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C O M P A R A T I V E I N V E N T O R I E S A N D
C O S T S O F W A R D R O B E S F O R
C O L L E G E G I R L S F R O M
T H R E E E T H N I C
G R O U P S

A THESIS 61

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CHAPTER I

I N T R O D U C T I O N

Clothing is an important factor in one's appearance and has constituted an intricate part of all human activities from the beginning of time. The standards and concepts have changed, but the desire to appear as beautiful as possible through an appropriate and well-coordinated wardrobe has remained constant in each generation. Ornamentation, skirt lengths and hair styles also change and earlier styles look passe to later generations, but each in its time serves the same purpose. Whatever the era, wardrobes must be functional and purposeful as well as stylish and reflect an intellectual interpretation of suitability, comfort, creativeness and economic satisfaction.

Today college wardrobes include a greater variety of items than ever before. The "hippy" movement and uni-sex fashions have brought a new character of dress into the wardrobes of college girls throughout the nation. Coats, dresses, skirts, pants, jackets and shoes are a heterogeneous mixture because of prevailing trends. New fashion terminology, such as gaucho pants, poncho skirts, longuettes, dog collars, blousons and platform sandals, is being used increasingly in

everyday conversations. Such an innovation may be due in part to the enthusiasm of today's fashion designers and free dress codes on university and college campuses. There is also great emphasis in apparel as related to heritage and ethnic background. Jones (8), the president of the United States Chamber of Commerce, made the following statement:

The younger generation has already left its mark on our contemporary culture: a new kind of music, daring innovations in clothing styles, far-reaching experimentation in film-making and an outspoken rebelliousness that has infiltrated every aspect of middle-class American life.

The textile and dyeing industries have also played an important role in present day wardrobes. The single and double knits of varied designs, colors and textures are becoming dominant wardrobe fabrics. The woven patchwork is another new direction reminiscent of the 1930's. Technological advancements in the textile and dyeing industries have produced new textures, designs, and colors in fabrics; and the current contemporary culture has produced daring innovations in clothing styles. These factors and other environmental forces have greatly influenced present-day wardrobes. According to Nicholas (15), non-woven fabrics, which are still in their infancy, have great promise for the future. Prognosticators foresee fibers capable of rapid dyeing by simple processes with even simpler systems for consumers to use at home. At present, the ancient art of

tie-dyeing is becoming a national phenomenon. All of the brighter colors, functional finishes, and hand-crafted effects lend themselves to the personal projection of today's youths.

A review of past research indicates that most studies have emphasized apparel selection, clothing symbolism, fashion awareness or minimum wardrobe requirements. Little has been directed toward wardrobe comparisons of college youths between ethnic groups. While youth is a common denominator, many persons believe that ethnic and socio-economic background may influence apparel choice. A comparison of three large ethnological groups in Texas should give worthwhile implications for teaching. In like manner, the study could benefit manufacturers, wholesalers, and retailers of college girls' clothing needs. The groups would include Afro-American, Anglo-American and Latin-American women from three selected Texas colleges and universities.

The major purpose of this study was to compare wardrobes of college girls from three ethnic groups relative to cost and content. The specific objectives were:

- 1) Analyze and compare background information of each ethnic group.
- 2) Determine the socio-economic status of participants and relate these classifications to wardrobe cost and content.

- 3) Identify the media which most influences wardrobe content.
- 4) Determine the relationship of "brand name" to choice of purchase.
- 5) Examine the type stores college girls of the present study utilized.
- 6) Study late wardrobe acquisitions and sources of procurement in order to examine specific price ranges, quantities of items and manner of obtainment.
- 7) Ascertain the awareness to current fashion trends and the extent to which these trends are incorporated in personal wardrobes.

REVIEW OF LITERATURE

Throughout recorded history, clothing has been one of the primary needs of mankind. In the twentieth century, apparel is a matter of course, and little thought is given to its origin in the remote past. Nonetheless, the impulse toward adornment was just as marked and vital to primitive man as the midi-skirt and longuette silhouette are to modern youth. Evidence is unmistakable that costume, as we know it today, emerged after a long and tedious process of evolution. Many scientists, philosophers, psychologists, anthropologists and writers express various functions of dress and motives for wearing clothes. Flugel (5) suggested that the function of clothing was to satisfy motives of modesty, protection and decoration.

Chambers (3) projected clothing as being an instrument when she asserted:

Clothing is a tool and should be no more than a tool, an aid in expressing what and who you are. It is a reflection of one's taste, one's life and one's values.

Schwartz (19) felt that clothes, as avenues of status, have another function when he stated:

Dress is a communication medium. Clothing can function as a communication medium in various ways for different groups and individuals. Clothing can hide bodily defects, suggest and stimulate personal gratification, and exaggerate physique.

The idea of dress as a symbol for status is not new. From earliest centuries, the upper class has been instrumental in establishing "Sumptuary laws" to prevent social inferiors from copying clothing or modes of living of the elite groups. These laws were used primarily to preserve class distinction. According to Evans (4) during the fifteenth century, the imitation of the long-toed shoes known as poulaines led to a regulation insofar as the number of inches that shoes were permitted to extend beyond the toe; 24 inches or more for noblemen; 13 inches for gentlemen and six inches for commoners.

McFarland (13) cited that literature can give many unusually interesting statements pertaining to the language

of dress. Shakespeare was quoted as saying, "The apparel oft preclaims the man." Lord Chesterfield was said to have written in a letter to his son:

I confess that I cannot help forming some opinion of man's sense and character from his dress, and I believe most people do so, as well as myself. Take care that your clothes are well made and fit you, for otherwise they will give you an awkward air. . . . So much for dress, which I take to be a thing of consequence, in a polite world.

Whatever influence prevails, there are many reasons for wearing clothes. Horn (7) believed that an integrated theory is required when she expressed:

Dress is a product of a complex set of motives, all of which are interdependent and arise out of varied physical, psychological and social conditions. The factor of adornment itself is not valid within its own sphere because the striving to beautify oneself may be incited by sexual attractions and status-seeking motives, in which attraction and status are the causative factors and adornment the manifestation.

The clothes that one wears serve as a symbol of social, cultural and economic background. Rosencranz (18), in a study of "Clothing Symbolism" considered two factors: 1) the degree to which clothing is used as a guide in identifying the role and status of unknown persons and 2) the variety of meanings attached to clothing in particular social situations. The results of this research revealed that social class and all of its related indices--occupation, income,

education, organizational membership--were found to have a significant relationship to clothing awareness.

There appears to be several basic attitudes toward clothing which cut across differences in ethnic background, educational background, economic status, technical fashion knowledge and professional interest in fashion. Tate and Glisson (20) listed comfort, conformity, economy, artistic satisfaction, prestige and social participation as typical in this respect. These authors believed, however, that these attitudes would vary from family to family, among individuals within a family and from one phase of the family cycle to another.

