

EXPECTATIONS OF CLOTHING, TEXTILES AND
MERCHANDISING STUDENTS TOWARD FACULTY
CLOTHING PRACTICES IN THE CLASSROOM,
SUPERMARKET AND HOME

By

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DEDICATION

**This thesis is dedicated to
my Mom and Dad.**



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SUPERMARKET AND HOME

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CHAPTER I

INTRODUCTION

Critics distinguished the past decade, 1970-1979, as one of increased emphasis on and interest in personal appearance. Numerous clothing books published during the decade prescribed the clothing to be worn in order to obtain success, power, money, position, status, and prestige. The authors suggested many remedies to help the readers improve their professional image (Molloy, 1975, 1977; Von Furstenberg, 1977; Hemmingway, 1977; Harragan, 1977; Hennig and Jardin, 1977; Williams, 1977; Cho and Grover, 1978; Thourbly, 1978; Mackie and Bremer, 1979; and Halcomb, 1979).

Critics stressed the importance of the impression the professional image makes during the first three minutes of contact and furthermore, suggested that in the future, people will depend upon appearance to provide nonverbal clues about the status, sociability, and philosophy of an individual in order to communicate and form opinions about another. As early as 1965, Payne (1965, p. 5) observed and wrote:

. . . possibly more than ever before, both men and women consciously choose their clothing to create and substantiate the image they wish to present to the public; 'role playing' is the current term. Our wardrobes range from simple to complex, depending upon the extent of our social contacts and the diversity of situations and audiences we foresee for ourselves.

Today, over a decade later, the careful and discriminate selection of appropriate clothing is considered imperative to strengthening and

contributing to a professional image. Numerous authors recommended the precise garments for women to wear when applying for an executive position in the business world. Molloy (1977), for example, recommended the adoption of a business uniform, a skirted suit and blouse, to achieve an authoritative appearance. Harragan (1977) agreed that the clothing worn by business women would be part of the basis for judgment in their advancement. She indicated, however, that there are no criteria for what clothing to wear. Business women wear both the skirted suit and the pantsuit according to Hemingway (1977). Gross and Comer (1977) advised business women to wear "the uniform," a two- or three-piece skirted suit, and recommended that business women be inconspicuous and conforming in their appearance. Williams (1977) indicated that a tailored appearance was appropriate for executive women. Halcomb (1979) noted that the successful look was unadorned.

These authors emphasized the use of clothing to create a professional image for the woman in business. Little research exists regarding the clothing necessary for the creation of a professional image for women on the university faculty. Therefore, this study will investigate the students' expectations in regard to the professional image for faculty in the Clothing, Textiles and Merchandising (CTM) Department at Oklahoma State University (OSU).

Purpose and Objectives

The purpose of this study was conducted to investigate the clothing expectations of undergraduate and graduate students with regard to the appropriate clothing practices for faculty in the Department of Clothing, Textiles and Merchandising in the College of Home Economics

at Oklahoma State University. The following objectives guided the study:

1. To ascertain the expectations held by lower division, upper division, and graduate students regarding the clothing practices of clothing, textiles and merchandising faculty for classroom wear, supermarket appearance, and home wear.
2. To compare the expectations of lower division, upper division, and graduate students regarding the appearance of clothing, textiles and merchandising faculty in the classroom, at the supermarket, and at home.
3. To draw implications regarding the professional image of clothing, textiles and merchandising faculty as perceived by the students majoring in the department.

Assumptions and Limitations

The following assumptions for this study exist:

1. The clothing, textiles and merchandising faculty have a professional image in the perceptions of the students.
2. Students have preconceived assumptions regarding faculty appearance.

The following limitations for the study exist:

1. The participants include only the majors in the Department of Clothing, Textiles and Merchandising in the College of Home Economics at Oklahoma State University.
2. The study includes only clothing practices for women faculty members as there are no men on the faculty in the Department of Clothing, Textiles and Merchandising at Oklahoma State University.

Definition of Terms

Definitions for the following terms were selected for the purpose of the study from the sources indicated:

Professional: "The characterization or conformation of a person to technical or ethical standards of a profession or occupation" (Webster's Third New International Dictionary of the English Language, Unabridged, 1976, p. 1811).

Expectations: "The mental attitude of one who anticipates" (Webster's Third New International Dictionary of the English Language, Unabridged, 1976, p. 799).

Impressions: "The communication or giving of a mold, style, trait, or character by an external force of influence" (Webster's Third New International Dictionary of the English Language, Unabridged, 1976, p. 1137).

