the most important garment proved to be statistically insignificant. However, for seniors, the relation of scores on application of principles to selection of clothing in general to scores on concepts retention was significant. This significance indicated that seniors who made the greater percentage of inappropriate selections on application also made the lower scores on the concepts retention test.

Four other variables were analyzed to see if they affected the application of principles of design to the selection of clothing. There was no statistical difference between the ability of the seniors and freshmen to apply the principles of design, thus indicating that the age difference between seniors and freshmen had no effect on ability of application.

For freshmen, the Chi square test on grades in relation to frequencies of application on most important garment showed a tendency towards appropriate choices in relation to high grades. Although the relationship of grades to application of principles to

selection was not significant for seniors, the relationship of grades made in the course to scores made on application of principles to selection of clothing in general was statistically significant for freshmen. The data indicated if a freshman made a high grade in the course, she most likely made more positive or appropriate choices on application of principles to selection of clothing.

The relationship of social class to the application of principles to selection of a most important garment was significant for seniors only; whereas, the relationship of social class to the application of principles to selection of clothing in general was statistically significant for both seniors and freshmen. Students who were in the lower strata made proportionately greater numbers of inappropriate or negative choices in application of principles to general selection of clothing. Possibly there was, in the homes of subjects in the higher social classes, more emphasis on correct application of design principles to selection and more instruction given on clothing selection than for those who were in the lower social strata.

Occupational plans as a variable did not prove to be statistically significant.

Open-end questions determined the value of the course to the student. Both seniors and freshmen said that the most valuable part of the course was the section concerned with choosing becoming clothes according to figure and posture analysis. The least valuable

part to the seniors was the clothing inventory and to the freshmen was clothing expenditures for the family. One fourth of the seniors and one seventh of the freshmen indicated that all parts of the course were of equal value. Nineteen and six-tenths percent of the seniors and 12.5 percent of the freshmen thought that no part of the course was valuable to them.

One fourth of both seniors and freshmen said that no changes should be made in the course. One third of the seniors suggested that there be deeper study into fewer subjects, while three fourths of the freshmen suggested that teachers decrease lecture and use more audio-visual aids and resource people in presenting subject matter.

In conclusion, there were no differences in the ability of seniors and freshmen to apply design principles to the selection of clothing. For seniors, application of design principles was related to concepts retention. Age and occupational plans did not affect ability to apply principles for either group and grades for freshmen and social class for both seniors and freshmen were related to the ability to apply design principles to selection of clothing.

RECOMMENDATIONS

As a result of this study, the investigator saw many opportunities for further research on clothing selection. The following are recommendations for further study.

Observation of students on their application of design principles to selection of clothing over a long period of time would produce a more exact picture of the student's clothing selection habits.

A study of the student's clothing selection habits before she takes the clothing selection course in comparison with clothing selection habits after she takes the course would indicate the effectiveness of formal instruction on clothing selection.

A comparison of those students who have taken a clothing selection course with students who have not taken the course and are not home economics majors would indicate whether formal instruction in clothing selection makes a difference in appropriate selection.

Personality as a factor in application of design principles to clothing selection provides a field of possible study.

Further study into the relation of social class to ability to apply design principles to clothing selection is suggested since this study indicated that there was a relationship between the two but did not give any clues as to why social class was related to application of design principles.

If the present questionnaire is to be used as an accurate measurement of the student's ability, further refinement and revision is necessary so that no student would receive a neutral score.

Using an interview technique in which the investigator could determine appropriateness or inappropriateness of selection by the subject would possibly give an authoritative evaluation of the student's ability to apply design principles.