Schwartz (19), in a study of clothing consumption, indicated that at all income levels over \$1,000, clothing expenditures were significantly higher for Negroes than for Whites. In comparing consumption patterns, Negroes ranked clothing second, whereas Whites ranked clothing fourth. In addition, Negroes emphasized social importance of style and appearance, minimizing physical aspects of comfort and fit.

Roach and Eicher (16) hypothesized that because of the Negro's inability to compete for "Restricted-consumption," social status is compensated through the purchase of either higher priced garments or quantities of clothing in excess

of that consumed by Whites of comparable class or income. This hypothesis may be made for other minority groups as well.

In a study involving Negro and white women of low socio-economic status, Rosencranz and Braguglia (19) reported that Negro women placed more importance on clothing, owned more garments and appeared to pay slightly more for their clothing than did white women. There were also indications that Negro women received more hand-me-down clothing and purchased more used clothing than did white women. In contrast, the white women were more informed concerning fiber content and different styles in clothing. Warm colors were preferred by Negro women; the white women preferred cool colors.

As a means of justifying the results of studies concerning clothing of Negroes, Myrdal (14) indicated that Negroes do not have sufficient money to be ostentatious and that they generally imitate common American dress. This dress may look bizarre because of skin coloring or the fact that cast off clothing may not always harmonize in the approved way.

According to Allen (1), there is a trend to break down class lines in clothes. The fact that a woman's clothing budget is \$5,000 or only a fraction of this amount is not as visible on the street as is the difference between the woman who has good taste and the woman who lacks discrimination.

Good taste in dress may be projected through current fashion trends. In a very elementary sense, apparel does reflect human behavior and an individual's adjustment to a social environment. Kettunen (10) found that people try to be as fine or better than their peers. There is also an effort to maintain this level in choosing apparel.

Flugel (5) believed that the essential cause of fashion lies in competition. There is a social and sexual character of rivalry in which social elements are more obvious and manifest. The sexual elements are more indirect, concealed and unavowed, hiding themselves, as it were, behind the social factors.

Langner (11) reported that fashion, in the modern world, is an accompaniment to the higher status of women which is emerging everywhere. His prediction was stated as follows:

Fashion, the product of individual taste, exercised without compulsion, will continue to exist as it has in the past--a constructive force in the world of the future.

Young (21) defined fashion as evolution without distinction. This author delineated a pattern in dress silhouettes which is termed "fashion cycles." These three cycles are backfullness, tubular and bell. The theory suggested that a definite cyclical pattern existed for fashion; therefore, to

some extent, fashion could be predicted. As an explanation of why fashions change, Young explained:

The features of change in fashion satisfy broad spiritual needs which are experience, recognition and response. These are comparable to the physical necessities of food, clothing and shelter.

If fashion is to continue, there must be no resistance to change. Horn (7) listed the factors that tend to work against change as rigid class distinction, sumptuary laws, customs, isolation from the fashion world, fear of the new government regulations and totalitarianism.

According to Brousson (2), Anatole France understood the important role of fashion. In choosing what he would wish to see, were it possible to view the world 100 years after his death, he suggested:

It is not a novel which I would pick in this library of the future, not a work on history I would take simply a fashion magazine in order to see how women will dress themselves a century after my death. And their fantasies would tell me more about future humanity than all the philosophers, the novelists, the preachers, or the scientists.

CHAPTER II

P L A N O F P R O C E D U R E

The present study was undertaken to analyze and compare wardrobes of college girls from three ethnic groups. Included in the research was an investigation of awareness to current fashion trends and the extent to which these trends were incorporated in personal wardrobes, general purchasing practices and sources of obtaining fashion information.

Data for this study were obtained through the use of a questionnaire. A letter was mailed to the dean or department chairman of the designated institutions requesting assistance of students for the study. A brief explanation was given concerning the thesis, the type of cooperation desired, as well as the time and return of the questionnaires.

Upon approval, 300 instruments were distributed to students attending Texas Woman's University, Denton, Texas; Prairie View Agricultural and Mechanical College, Prairie View, Texas; and Texas Agricultural and Industrial University, Kingsville, Texas.

The original plan was to have equal samples of the three ethnic groups from each of the institutions. Since the university at Kingsville is near the Mexican border, the belief was that there would be a large number of Latin-American girls in attendance. This was not true and inasmuch as the study was a comparison of ethnic groups, rather than of academic institutions, additional questionnaires were distributed to Latin-American girls attending Texas Woman's University in order to have an equal representation from each ethnic group. The participants for this study included students of all levels of undergraduate college study and a variety of academic specializations.

The instrument, devised by the author, consisted of three parts. Part I, "Background Information" dealt with family history, occupation, and education of fathers as a means of establishing the socio-economic status of each individual participant.

Part II entitled "Wardrobe Inventory" provided data relative to wardrobe size and variety. A list of brand names and recent fashion items were included in order to determine student awareness of current fashion trends and the extent to which these trends were included in wardrobes.

Part III "Wardrobe Purchases" was constructed in order to obtain information relative to source and method of

acquisition as well as price ranges of selected wardrobe items. Stores of various categories were included as a means of determining the type of retail establishments patronized most by college girls.

For purposes of this investigation, comparisons were made between the three ethnic groups in relation to socio-economic differentiations, apparel inventories and procedures for clothing acquisitions. The Hollingshead Index of Social Positions (6) was utilized to rank fathers of participants. This index ranked professions into different groups and ranked businesses by their size and value. The occupational positions were: 1) executives, proprietors of large concerns and major professional personnel, 2) managers and proprietors of medium-sized businesses and less extensively trained professionals, 3) administrative personnel of large concerns, owners of small independent businesses and semi-professionals, 4) owners of small businesses, clerical and sales workers and technicians, 5) skilled workers, 6) semi-skilled workers, and 7) unskilled workers. This scale is a modification of the Alba Edwards System of classifying occupations into socio-economic groups used by the United States Bureau of the Census.

The author divided the above occupational positions into three classes for purposes of comparison. Positions 1

and 2 were ranked "upper class"; positions 3, 4, and 5 were ranked "middle class" and positions 6 and 7 were ranked "lower class". This scale is premised upon the assumption that occupations have different values attached to them by members of an existing society and that the ranking of occupational functions implies that some men exercise control over the occupational pursuits of others. A copy of the introductory letter and questionnaire follow.

2925 Prince Hall Lane
Apartment 132
Dallas, Texas
December 8, 1969

Dear

As a graduate student at Texas Woman's University, I am hoping to do a comparative study of apparel expenditures for three ethnic groups, Latin-American, Anglo-American and Afro-American. My hope is to obtain samplings from Texas Agricultural and Mechanical University, Kingsville, Texas; Texas Woman's University, Denton, Texas; and Prairie View Agricultural and Mechanical College, Prairie View, Texas.

The test will take about 20 minutes and may be done at the student's discretion. There will be approximately 100 tests, which will need to be distributed. Directions will be enclosed. Please have the girls return the questionnaires to you and mail them back to me. This will be most helpful, and perhaps the girls will be interested in the participation. No names or personal references will be used.