The Uniform: "A two-piece or three-piece suit consisting of a matching jacket and skirt or a matching jacket, vest, and skirt" (Gross and Comer, 1977, p. 188).

Appearance: "The stimuli which function to tell us of another's social status and whether he is engaging in formal social activity, work, or informal recreation" (Goffman, 1959, p. 24).

Fashion: "Fashion is nothing more or less than the prevailing style at a given time" (Nystrom, 1928, p. 4).

The following categories were used to identify the clothing practices defined by the researcher:

Clothing Items: The specific items of apparel and accessories that might be worn or used.

Grooming Practices: The activities related to neatness and cleanliness.

Fashion Image: The items related to the projected concept, character, or representation of the individual to another.

Fibers, Fabrics and Colors: The specific nature of textiles such as fiber, fabric, color and print are included in this category.

Buying Practices: The options of procuring clothing by making or purchasing from various retail outlets.

CHAPTER II

REVIEW OF LITERATURE

The purpose of the study was to determine the expectations of departmental students regarding the appearance of clothing, textiles and merchandising faculty. The objective of the study was to determine the perceptions of undergraduate and graduate students regarding the clothing practices of faculty in the classroom, at the supermarket, and at home. In this chapter the researcher reported a comprehensive examination of the literature. The review of the literature covers six areas: defining the self; first impressions; clothing worn for identity; professional image for women; perceptions of students toward the appearance of teachers; and, other related research.

Defining the Self

The "individual," the "self," the "me," and the "I" have been the subject of definition and exploration by many scholars for a long time. The awareness of who or what one is has perplexed scholars in many disciplines. Contemporary social psychologists have been cognizant of the controversy which the definitions and explanations of the self have created. One hundred years ago, James (1892) described the self as a fluctuating duplex of the self as "known" and the self as "knower." James (1892) acknowledged that man is more than his body:

In its widest possible sense, however, a man's Me is the sum total of all that he CAN call his, not only his body

and his psychic powers, but his clothes and his house, his wife and children, his ancestors and friends, his reputation and works, his lands and horses, and yacht and bank-account (p. 177).

James further stated that it was often difficult for a person to distinguish between what an individual calls "me" and "mine."

Cooley (1902) stated that "the social self of a person is conscious of the thought of others" and referred to the social self as the

. . . reflected or looking-glass self with three principal elements: the imagination of our appearance to the other person; the imagination of his judgment of that appearance, and some sort of self-feeling, such as pride or mortification (p. 152).

The important principle of an individual's social self was not found in the reflection of the self. The opinion of the other person upon the imagined reflection of the individual will affect the individual's self-feeling.

Mead (1934) characterized the self as both a "subject" and an "object" that exists in social experience. He explained that an individual experiences himself indirectly as an object and not directly as a subject. A person experienced his "self" as an object to himself by others and becomes his "self" as an object to himself by assuming the attitudes imputed by other individuals toward himself. This process is reciprocal, because other individuals are objects to us.

Mead (1934) elaborated further about the self as a social structure that exists in social experience. The social experience will determine how much of the self is revealed and how much of the self is never expressed.

We carry on a whole series of different relationships to different people. We are one thing to one man and another

thing to another. There are parts of the self which exist only for the self in relationship to itself. We divide ourselves up in all sorts of different selves with reference to our acquaintances. There are all sorts of different selves answering to all sorts of different social reactions (p. 142).

According to Mead (1934), the self developed in two stages: the first stage, one's self is constituted by the attitudes of other individuals toward himself during a particular social act. The second stage, one's self is constituted by the assimilation of the attitudes of other individuals and the assimilation of the social attitudes in the group to which he belongs. The process of becoming a self was clarified when a person, in a social act, can take the attitude of another person and react toward himself according to the way that others respond to him. In discussing the "I" and "me," Mead explained:

The "I" is the response of the organism to the attitudes of the others; the "me" is the organized set of attitudes of others which himself assumes. The attitudes of the others constitute the organized "me" and then one reacts toward that as an "I" (p. 175).

In describing interaction, Strauss (1959) reiterated that there are three things that a person must assess about another: "1. his general intent in the situation, 2. his response toward himself, 3. his response or feelings toward me, the recipient or observer of his action" (p. 59). These three interrelated phases concerned with assessing the other's responses, must also be accompanied by the evaluation of one's own responses. The appraisal of the point of view of another and one's self is a difficult process.

Becker (1962) also confronted the issue of identification and performance and acknowledged that the self was in a continuous process of creation,

Man is a social creator as well as a social creature. By the social exercise of linguistic power man creates his

own identity and reinforces that of others. In this sense, identity is simply the measure of power and participation of the individual in the joint cultural staging of self-enhancing ceremony (p. 108).