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APPENDIX

3. Line: (Circle one of the following)



4. Texture: (Check one of each category)

Name of fabric: _____

a. shiny a. heavy or bulky a. opaque a. drapable
 b. dull b. medium b. transparent b. firm
 c. light c. crisp

a. smooth
 b. rough

5. Pattern:

a. plain
 b. printed or woven design

a. stripes: (1) lengthwise (1) small
 (2) crosswise (2) medium
 (3) large

b. plaid: (1) small
 (2) medium
 (3) large

c. pattern: (1) indistinct, all-over pattern (4) moderate-sized design
 (2) small, scattered design (5) other (describe)
 (3) large, bold design

6. Describe your garment in words. Include description of any trim on the garment.

7. Sketch your garment on the figure in the space provided →



8. Describe the accessories you wear with this garment.

Hat (style and color)

Shoes--

Handbag (size and color)

Jewelry (size and color)

Other--

9. Did you read any laundry or care instructions for this garment?

___ a. Yes ___ b. No

If so, when?

___ a. before purchase ___ b. after purchase ___ c. before and after purchase

10. Have you used these instructions in caring for this garment?

___ a. Yes ___ b. No

11. Did you plan to buy this type of garment or was it purchased on impulse?

___ a. planned ___ b. impulse

III. WHAT ARE YOUR CLOTHING PRACTICES LIKE?

1. Do you make clothing plans (either written or mentally) of what you have or what you need to guide you in clothing purchases?

___ a. Yes ___ b. No

2. To what extent do you consider your present wardrobe when planning for clothing purchases?

___ a. Always ___ b. Often ___ c. Sometimes ___ d. Never

3. When you buy a dress, do you read the information on the label?

___ a. Usually ___ b. Sometimes ___ c. Seldom

4. Do you use the information on the label to guide you in caring for the dress?

___ a. Usually ___ b. Sometimes ___ c. Seldom

5. Do you have a basic color or colors?

___ a. Yes ___ b. No

6. Do you think your wardrobe is adequate to meet most occasions?

___ a. Yes ___ b. No

7. Do you feel that you know what to wear to most occasions?

___ a. Yes ___ b. No

8. In the past three months, have you attended a social occasion at which you felt the dress you were wearing was not appropriate for the occasion?

___ a. Yes ___ b. No

9. If so, what was the occasion? (Be specific) _____

10. Why was the garment inappropriate for the occasion? _____

IV. WHAT DO YOU CONSIDER IN CHOOSING YOUR CLOTHES?

Directions: Complete the following statements as they apply to you. If you do not know, write: "I do not know."

1. My most becoming color or colors is/are: (List 2 or 3 colors. Include hue, value, and intensity. Example: medium dull blue, dark bright blue-green)

Why?

2. Colors not becoming to me are: (List 2 or 3 colors. Include hue, value, and intensity)

Why?

3. Textures most suitable for my figure are:

Why?

4. Textures not suitable for my figure are:

Why?

5. Lines most becoming to me are:

Why?

6. Lines not becoming to me are:

Why?

7. Printed or woven patterns (fabric) most suitable for my figure are:

Why?

8. Patterns unsuitable for me are:

Why?

PART II ABOUT THE COURSE

Directions: Answer the following questions concerning the clothing selection course at Oregon State University. Just below these directions is a list of the clothing selection topics as outlined in the syllabus. This outline may be helpful in answering the questions.

COURSE TOPICS

THE IMPORTANCE OF BEING WELL DRESSED	CHOOSING CLOTHES FOR OCCASION
CLOTHING INVENTORY	CLOTHING EXPENDITURE FOR THE FAMILY
DESIGN IN DRESS	FAMILY EXPENDITURE STUDY
	CONSUMER CLOTHING EXPENDITURE
CHOOSING BECOMING CLOTHES	CLOTHING PLAN FOR NEXT YEAR
POSTURE ANALYSIS	
FIGURE ANALYSIS	THE PURCHASE AND CARE OF THE WARDROBE
ANALYSIS OF FACIAL AREA	UNDER AND OUTER GARMENTS
PERSONALITY ANALYSIS	ACCESSORIES
SELECTING BECOMING COLORS IN DRESS	
ANALYSIS OF SKIN, HAIR AND EYES	

1. What has been the greatest value of the course to you?

2. What part of the course has been the least valuable to you?

3. What changes would you like to have seen made in the course?

4. What year do you think the course should be taken by the student?
 a. Freshman b. Sophomore c. Junior d. Senior
 Why? _____

PART III
ABOUT CONCEPTS

Directions: To the left of each question circle the correct answers. Each question may have more than one answer.