I am organizing the questionnaire and prospectus and would like to report to my graduate committee the schools that will be willing to cooperate. Enclosed is a stamped, self-addressed envelope for your reply.

Thank you so very much.

Respectfully,

Eleanor Lister Rogers

S U R V E Y O F C O L L E G E
G I R L ' S W A R D R O B E

PART I: BACKGROUND INFORMATION

Age _____ Ethnic group _____
Afro-American _____
Anglo-American _____
Latin-American _____

Classification _____

Major _____

Father's occupation _____ Title _____

Mother's occupation _____ Title _____

Please circle the number indicating the highest grade completed by your father.

Less than 6th grade 7, 8, 9, 10, 11, 12
College 1, 2, 3, 4
Post graduate _____ Doctorate _____

Please circle the number indicating the highest grade completed by your mother.

Less than 6th grade 7, 8, 9, 10, 11, 12
College 1, 2, 3, 4
Post graduate _____ Doctorate _____

Place an X beside the figure indicating the population of the town from which you come.

Under 10,000 _____ 50,000-100,000 _____
10,000- 25,000 _____ Above 100,000 _____
25,000- 50,000 _____

Check the frequency of the main source of your family income:

Daily _____ Monthly _____
Weekly _____ Semi-yearly _____
Semi-monthly _____ Yearly _____

Check the main source of your family income:

Wages _____ Fees _____
Salary _____ Pension or retirement _____
Business profits _____ Public funds _____
Inherited funds _____

Directions: Check the source to which you refer for fashion information.

Source	Frequency of Use			
	Always	Sometimes	Seldom	Never
Seventeen				
Glamour				
Mademoiselle				
Vogue				
Harper's Bazaar				
Elegance				
Ebony				
Fashion shows				
Store display windows				
Women's Wear Daily				
American Fabrics				
Television				
Movies				

Directions: Check the means by which you have access to the following sources for fashion trends.

Source	Means of Access				
	Annual Subscription	Regular Purchase	Occasional Purchase	Library Use	Do Not Use
Local newspaper					
Women's Wear Daily					
Weekly Fashion Digest					
Monthly Fashion Magazine					
Quarterly Magazine					

Check your employment status:

Unemployed

Employed part-time during the school year _____

Regular summer employment _____

Part-time occasional work _____

PART II: WARDROBE INVENTORY

Directions: This is an inventory of the clothing and accessory items in your present college wardrobe. Place a check in the column which approximates the quantity in each category.

Categories of Campus Wardrobes	Number of Items					
	(1)	1-3	4-6	7-10	11-15	Above 15
COATS						
School						
Sunday						
SUITS						
Pants						
Casual sports						
Dressmaker						
DRESSES						
Sunday						
School						
Date						
Long formal						
SWEATERS						
Casual cardigan						
Pullover						
SKIRTS						
JUMPERS						
SHOES						
Sunday						
School						
Evening/formal						

Directions: The following is a list of some present fashion items. Check the column which indicates the position of each item in your wardrobe.

Items	Position in Wardrobe			
	Have in wardrobe	Hope to purchase	No plan to purchase	Unfamiliar item
Leather boots				
Gaucho pants				
Poncho skirt				
Pants suit				
Long scarfs				
Shoulderstrap handbag				
Maxi coat				
Opaque hosiery				
Battle jacket				
Long chain or bead necklaces				
T-shirt dress				
Platform sandals				
Blouson				
Shawl				
Reptile print ensemble				
Dog collar				
Midi coat				
Gibson blouse				
Espadrille shoes				
Floppy brimmed hat				
Loungette ensemble				

Directions: Place a check in the column which corresponds to the type store you usually patronize for each of the items listed below.

Items	Type of Store				
	Spe- cialty	Depart- ment	Chain	Factory Outlet	Dis- count
School coat					
Dressy coat					
All-weather coat					
School dress					
Sunday dress					
School blouse					
Skirt (wool)					
School shoes					
Sunday shoes					
Cardigan sweaters					
Pant suit					

Directions: Check the manner of obtaining the last acquired item in each of the categories listed below.

Categories	Manner of Obtainment			
	Purchases	Gift	Made by You	Made by Some- one Else
School coat				
Dressy coat				
All-weather coat				
School dress				
Sunday dress				
School blouse				
Skirt (wool)				
School shoes				
Sunday shoes				
Cardigan sweaters				
Pant suit				

PART III: WARDROBE PURCHASES

Directions: Below is a list of shopping practices. Check the procedures you usually follow for each item.

Items	Procedures			
	Always	Sometimes	Seldom	Never
Do you have a clothing budget?				
Do you buy clothes seasonally?				
Do you plan your annual wardrobe needs?				
Do you shop for clearance items?				
Do you purchase by mail order?				

Directions: Below is a list of apparel items. Check the column appropriate for the amount you would usually pay for each item.

Items	Cost Range				
	Less than \$10.00	\$11-15	\$16-25	\$26-50	Above \$50.00
School coat					
Dressy coat					
All-weather coat					
School dress					
Sunday dress					
School blouse					
Skirt (wool)					
School shoes					
Sunday shoes					
Cardigan sweaters					
Pant suit					
Dressmaker suit					

Directions: The following list contains brand names for apparel and accessory items from Seventeen, Mademoiselle, Vogue and Glamour magazines. Check the category under which you would find the brand names used.

Items	Categories			
	Jewelry	Shoes	Dresses and Separates	Blouses
Ship 'N Shore				
Monet				
Gay Gibson				
Aileen				
Vicky Vaughn				
QualiCraft				
Lady Manhattan				
Jane Colby				
Richelieu				
De Liso Deb				
Vera				
Garland				
Carlette				
Bobbie Brooks				
Howard Wolfe				
Connie				
Jacqueline				
Lady Arrow				
Trifari				
Jonathan Logan				

Directions: Place a check in the column which corresponds to your method of payment for the last acquired garment in each of the listed items.

Items	Methods of Payment			
	Cash	Charge	Lay-A-Way	Check
School coat				
Dressy coat				
All-weather coat				
School dress				
Sunday dress				
School blouse				
Skirt (wool)				
School shoes				
Cardigan sweaters				
Pant suit				

CHAPTER III

DISCUSSION OF FINDINGS WITH PRESENTATION OF DATA

Data for this study were obtained from 210 girls attending Prairie View Agricultural and Mechanical College, Prairie View, Texas; Texas Agricultural and Industrial University, Kingsville, Texas; and Texas Woman's University, Denton, Texas. Seventy participants were selected from each ethnic group. These ethnic groups were Afro-Americans, Anglo-Americans and Latin-Americans. A questionnaire, devised by the author, included the following: Part I, Family Background Information; Part II, Wardrobe Inventory and Part III, Wardrobe Purchases. Table I illustrates the distribution of participants within the selected institutions.

BACKGROUND INFORMATION

Part I of the survey included questions pertinent to personal and family background, occupation and educational achievements of fathers. The purpose of this information was to aid in establishing the socio-economic status of the participants' fathers according to the Hollingshead Index of Social Position (6).