People act deliberately to create their identity and self-validation is possible only through social interaction. This socialization which Becker (1962) referred to as "theatrical staging," was necessary in order to fashion meaning to the individual.

Allen, Guy, and Edgley (1980) reiterated that the self was a "social production." Individuals are in agreement that the self was the product of interaction. Each individual perceives an image of the other due to the assimilation of verbal and nonverbal communication. The individual has a vested interest in the creation and maintenance of the self and the validation of each other's performance. These complex behavioral patterns result in roles. In order for a person to be successful in the role portrayed, cooperation of the other players was imperative. The authors stated: "Modern industrial society seems to require the playing of such a multiplicity of roles that it would be unrealistic to assume that the actor was equally committed to all of them" (1980, p. 234). Thus it becomes compulsory that individuals develop to be adroit manipulators in social situations.

First Impressions

Few people realize how much they depend upon vision to interpret many daily contacts in life. Usually an individual is not consciously aware of the automatic process of gathering images, assimilating information, and forming judgments, because these transactions occur rapidly and continuously during each day. The first impression perceived by another has a lasting effect on the receiver's opinion and the

interaction that follows. Several authors supported the importance of first impressions, for example, Goffman (1959), Stone (1962), Rosencranz (1962), Douthett (1963), and Zunin (1972) among others.

Goffman (1959) elaborated in detail on the importance of impressions and divided impressions into two expressions: those expressions that an individual conveys verbally and those expressions that an individual conveys nonverbally. Individuals have many motives in the desire to control the impressions received by others. Part of the individual's impression that a person can manage are items that are a part of the personality front. According to Goffman these items were intimately identified with the performer and can be manipulated and controlled.

As part of personal front we may include: insignia of office or rank; clothing; sex; age; and racial characteristics; size and looks; posture; speech patterns; facial expressions; bodily gestures; and the like (p. 24).

These impressions that others give become claims and promises. Moral standards become involved because the observing individual has standards involving social intercourse. When individuals do not strive to live up to the standard by which they and others are judged, then individuals try to convince others that these standards are being achieved. Goffman labeled the act as "merchants of morality."

Goffman presented the individual in two parts: first, the performer, a fabricator of impressions; and second, the character who is the product of the performance. Thus, the self was not so much an organic being as the self was a dramaturgical (theatrical) effect that was created from a presented scene.

Stone (1962) discovered significant clothing relationships in reference to occupational clothing preferences, urban and rural

clothing differences, income influence, and social factors, among others. Stone pointed out that:

. . . identifications with one another, in whatever mode, cannot be made without identifications of one another. Above all, identifications of one another are ordinarily facilitated by appearance and are often accomplished silently or nonverbally Appearance, then is that phase of the social transaction which establishes identifications of the participants (p. 90).

Furthermore, Stone divided appearance into two distinct dimensions: appearance and discourse. Appearance was defined as the basis upon which discourse becomes possible. Appearance was defined as the summation of nonverbal symbols such as gestures, grooming, and clothing; whereas, discourse was defined as verbal communication.

Four identities cited by Stone could be communicated through clothing. These identities are: 1) "human relations" which distinguish one's age, gender, and community; 2) "interpersonal relations," the exchange of names and nicknames; 3) "structural relations," announced by titles associated with the name; and 4) "masses," defined as those social relations that are anonymous (p. 94).

Stone reported two basic responses to an individual's appearance. When the response of the observer about the clothes of an individual coincide with the response of the wearer of the clothes; then, the self of the wearer of the clothes was validated. However, when the response of the observer about the clothes of the individual do not coincide with the response of the wearer of the clothes; then, the self of the wearer of the clothes was challenged. As a result of this conflict or disparity, the individual with the challenged self may need to re-define the situation. Both validations and challenges are the result of personal appearance.

In addition, the identity of an individual was intrinsically associated with social relations. As mentioned earlier, others assign identity to another,

It is in the coincidence of placements and announcements that identity becomes a meaning of the self, and often such placements and announcements are aroused by apparent symbols such as uniforms (Stone, 1962, p. 93).

When a person appears, the observers anticipated the attitude of the appearance. The removal of dress represented the completion of an act and the adorning of clothing indicated the commencement of an act.

Specifically, clothing represents our action, past, present, and future, as it is established by the proposals and anticipations that occur in every social transaction (Stone, 1962, p. 100).

Stone established four forms of responses to appearance. Clothes provoke others to respond and to assign words to personify the one who appears. Stone listed the responses: "identity announced, value shown, mood expressed, and attitude proposed" (p. 101). The schematic chart (Figure 1) visually represented Stone's concept of appearance.