- 1 2 3 4 1. Factors which always definitely promote the spread of fashions are (1) increased
5 6 7 8 leisure, (2) wide diffusion of wealth, (3) widespread education, (4) religion,
9 (5) commercial promotion, (6) individual habits, (7) travel, (8) local fads,
(9) habits and customs.

- 1 2 3 2. Emphasis may be created in a costume by (1) use of contrast of dark and light,
4 5 6 (2) grouping of details, (3) a wealth of ideas, (4) having plain background space,
7 8 9 (5) contrast of color, (6) equalization of attraction, (7) unusual or unexpected lines,
(8) some variety or contrast in the shape or size of form, (9) having more than one
major center of emphasis.

- 1 2 3 3. Decorative design (1) is the cut of the dress, (2) should be at structural points,
4 5 (3) is a surface decoration, (4) does not necessarily have to be suited to the material,
(5) should be used in moderation.
- 1 2 3 4. One's personal characteristics may be expressed by (1) movement, (2) carriage,
4 5 (3) voice, (4) mannerisms, (5) facial expression.
- 1 2 3 5. The person with large hips will appear in better proportion if she (1) emphasizes the
4 5 6 up and down center front of the dress, (2) wears lengthwise diagonal lines from
7 shoulder at neck to hem, (3) wears pockets at the hipline, (4) wears a tight, closely
fitted waistline and normal skirt, (5) wears a yoke across widest part of hips, (6)
emphasizes the shoulders, (7) wears a dirndl.
- 1 2 3 6. A high side hair part has a tendency to (1) broaden the face, (2) lengthen the face,
(3) is more generally becoming than middle part.
- 1 2 3 7. A print most suitable for a stout figure is one with (1) little value contrasts, (2) in-
4 5 tense hues, (3) an indistinct all-over pattern, (4) a large polka dot, (5) a small
scattered design.
- 1 2 3 4 8. Neutralized colors look better than clear colors on persons (1) with dull skins,
(2) large in scale, (3) with grayed coloring, (4) with clear skins.
- 1 2 3
4 5 9. Style and economy in clothing may be achieved through the following devices
(1) a basic one-color scheme in the wardrobe, (2) fewer and better clothes,
(3) ingenious combination of clothes already in wardrobe, (4) making your clothes
only when skilled in sewing, (5) using basic dresses.
- 1 2 3 10. When a person's clothing budget is extremely limited, one can appear better dressed
4 5 6 by (1) having as great a number of cheap garments as the budget will allow, (2) by
7 concentrating on fewer better garments, (3) by having a wide variety of color in
garments, (4) by following an orderly plan, (5) by learning and applying design
principles, (6) by using basic dresses, (7) by following fads.

PART IV
ABOUT YOU

Directions: Answer the following background questions as they apply to you.

1. Present residence at college:
 a. dormitory b. co-op house c. sorority d. off-campus
2. College class
 a. Freshman b. Senior
3. Age
 a. 18 and under b. 19-20 c. 21 and over

4. Future occupational plans: _____

5. Father's occupation: (Describe his work briefly) _____

6. Father's highest educational level:
(Example: B. S. degree) _____
7. Your major field: _____
8. Approximate yearly income of your family:
- | | |
|-----------------------------|------------------------------|
| _____ a. Less than \$5,000 | _____ c. \$10,000 - \$20,000 |
| _____ b. \$5,000 - \$10,000 | _____ d. Over \$20,000 |
9. _____ a. Married
_____ b. Single