TABLE I
RACIAL DISTRIBUTION OF PARTICIPANTS WITHIN THE SELECTED INSTITUTIONS

Institutions	Ethnic Groups			Total Number	Total Participants Per cent
	Afro- American Per cent	Anglo- American Per cent	Latin- American Per cent		
Prairie View Agri- cultural and Mechanical College	85.7	0.0	0.0	60	28.6
Texas Agricultural and Industrial University	0.0	42.8	50.0	65	31.0
Texas Woman's University	14.3	57.2	50.0	85	40.4
Total	100.0	100.0	100.0	210	100.0

Educational Achievements of Fathers

The educational achievements of the participants' fathers were based upon the attainment level of formal education. The largest percentage of fathers had obtained a formal academic education no higher than a high school diploma. A breakdown by ethnic groups indicated the following: 31.4 per cent of the fathers were Afro-Americans; 27.2 per cent were Anglo-Americans and 24.3 per cent were Latin-Americans. Of the fathers possessing a collegiate bachelor's degree, 8.6 per cent were Afro-Americans while 22.8 per cent were Anglo-Americans and 10.0 per cent were Latin-Americans. Education beyond the bachelor's degree, for the fathers, included only two ethnic groups. Reports showed that 2.8 per cent were Afro-Americans and 8.6 per cent were Anglo-Americans.

The majority of all participants' fathers were only high school graduates while all participants were college students. Perhaps this fact indicated a growing awareness of the need for higher educational achievements. Table II illustrates the categories of educational achievements for the fathers of participants in this study.

Socio-economic Status of Fathers

Social status for the fathers was determined by the Hollingshead Index of Social Position (6). Questions

TABLE 11
EDUCATIONAL ACHIEVEMENTS OF PARTICIPANTS' FATHERS

Achievement Level	Ethnic Groups			Total	Total Participants
	Afro-American	Anglo-American	Latin-American		
	Per cent	Per cent	Per cent	Number	Per cent
Grade school	8.6	7.2	34.3	35	16.7
Junior high	31.4	21.4	21.4	52	24.8
High school diploma	31.4	27.2	24.3	58	27.6
Some college	17.2	12.8	10.0	28	13.3
College degree	8.6	22.8	10.0	29	13.8
Above Bachelor's degree	2.8	8.6	0.0	8	3.8
Total	100.0	100.0	100.0	210	100.0

pertinent to fathers' occupation, source of income, frequency of income and education were used to determine probable social status. For purposes of data analysis, three social classes were used as noted in Table III.

The greatest percentage of all fathers was concentrated in the middle social class; however, 20.0 per cent of the Afro-Americans, 8.5 per cent of the Anglo-Americans and 40.0 per cent of the Latin-Americans were in the lower social class. A breakdown of the upper social class by ethnic groups indicated these percentages: 11.5 were Afro-Americans, 33.0 per cent were Anglo-Americans and 10.0 per cent were Latin-Americans.

WARDROBE EXPENDITURES

The amount of money participants spent for clothing varied from city to city, between income levels, and from ethnic group to ethnic group. These differences were attributed to a variety of reasons and expressed in a variety of ways. Schwartz (20) believed an empirical difference existed in proportionate expenditures for clothing between Negroes and Whites. At all income levels of over \$1,000 annually, the proportion of total income spent for clothing by Whites was relatively constant while the rate for Negroes was always higher. For incomes over \$4,000 the percentage spent by

TABLE III
INDEX OF SOCIAL STATUS FOR PARTICIPANTS' FATHERS

Social Classes	Ethnic Groups			Total	
	Afro-American	Anglo-American	Latin-American		
	Per cent	Per cent	Per cent	Number	Per cent
Upper	11.5	33.0	10.0	38	18.2
Middle	68.5	58.5	50.0	124	59.0
Lower	20.0	8.5	40.0	48	22.8
Total	100.0	100.0	100.0	210	100.0

Whites was 11.4 per cent; for Negroes 14.3 per cent. Results of Rosencranz and Braguglia's study (19) also indicated that Negro women appeared to pay slightly more for their clothing than did white women. It was felt that this difference was due to the degree of importance and status Negroes attached to apparel. The prices participants paid for a school coat ranged from \$10.00 to more than \$50.00, and chi-square analysis indicated a highly significant difference between ethnic groups relative to prices paid for a school coat. Table IV illustrates these findings. The largest percentage of all participants, regardless of ethnic group, spent from \$16.00 to \$25.00 for a school coat, between \$11.00 and \$15.00 for an all-weather coat and between \$26.00 and \$50.00 for a Sunday coat. Prices generally paid for school dresses were between \$11.00 and \$15.00, while those for a Sunday dress were between \$16.00 and \$25.00. Further investigation of the \$16.00 to \$25.00 price range for a school coat indicated ethnological differences. Over 55 per cent of the Afro-Americans purchased within this range, 41.4 per cent of the Anglo-Americans sought school coats at this level and 64.2 per cent of the Latin-Americans indicated this price group preference. Figure 1 illustrates these findings.

Shopping Practices of Participants

Sales of all types generally attract large numbers of shoppers. Although there are various sales, the "clearance"