Rosencranz (1962, p. 22) found that "Social class and all of its related indices, occupation, income, education, organizational membership, and magazine readership, have significant relationships to clothing awareness." Douty (1963, p. 200) supported this finding by validating that clothing affects impressions of status: "It was concluded that clothing did have an effect on impressions of personal traits of some people."

More recently Connor, Peters, and Nagasawa (1975, p. 40) reported that, "costumes convey cues which are consistently perceived by observers." Hemingway (1977) stressed the importance of packaging to first impressions. She reiterated the significance of neatness of

appearance, simplicity, and conservatism in style. She described the appropriate appearance for business women as a classically styled suit consisting of a jacket, blouse, and knee-length skirt. For the business wardrobe, Hemingway (1977) stated that the woolen suit should be ". . . in a dark color complimentary to your coloring: blue, grey, brown, or black" (p. 37). Both the skirted suit and the pantsuit were included in the professional wardrobe plan.

Program of Appearance	Review of Appearance			
	Placement	Appraisal	Appreciation	Anticipation
Announcement	Identity			
Show		Value		
Expression			Mood	
Proposal				Attitude

Source: Stone, 1962, p. 102.

Figure 1. Schematic Chart Representing the Meaning of Appearance.

Zunin (1972) established that a four-minute time period was all the time that an individual required to determine the destiny of interaction with another individual. The author stated that this four-minute period was not arbitrarily established, but scientifically determined. Zunin wrote:

What and how you assume can be of critical importance in the area of understanding other human being--especially in the first four minutes. At the time of

initial contact, particularly with strangers, you develop instant assumptions while getting acquainted; some impressions will be validated and some discarded in due time (p. 18).

As a part of this "assumptive world" that people live in, Zunin continued:

We clothe our bodies, style our hair, make up our faces or frame them in hats, groom our nails, disguise our natural odors with chemicals and even reshape our noses or breasts to conform with contemporary standards of allure . . . (pp. 109-110).

The media further exemplify the expeditious necessity of non-verbal communication. A television producer stated, "Air time is limited and how a character is dressed helps establish that character's personality--fast" (TV stars dress, 1980, p. 119). Clothing becomes a profound part of the television program in order to quickly convey to the audience the personality of the individual portrayed.

Clothing Worn for Identity

The upward mobility and social aspiration that has become so popular in American society today requires "sign-equipment" in one's daily performances. Goffman (1959) explained that when an individual moves up into a new position, the individual will not be told how to conduct himself, but will be expected to have in his repertoire the necessary performances. One common situation that confronted many people is the job interview.

We expect at such times that the interviewee will pay much attention to his appearance and manner, not merely to create a favorable impression, but also to be on the safe side and forestall any unfavorable impression that might be unwittingly conveyed (p. 225).

A person's identity was established and distinguished by appearance. In organizational relationships, Stone (1962) stated that a

person's name frequently outlives the individual's title. Stone established the premise that distinctive dress may replace or establish a person's name. One example Stone cited was a foreman in a factory who was promoted to division head. The foreman continued to wear his old work clothes to the office. Eventually, other division heads who wore business suits ostracized him. When other men were asked to predict what would happen to the foreman, typical responses predicted termination, demotion, no further promotion, and suicide.

Stone (1962) noted that a discrimination existed between men and women in relation to identification, ". . . we have found that value has a greater saliency for most men in their conceptions of self and others, while, for most women, mood has a greater saliency" (p. 98). The author characterized the value responses toward dress into four categories:

- 1) to consensual goals, such as wealth, prestige, or power;
- 2) to achievement standards, universalistic criteria applied to the assessment of one's proximity to or remoteness from such goals;
- 3) norms or rules regulating the pursuit of consensual goals; and
- 4) moral precepts stipulating valued behavior often employed in the assessment of character (Stone, 1962, p. 98).

Mood responses included words referring to ease (or lack of), liking, disliking, fearing, dreading, anxiety, monotony, ecstasy, and surprise.

Stone reiterated the philosophy of earlier social scientists when he stated that socialization was a continuous process throughout life and was often represented by a change of clothes as old identities and relationships were sacrificed for new identities and relationships. He observed children who fantasize and dress-up, and claim that adults continue to do so.

Participation in the many "games" of life is again, always represented by appropriate dress which assists the players

in their identifications of one another and helps those on the sidelines--the spectators--to know, in fact, what game they are watching (p. 116).

The dress rehearsal for adults may be more critical and realistic due to the nature of the affair, such as: leaving school, entering work, marriage, baptism, and death.

Professional Image for Women

Beardsley (1954) proclaimed, "Art is a thought made concrete. As a woman thinks, so she dresses. Her clothes express her thoughts" (p. 654). The author applied the art principles to the basic suit which could be adapted to almost any function that a woman may attend throughout the morning, afternoon, and evening. Beardsley considered a basic black suit ". . . a wise fashion investment--and a wise fashion convenience . . ." (p. 654). In regard to business, she stated ". . . it is estimated that one's success in business is rated as depending 75 percent on personal appearance and 25 percent on technical training" (pp. 654-655). Thus, Beardsley encouraged women to look their best and wear functional clothes.

Hollywood designer, Edith Head (1967, p. 6) tackled the clothing problems faced by women in business during the 1960's, "The basic elements of any business woman's wardrobe should rely on this trio: simple casual suits, tailored dresses and good separates [shirts, blouses, sweaters and other tops]." She recommended simplicity and good taste. She advised women who wanted to move into the executive level of a company to adopt the "executive look." The executive costume was referred to as a coordinated outfit, hat, and gloves that reflect quality, taste, and classic fashion. Head further indicated

that once a woman had reached the top and had become the president, then eccentricities in fashion will be tolerated, admired, and even expected at that level by subordinates. It will be up to the new president to establish the guidelines for others to follow.

Horn (1975) acknowledged that since the emancipation of women in the twentieth century, women's dress has become more similar to men's attire. Thus, the differences in appearance between the sexes has diminished.

The increasing use of bifurcated garments by women is but one of the many indices of this trend . . . but it was not until Norman Norell designed the trend-setting culotte suit in 1960 that divided garments made the transition from sportswear to sophisticated town wear (p. 108).

Women in the job market, Jameson (1976) cautioned, continually face exclusion from executive positions, because women compete in a biased environment. The author recommended that women need to be particularly cautious of the image they project. Of the many reasons why employers reject women applicants, Jameson cited "personal factors" such as the following, ". . . too much make-up, heavy perfume, tasteless jewelry, poorly manicured fingernails, mod clothing, overly short skirts, and inappropriate hair coloring or wigs" (p. 118).

A profusion of books prescribing the dress for women (and men) have been published in the past decade. Molloy (1977, p. 125) stated that "the rule for all business women is to dress for the job you want, not the job that you have." For women striving for an executive position in the business world, Molloy advised that the proper "wardrobe engineering" could make a woman look more successful and better educated. According to Molloy, dressing for success in business and dressing to be sexually attractive are virtually exclusive.

Molloy (1977, p. 34) stated that the panacea for equality for business women was "the business uniform," and that it should be a "skirted suit and blouse" (p. 35). A dark (preferably navy blue and/or charcoal grey) jacket with a blazer cut and matching skirt with a contrasting blouse was prescribed to give the business woman the look of authority. When women wear a dress, Molloy declared that they achieve attractiveness and diversion. He recommended that women must conform to the image of men in order to achieve equal rights and equal pay.

Based on her observations and her own experience as well as the opinions of successful women, Harragan (1977, p. 336) recommended:

In business you are not dressing to express personal taste; you are dressing in a costume which should be designed to have an impact on your bosses and teammates. If your clothes don't convey the message that you are competent, able, ambitious, self-confident, reliable, and authoritative, nothing you say or do will overcome the negative signals emanating from your apparel.

She advised women to "keep an eye on the costumes of superiors to ascertain the 'tone' or 'look' that is voluntarily adopted by upward-moving men" (p. 337). She lamented that executive women should never follow the dress code for secretaries.

Harragan disagreed with the theory that navy blue, black, grey and subdued solids will bring authority to women. She expressed the belief that these colors do not have the same effect for women as for men. In contrast, Harragan recommends "powerful colors" or "strong colors" for women. "Women by their very nature are not 'conservative' in the business world. By their very presence they are breaking the establishment rule of no females" (p. 342).

Gross and Comer (1977, p. 188) called the two-piece and three-piece suit the "uniform." Clothes were referred to as "tribal markings"

and as necessary costumes for the game of succeeding in the business world. They advised women to be inconspicuous and conforming in appearance.

One difference existing between men and women, as stated by Hennig and Jardin (1977), related to style. Men, the authors hypothesized, either conform to the expectations of their boss or suffer the consequences due to noncompliance. Thus, men dress in the style that the organization expected. Women, however, were disadvantaged because their responses usually ignore the demands of their boss and the unwritten canons of the game playing (or group behavior) and were therefore penalized.