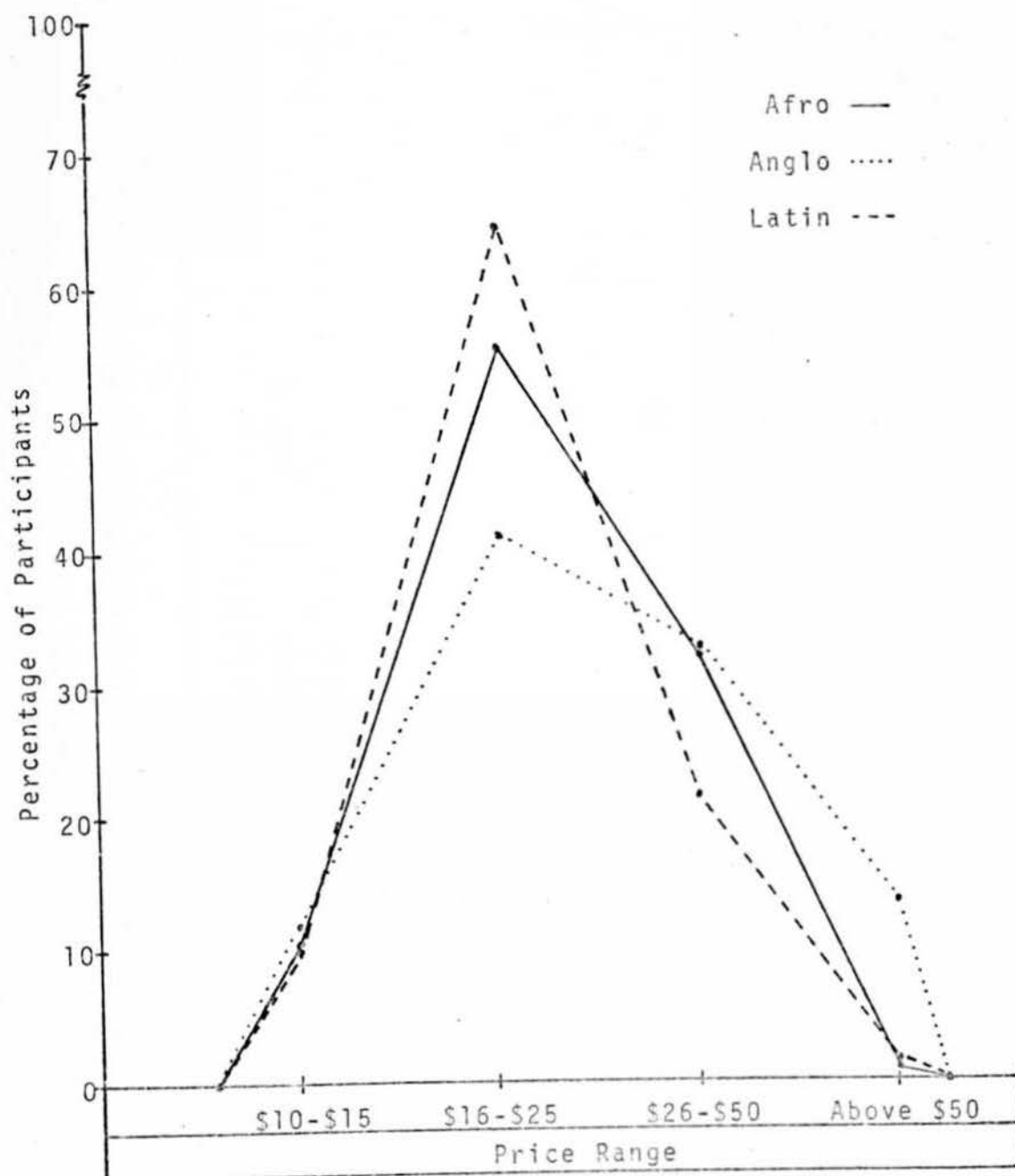


Figure 1

Comparisons of Price Ranges for
a School Coat

TABLE IV
PRICES PARTICIPANTS PAID FOR A SCHOOL COAT

Price Range	Participants			Total
	Afro-American	Anglo-American	Latin-American	
\$10 - 15	7	8	9	24
\$16 - 25 *	39	29	45	113
\$26 - 50	23	23	15	61
Above \$50	1	10	1	12
Total	70	70	70	210
$\chi^2 = 19.331$ $d/f = 6$ * Significant at .01				

usually provides the best buys. A question on the inquiry sheet was concerned with the frequency with which college girls shopped for clearance sales. Statistical analysis indicated no significant differences between the three ethnic groups as to their utilization of such sales. Over 70 per cent of each ethnic group took advantage of this type sale. Further investigation indicated that the middle class social status participants were the greatest advocates for using clearance sales. Perhaps the lower class participants found it necessary to buy when money was available. Since clearance sales are held at the end of the season, ready cash could have already been expended. Many upper class participants perhaps felt it unnecessary to use sales of last season's garments because of a greater interest in the fashions for the season ahead. Table V depicts the distribution of participants by social class in relation to their habitual use of clearance sales for obtaining apparel. Statistical analyses were non-significant when the three ethnic groups were examined.

Type of Stores Patronized by Participants

Stores throughout the state encompassed a wide range of settings from the most modest to the most elaborate. In one question stores were listed for the participants to indicate the type of mercantile establishment used for obtaining

TABLE V
PARTICIPANTS' UTILIZATION OF CLEARANCE SALES

Social Class	Number of Persons Using Clearance Sales		
	Afro-Americans	Anglo-Americans	Latin-Americans
Upper	4	14	7
Middle	37	38	34
Lower	9	3	19
Total	50	55	60
$\chi^2 = 4.24$ $d/f = 2$ Non-significant			

specified items of apparel. A rank order analysis indicated the department store as the most widely patronized type, while the factory outlet was the least popular.

There was a general trend for all participants to obtain similar items from the same type store with the exception that blouses were purchased from various stores. The Anglo-American girls tended to utilize the specialty shop, whereas the Afro-American and Latin-American girls chose the department stores. Perhaps geographic locale or proximity to a large metropolitan area would influence such a choice. A desire for uniqueness in design might also have been influential.

<u>Rank Order of Participants</u>	<u>Type of Stores Preferred</u>
1	Department
2	Specialty
3	Chain
4	Discount
5	Factory outlet

Procurement of Wardrobe Items

The means by which college girls obtained their wardrobes varied greatly. The questionnaire contained a list of selected wardrobe items in which the participants indicated the manner in which each had been obtained. The categories

were 1) as a purchase, 2) as a gift, 3) constructed by participants, and 4) constructed by someone else. Most items were purchased as ready-to-wear garments, with gift items ranking second. The items most often received as a gift were sweaters. The skirt ranked last. Items most often made by participants were school dresses and Sunday dresses, respectively; the garments most often made by someone else were sweaters and pantsuits, respectively.

<u>Rank</u> <u>Order</u>	<u>Items Most Often Received As A Gift</u>
1	Sweater
2	Dressy coat
3	Pantsuit
4	School coat
5	School shoes
6.5	Sunday dress
6.5	Sunday shoes
8	School dress
9	School blouse
10	All-weather coat
11	Skirt (wool)

Method of Payment for a School Coat

Although the term "Charge it" is becoming commonplace, this investigation included a checklist of selected methods for payment in order to determine the procedures most frequently used by college girls. The suggested methods of payment were cash, charge, check and lay-away. The largest

percentage of all participants utilized the cash method for a majority of their purchases. A chi-square analysis indicated a highly significant difference between ethnic groups involving their second choice method of payment preferences. Findings are illustrated in Table VI. The Afro-American students' second preferred choice of payment was the lay-away. The use of checks were the second preference method of payment by the Anglo-Americans and the Latin-Americans indicated charge accounts as their second choice. Reasons for the use of various methods were not pursued further.

Without doubt, there could be social and economic implications for using different methods of payment. Since a school coat could involve a large investment of money, the methods of purchasing were ascertained and illustrated in Figure 2.