Williams (1977, p. 161) wrote that ". . . fine feathers don't make fine birds." The author stated that for businesses, conservative clothing was appropriate. Although men have set the example for upwardly striving women, Williams recommended that women should not emulate men but retain their femininity.

Women who dress in clothes that are seemingly suitable for the corporate environment but are too manish, somehow make men feel uncomfortable. The quest to be accepted because you try to "fit in" backfires. Clothes that are too manish convey an inappropriate image (p. 164).

The author advised that there were two suitable looks for executive women, the "classic tailored" and the "gently tailored." Williams suggested that the skirt length should be below the knee. Furthermore, the appropriate conservative solid colors were the following: camel, grey, black, navy, white, or beige (p. 165). She indicated that women should remember (and use) the fact that skirts would permit women to ". . . gain the power of femininity over men" (p. 166). However, if a woman was associating with another woman, Williams implied that pantsuits would be more effective.

Halcomb (1979) admitted that much of the literature that advised women on looks for success was superfluous. The author stated that the executive women interviewed recommended that a woman be herself. Nevertheless, she wrote that ". . . the right image won't make your career. But the wrong one can break it" (p. 135). Further, dress for women managers, entrepreneurs, and government officials was considered more important. Halcomb stated:

Supposedly, dress matters far less for academicians, researchers, writers and certain others, but I didn't see any women anywhere who looked careless or sloppy or who were more than a very few pounds overweight. They all looked different, of course, but if there is a look of success, it's simplicity (p. 143).

In addition, the author suggested that these successful women did not have the time to be concerned with the nuances of fashion or the time to go shopping. Halcomb observed that successful women executives were able to spend more money on clothes.

A "special Vogue symposium" in a 1980 issue of Vogue magazine assembled seventeen prominent American women to obtain their opinions on fashion. The philosophy of these professional women regarding clothes was one of individuality. They were aware of the function of clothes as an extension of their feelings about themselves and the impact of clothes upon others. Lydle (American women speak out, 1980, p. 432) stated, "you never get a second chance to make a first impression." The concern expressed about the cost and quality of clothing emphasized the necessity for purchasing "investment dressing." Thus, economic reasons restricted a professional woman's wardrobe so that the clothes reflected functional, expandable, and practical decisions.

Green (1981) advised women:

If you dress the part you would like to play, and then support your image with intelligence, you will develop both the look and sound of authority. Once you achieve the look of the authority, people will invest you with it (p. 71).

He challenged women to dress with style which he associated with individualism and aristocracy. "Taste," Green lamented, "is proven and is very safe, full of the proven conformities. Taste resists change and regards style as a prime threat to accepted values" (p. 70).

In a special section on dressing for 1981, Working Woman magazine claimed that the professional woman does not need to be "safe" in a uniform any longer. Nevertheless, classic clothes were given the approval due to the demands of work, limitations of economics, and ability to be updated seasonally. Muto, a designer on the panel stated:

Women need clothes that function in their lives. There are plenty of ways to find individuality: You can be tailored; You can be panted; You can be skirted. It's the totality of the look that counts. The woman has to be seen first; the clothes must support a woman in her life (Four experts, 1981, p. 73).

Muto commented that he believed that the "suit uniform" was dull and restrictive, which paradoxically, may be the reason why women have selected to wear it because,

It's simple for a man to put on a three-piece suit and go to work every day. It automatically gives him a certain status. That's what women are emulating: a functional outfit that you can wear to work without having to think too much about your identity (p. 75).

Stanek (Four experts, 1981), a corporate executive on the same panel lamented:

It's a shame that we (women) worked our way out of house-dresses, said we were coming into the work place to have options and then find we have so few options in clothes. It really is difficult to find clothes to express ourselves (p. 74).

Furthermore, she explained that in a corporation, people continue to judge each other and each other's occupation by their clothes,

Secretaries can't afford to wear the kind of clothes that a woman who makes 50 thousand dollars does. That puts us into a caste system just as if we wore uniforms with bars on the shoulders or stripes on the sleeve (p. 75).

Women's preference for men's styling in their clothes should not be forsaken, because some women have felt more secure by blending into the corporate environment and preferred not to attract attention to themselves.

Curtis (1981) reported that the consumption of women's skirted suits increased almost 70 percent in 1980, ". . . making ladies' coordinated skirts and jackets the fastest-growing apparel product category" (p. 47). The reason for last year's increase and predicted rises in the future was attributed to the increasing number of women in the work force, particularly in business and legal fields. The writer ponders over the future of the "uniform" look,

Still, some experts wonder if the current brisk demand for suits will unravel as quickly as other fashion trends. The role of women in the executive suite is still evolving and whether they will always want to dress in the same regimental drab as their male counterparts is open to question (p. 48).

Perceptions of Students Toward the Appearance of Teachers

The teacher has remained the single most important factor in the classroom. The student-teacher interaction has continued to be an important relationship in society. As a result of the teacher's influence, students develop attitudes and expectations (Flanders, 1967). Once these attitudes are established, they have a tendency to be stable

and enduring and affect any student-teacher interaction thereafter.

Generally, the teacher continues to work on a set consisting of the teacher's desk, students' desks, blackboard, bulletin boards, podium and projector screen. The teacher becomes a performer and uses the body to communicate to students. The effectiveness of the teacher is usually determined by student evaluation.

In discussing theories about student ratings of instructors, Whitely and Doyle (1976) stated that:

Expectations, in contrast, do not necessarily represent error since they arise from students' previous experience with trait covariation in instructors. Such expectations are valid to the extent that they correspond to actual patterns of trait covariation in the population of instructors (p. 244).

As early as 1929 Remmers determined the characteristics that students preferred in their teachers. The students ranked 10 teacher traits in order of importance with one as the highest score and ten as the lowest. The 10 traits are listed below in the order of importance as determined by the students surveyed:

- 1) presentation of subject matter; 2) stimulating intellectual curiosity; 3) interest in subject; 4) self-reliance and confidence; 5) liberal and progressive attitude; 6) fairness in grading; 7) sympathetic attitude toward students; 8) sense of proportion and humor; 9) personal appearance; and, 10) personal peculiarities (p. 19).

Since then many studies have been conducted to determine the attributes that characterize an effective teacher. Fifty years later, Casey and Solliday (1978) evaluated the characteristics of student teachers and found the appearance characteristic to be significant in determining the success of student teachers.

In order to further introduce student perceptions of college instructors, McDaniel and Ravitz (1971, p. 217) stated that "80 percent

of the students they surveyed indicated that their best college teacher was from the students' major area of study." In addition, Hanke (1973) acknowledged that whether an instructor is rated good or bad depends completely on how each student perceives the instructor. Hanke declared that poor teachers do not consider themselves as instruments in need of constant improvement; whereas, good teachers ". . . are intensely themselves and have learned to use those 'selves' effectively and efficiently in tune with the situations and purposes within which they operate" (p. 56).

Chaikin, Gillen, Derlega, Heinen, and Wilson (1978) studied the reactions of 9 and 13 year old children toward the attractiveness of the teacher. The results indicated that the attractiveness of the teacher was a significant factor on the impressions gathered by students. The children evaluated the attractive teacher as "more likable, friendlier, a better teacher, more enjoyable to have as a teacher, and more interesting" (p. 591).

Baldus and Tribe (1978) indicated that children 5 to 12 years of age develop at a very early age the ability to distinguish social inequalities and factors that influence success. One important determinant for the children was appearance. The children described a well-dressed man as being an "executive" and a casually dressed man as a "mean looking" and an "ordinary guy."

In a recent study, Rosenblatt (1979) investigated appearance as it influences the instructional process. The results of the study revealed the following important conclusions:

1. Instructors' clothing is dependent upon the department and university atmosphere.
2. Instructors' clothing serves to make them comfortable, physically and psychologically.

3. Instructors can use their clothing to provide a role model for their students.
4. Instructors' clothing can be used to aid in expressing different viewpoints.
5. Instructors' clothing can create a barrier between teacher and student (pp. 2-3).

A significant correlation was noted between the fashionability of the clothing worn by an educator and the student-rated quality of the work performed by the educator. When an educator was fashionably clothed, rather than unfashionably clothed, the quality of work of the educator was rated more highly by the students (Engelbach and Lapitsky, 1978).

Other Related Research

The clothing recommendations previously made apply primarily to businesswomen and the female executive rather than to women in fashion related professions. Compton (1969) conducted a study to assess and compare the clothing attitudes of clothing and textiles students with women working in fashion design, merchandising, and textile careers. Significant differences were found between students and professional women in scores for conformity and economy in dress.

With respect to differences in conformity in dress and economy in dress between students and career women, students scored higher than did career women in both of these measures. It is likely that the students' scores on both conformity and economy would change if they became self-supporting and, therefore, more independent (p. 187).

Compton concluded from the results that students will be more likely to move toward nonconformity as they aspired in the professional field they had chosen. Nonconformity in dress, then, was described as an acceptable clothing practice for artists and designers in the fashion area. Laboratory technicians tended to be more conservative. Buyers appeared to have lower scores for clothing economy and comfort.