Access to Fashion Magazines

There are varied means by which one may obtain access to fashion magazines as a source of fashion information. This study contained a checklist of selected means of access used for reading fashion magazines. Results indicated a trend toward newsstand purchases as the most widely used means of access. Further investigations of ethnic groups indicated that while 31.4 per cent of the Afro-American girls and 18.5 per cent of the Latin-American girls obtained access

TABLE VI
PARTICIPANTS' PREFERRED METHOD OF PAYMENT IN OBTAINING A SCHOOL COAT

Method	Participants			Total
	* Afro-American	** Anglo-American	*** Latin-American	
Cash	42	38	35	115
Charge***	7	14	18	39
Lay-away*	19	1	15	35
Check**	2	17	2	21
Total	70	70	70	210
$\chi^2 = 42.08$ d/f = 6 Significant at .01				

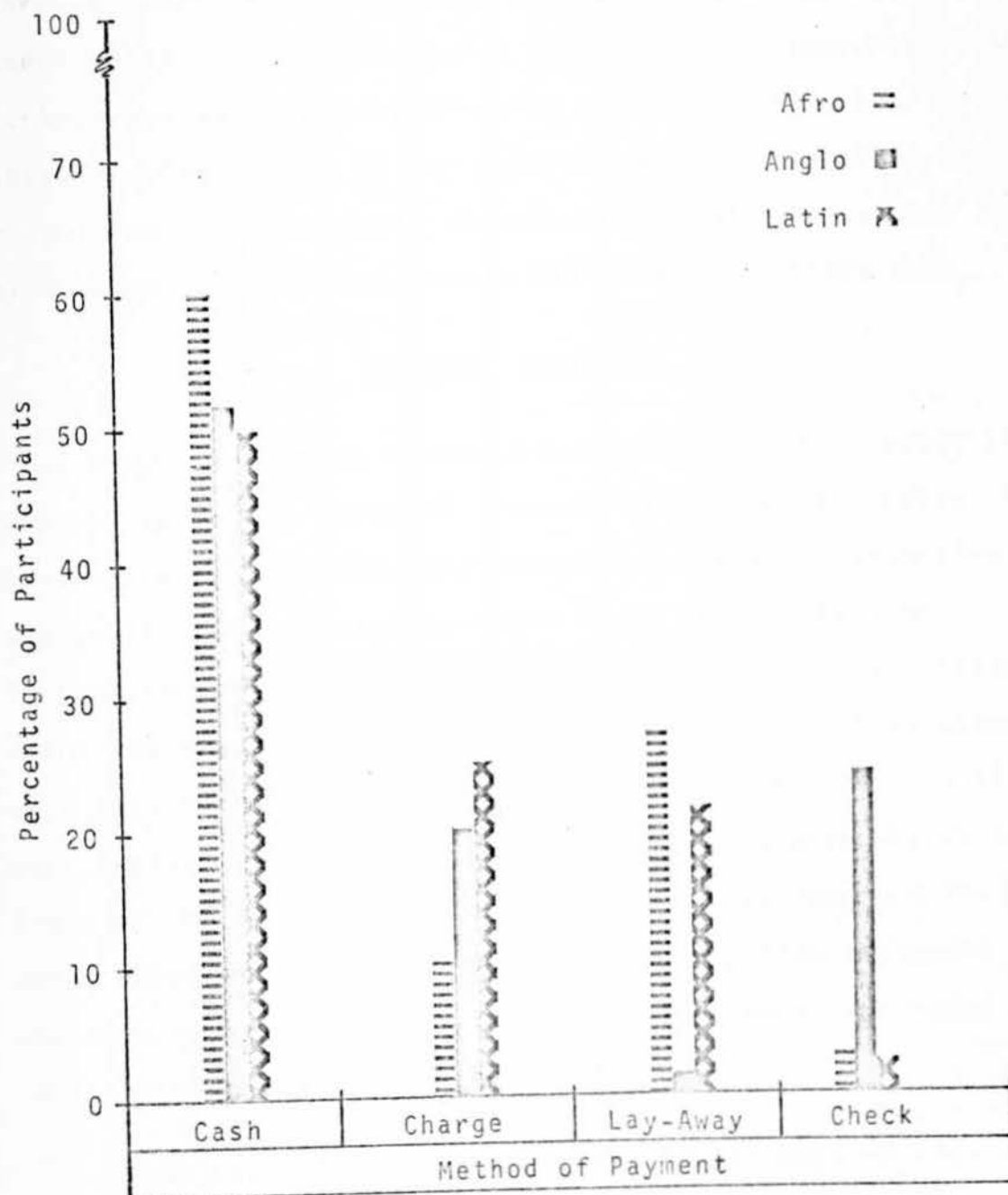


Figure 2

Preferred Methods of Payment
for a School Coat

through occasional purchases, over 24 per cent of the Anglo-American girls obtained access through annual subscriptions. Perhaps the availability of money and habit had a bearing on these results. Over 33 per cent of all Anglo-American participants were in the upper social class, and this too may have influenced the results. Table VII delineates these data.

WARDROBE INVENTORY

Fashion trends, campus dress codes, climatic conditions, storage space and personal finances play important roles in wardrobe size. This survey included a question concerning the quality of selected wardrobe items for purposes of further comparisons between the three ethnic groups. Rosen-
cranz and Braguglia (19), in a comparison of clothing ownership attitudes, reported that Negro women had significantly more dresses of all types in their wardrobes than did white women of the same income level. It was also reported that Negro women received hand-me-down clothing from employers while white women did not, and more Negro women purchased used clothing than did white women.

This study indicated that over 80 per cent of all participants possessed between one and three school coats. Ethnologically, 90 per cent were Afro-Americans, 84 per cent were Anglo-Americans and 90 per cent were Latin-Americans. An equal 3.0 per cent of Afro and Anglo-American participants

TABLE VII
PARTICIPANTS' MEANS OF OBTAINING MONTHLY FASHION MAGAZINES

Method	Ethnic Groups			Total	
	Afro-American	*Anglo-American	Latin-American		
	Per cent	Per cent	Per cent	Number	Per cent
Annual subscription	8.6	24.3	15.7	34	16.4
Regular purchase	17.2	10.0	5.7	23	10.9
Occasional purchase	31.4	22.8	18.5	51	24.2
Library use	5.7	12.9	17.2	25	11.9
Do not use	37.1	30.0	42.9	77	36.6
Total	100.0	100.0	100.0	210	100.0
$\chi^2 = 17.60$ $d/f = 8$ *Significant at .05					

were without a school coat while all Latin American participants possessed at least one. Further analyses of those participants possessing between four and six coats indicated the following: 7.1 per cent were Afro-Americans; 12.9 per cent were Anglo-Americans and 10.0 per cent were Latin-Americans. No participant possessed more than six school coats. Other apparel items checked indicated that the majority of participants possessed between one and three Sunday coats and formal dresses, between four and six Sunday dresses and date dresses, and between seven and 10 school dresses.

Sources of Fashion Information

Mass media plays an important role in educating consumers relative to clothing selection. Prevailing trends are learned from store display windows, fashion magazines, newspaper advertisements, movies and television. This survey included a checklist of sources to which participants referred for most fashion information. Choices of all participants were ranked according to preferences.

Fashion display windows in stores had tremendous influence, ranking first for all participants. Television ranked second. The most preferred magazines were Seventeen and Glamour, respectively, with Vogue as a source of haute

couture fashion ranking higher than Harper's Bazaar. A comparison of rank order preferences in this study and in that of Juma's research (9) indicated that perhaps the most universal source of fashion for college-age females is the store window displays. Vogue and Harper's Bazaar, however, ranked fourth in Juma's study as compared to sixth and eleventh, respectively, in this study. Participants in Juma's investigation were confined to one campus which had a large group of students involved in a fashion center, while the other institutions in this research would not be as oriented to creative fashions.

<u>Rank</u>	<u>Order</u>	<u>Sources of Fashion Information</u>
	1	Store window display
	2	Television
	3	<u>Seventeen</u>
	4	<u>Glamour</u>
	5	Movies
	6	<u>Vogue</u>
	7	<u>Mademoiselle</u>
	8	Fashion shows
	9	<u>Women's Wear Daily</u>
	10	<u>Ebony</u>
	11	<u>Harper's Bazaar</u>
	12	<u>Elegance</u>
	13	<u>American Fabrics</u>

Further comparisons were made between Vogue and Harper's Bazaar in order to determine the social class in

which the magazines were most utilized. Results revealed that over 70 per cent of the participants used these magazines frequently, and the greatest percentage of these users were middle class Americans, regardless of ethnic background. Table VIII illustrates specific differences.

Awareness to Brand Names

The ever-increasing variety of items in college wardrobes increases the number of brand names to be found on apparel. An awareness of brand names in clothing was investigated to determine the most and least familiar choices. Seventeen, Mademoiselle, Glamour, Vogue and Harper's Bazaar were the sources utilized in composing the checklist of brand names for this study. Of the selected brand names, Ship 'n Shore was the most familiar to the participants while Richelieu was the least familiar. Table IX illustrates the rank order.

Over 94 per cent of all participants were aware of the Ship 'n Shore brand. An examination relative to ethnic groups presented the following: 30.5 per cent of the Afro-Americans knew the name; 32.4 per cent of the Anglo-Americans were informed, and 31.9 per cent of the Latin-Americans were aware of the name. Figures 3 and 4 illustrate the responses of all participants and ethnic groups in regard to their knowledge of the Ship 'n Shore brand name.

TABLE VIII
 SOCIAL CLASS OF PARTICIPANTS USUALLY READING VOGUE
 AND HARPER'S BAZAAR MAGAZINES

Magazines	Social Classes	Ethnic Groups			Total
		Afro-American	Anglo-American	Latin-American	
Vogue	Upper	1	10	2	13
	Middle	34	17	16	67
	Lower	10	5	13	28
Total		40	32	31	108
Harper's Bazaar	Upper	2	3	1	6
	Middle	13	7	9	29
	Lower	2	0	3	5
Total		17	10	13	40

TABLE IX
RANK ORDER FOR PARTICIPANTS' FAMILIARITY
OF BRAND NAMES

Brand Names	Rank Order
Ship 'n Shore	1
Bobbie Brooks	2
Quali Craft	3
Connie	4
Johnathan Logan	5
Aileen	6
Lady Arrow	7
Gay Gibson	8
De Liso Deb	9
Monet	10
Vicky Vaughn	11
Jacqueline	12
Howard Wolfe	13
Lady Manhattan	14
Jane Colby	15
Trifari	16
Richelieu	17

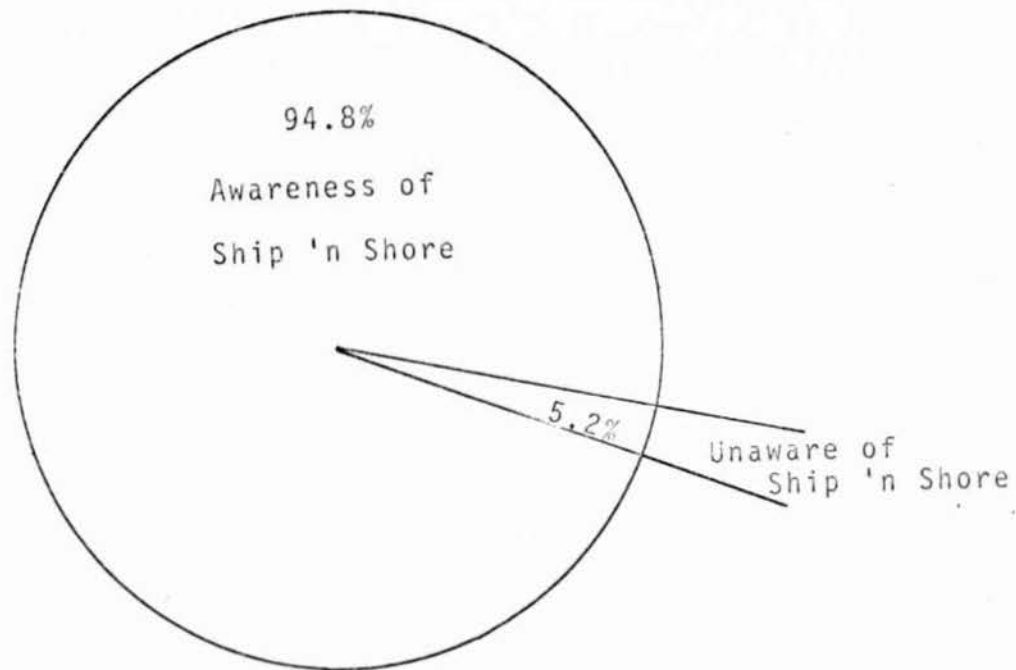


Figure 3

Awareness of All Participants to the Ship 'n Shore Label

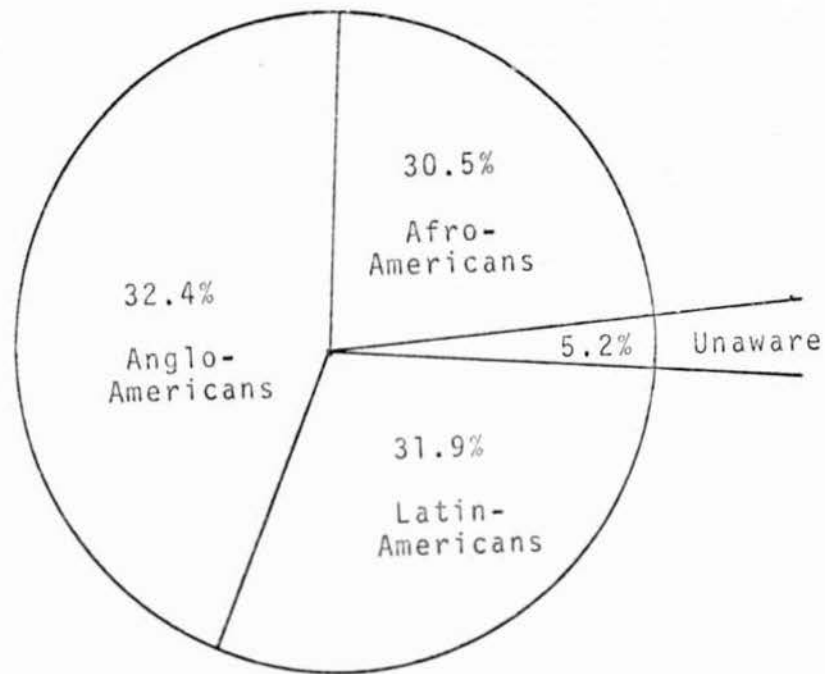


Figure 4

Awareness of Ethnic Groups to the Ship 'n Shore Label

1970 Top Fashion Items

Fashion is defined as the current trend of dress. The 1970's are projecting fashion as the "lengthless decade". In prior periods, one dress length prevailed while the 1970's present women's apparel in three lengths: mini, midi, and maxi. The big question is whether all will survive or whether one length will reign supreme. Many fashion designers, retailers and wholesalers have expressed their personal points of view regarding skirt lengths. Stanley Marcus (12), president of Neiman Marcus of Dallas, predicted that the midi will become the most fashionable length. He stated:

Skirts have to come down because there is no where else for them to go. The short skirt destroyed itself. Fashion carried it to extremes containing the seeds of its own destruction.

Tiffeau (22) preferred the longuette with a short skirt underneath. He felt that the sportive approach was newer looking. Pucci (16), who believed that the consumer should be the one to decide what is fashionable, hopes to see an end to designer dictatorship.

The author of this study used a checklist of current fashion items to determine the extent of their incorporation in present-day college wardrobes. Eight items from the original list, because of their prominence in fashion, were

ranked according to quantity in present wardrobes and plans for future purchase (Table X). Notably, pantsuits ranked first.

TABLE X
RANK ORDER OF 1970 FASHION ITEMS INCORPORATED
IN PARTICIPANTS' WARDROBES

Rank Order	1970 Top Fashion Items
1	Pantsuits
2	Longuette ensembles
3	Leather boots
4	Dog collar (jewelry)
5	Poncho skirts
6	Midi coats
7	Gaucha pants
8	Battle jackets

CHAPTER IV

S U M M A R Y A N D C O N C L U S I O N S

This study was undertaken in order to analyze and compare wardrobes of college girls from three ethnic groups for cost and content. The specific objectives for this study were to:

- 1) Analyze and compare background information of each ethnic group.
- 2) Determine the socio-economic status of participants and relate these classifications to wardrobe cost and content.
- 3) Identify the media which most influences wardrobe content.
- 4) Determine the relationship of "brand name" to choice of purchase.
- 5) Examine the type stores college girls had utilized.
- 6) Study late wardrobe acquisitions and sources of procurement in order to examine specific price ranges, quantities of items and manner of obtainment.
- 7) Ascertain the awareness to current fashion trends and the extent to which these trends are incorporated in personal wardrobes.

Data were collected from 210 college girls within different major fields of study, attending Prairie View Agricultural and Mechanical College, Prairie View, Texas; Texas

Agricultural and Industrial University, Kingsville, Texas; and Texas Woman's University, Denton, Texas. The selected ethnic groups were Afro-Americans, Anglo-Americans and Latin-Americans. A questionnaire, devised by the author, was administered during the spring term of 1970. The questionnaire was used as a means of obtaining information relative to family background, cost of selected wardrobe items and wardrobe content for use in comparing the three ethnic groups.

Family background information indicated that the largest percentage of the participants' fathers, 27.6 per cent, obtained a high school diploma. Ethnologically, 31.4 per cent of the fathers were Afro-Americans, 27.2 per cent were Anglo-Americans and 24.3 per cent were Latin-Americans. Of those fathers possessing a college degree, more were Anglo-Americans than Latin-Americans or Afro-Americans. According to Hollingshead's Index of Social Position (6), the majority of fathers were concentrated within the middle class.

The financial outlay for a school coat ranged from \$10.00 to above \$50.00; however, the largest percentage of all participants spent between \$16.00 and \$25.00 for a coat. In addition, the majority of participants paid from \$11.00 to \$15.00 for an all-weather coat and from \$26.00 to \$50.00 for a Sunday coat. The trend in dresses was similar. School dresses were within the \$16.00 to \$25.00 price range.

Over 75 per cent of all participants utilized clearance sales frequently. These same participants, ethnologically consisted of 23.8 per cent Afro-Americans, 26.2 per cent Anglo-Americans and 28.6 per cent Latin-Americans. Most of these students, regardless of ethnic group, were middle class.

Many factors were influential in determining the size of participants' wardrobes. Among the factors were campus dress codes, climatic conditions, proximity to a metropolitan city and personal finance. Most participants had between one and three school coats, Sunday coats, and formal dresses; between four and six Sunday dresses and date dresses; and between seven and 10 school dresses.

The most frequently used method of payment utilized by all participants was cash; however, chi-square analysis revealed highly significant differences between second choice payment preferences of the three ethnic groups. Afro-Americans utilized lay-aways; Anglo-Americans preferred checking accounts; and Latin-Americans indicated a use of charge accounts.

Store window displays and television ranked first and second, respectively, as major sources of fashion information. Magazines referred to most often were Seventeen and Glamour, while American Fabrics was the least preferred. The use of Vogue and Harper's Bazaar as sources of haute couture fashion

was investigated to determine any relationships to social class. The results indicated that these two magazines were preferred by participants within the middle class social status, regardless of ethnic group.

Significant differences were noted in means of access to fashion magazines between the three ethnic groups. Fashion magazines were obtained at regular newsstands by the majority of all participants; however, over 30 per cent of the Anglo-American participants indicated having annual subscriptions.

Department stores were the most utilized retail establishments by all college students in this study. This was true for all wardrobe items except a school blouse. In this instance, the Anglo-American participants preferred a "specialty shop". Items received as gifts ranked second as a source of obtainment, and sweaters ranked first as the item most often received.

An awareness of brand names indicated Ship 'n Shore as the most familiar while Richelieu was the least familiar. There was no significant difference in awareness to brand names between ethnic groups.

Current fashion trends indicated the pantsuit as the most popular wardrobe item while the battle jacket was incorporated in wardrobes to a very small degree. The

longuette and midi fashions are promising silhouettes for the youths of the 1970's.

Since college students come from a variety of economic backgrounds, ethnic groups, and social classes, results of this study may be useful to teachers, wholesalers, manufacturers and retailers as well. Teachers and other academically orientated persons may find new avenues of approach in presenting and evaluating present curricula procedures; wholesalers and retailers may be provided with greater efficiency in merchandising practices through an added awareness of fashion preferences, price preferences and places for purchase of specific wardrobe items. These factors alone aid in meeting, more closely, the needs of college girls today. The attitudes of youth today, with a willingness to accept innovations in fashion and to include these changes in personal wardrobes, should prove useful.

Further study concerning the methods of payment within different ethnic groups could be enlightening. Access to fashion media might also reveal inadequacies within educational institutions. Since the federal government is most interested in helping the consumer to obtain her money's worth, this research could indicate a further program of elucidation concerning labels, guarantees, trademarks, fiber identification and currently available merchandise as a

result of the study of comparative inventories and costs of wardrobes for college girls from three ethnic groups.

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