Summary

The literature reflected a number of concepts about the importance of appearance. A wealth of information about people may be based on appearance alone. Before any verbal communication with another, an observer has been able to assimilate enough nonverbal information to establish a basis for interaction. Several research studies revealed that personal appearance was an important component in the establishment of an individual's "self" and the development of attitudes by other people.

As individuals increasingly encounter more people in many different situations, the dependence upon appearance for self-validation by others becomes more consequential. Thus, the existence of a person may depend upon the clothing practices. Professional women have become cognizant of this reality in order to survive the problems that exist in the business environment.

The student-teacher relationship appeared very significant to the educational arena. In the clothing, textiles and merchandising field the dynamic changes of fashion are added to the scenery. The teacher is not only a tool, but a model for the students. Survival in the fashion profession for the students may depend upon a cultivation of the urgency of fashion and the qualities of taste. The most obvious and pertinent model for students may be the departmental faculty.

CHAPTER III

RESEARCH METHODS AND PROCEDURES

The purpose of the research being conducted in this study was to investigate the expected appearance of faculty as perceived by departmental students. The objectives of this study were to ascertain and compare the expectations held by lower division, upper division, and graduate students regarding the clothing practices and appearance of clothing, textiles and merchandising faculty in the classroom, at the supermarket and at home. A development of the instrument, the selection of participants, collection of the data and analysis of data were included in this chapter.

Development of Instrument

The first objective of the study involved the survey of students' expectations of the clothing practices of the clothing, textiles and merchandising faculty. The researcher developed a questionnaire based on models available in the literature. Creekmore (1966) provided many helpful examples of variables and scales that were proven reliable and valid in determining clothing measurements. A review of the many sample questionnaires assimilated by Creekmore and others provided the researcher with several models. The models that Creekmore arranged were utilized by the researcher in creating an instrument to determine the clothing practices and professional activities of clothing,

textiles and merchandising faculty (Appendix A).

The questionnaire designed for the purpose of the study had five sections concerning the clothing practices of faculty and a final section for the students' personal data regarding major and class standing. A Likert type scale was used to assess the degree of students' expectancy on a scale of one (1) representing negative (low) to four (4) representing positive (high) expectancy regarding faculty appearance in the classroom, at the supermarket, and at home.

The first section (A) pertaining to the clothing practices contained the following five categories to determine the clothing practices of clothing, textiles and merchandising faculty: clothing items; grooming activities; fashion image; fibers, fabrics and colors; and buying practices. The second section (B) contained 14 media publications which faculty might use to be informed of fashion changes. A third section (C) listed three professional activities that faculty might participate in for professional development. The fourth section (D) provided an opportunity for students to rate the importance of faculty appearance in the classroom. In the last section (E) an open-ended essay question gave students the opportunity to make additional comments. The last part of the questionnaire was used to obtain personal data on each respondent concerning major and class standing.

The questionnaire was designed to compare students' expectations of faculty appearance in the following three situations: the classroom (to determine the professional image at school); the supermarket (to determine the image during casual activities); and the home (to determine the image of faculty in a private setting). The questionnaire

was pilot tested by four undergraduates and five graduate students who had a clothing, textiles and merchandising background, but were not enrolled in the clothing, textiles and merchandising program. Each student made suggestions and the researcher made minor revisions to the questionnaire. Some of the revisions included changes in the format and the instructions for completing the questionnaire. A copy of the questionnaire used in this study is in Appendix A.

Selection of Participants

Undergraduate and graduate students enrolled in clothing, textiles and merchandising classes during the fall semester, 1980 were asked to participate in the study. An estimated 234 sophomores, juniors, and seniors had declared clothing, textiles and merchandising as a major and were formally enrolled in the Department of Clothing, Textiles and Merchandising. Freshmen were not officially matriculated as CTM majors and were not included in enrollment figures. However, they were included in the study if they were enrolled in a CTM course. Other home economics students who had not declared a CTM major were omitted from the study. Fourteen graduate students (other than the researcher) were matriculated in CTM courses: seven were seeking a master's degree and seven were seeking a doctoral degree.

Collection of Data

At the beginning of the fall semester 1980, the researcher sent a letter to all clothing, textiles and merchandising faculty requesting permission to visit the professor's class(es) during the fourth week of school. A copy of the letter appears in Appendix B. The researcher

prepared an itinerary for each professor. The researcher visited 27 classes at the beginning or toward the end of the class period as suggested by the professor. The researcher explained the purpose of the survey and requested that only students majoring in clothing, textiles and merchandising complete the questionnaire. Students majoring in other areas were asked not to complete the questionnaire. The researcher instructed the students to deposit the completed questionnaire in one of two designated collection boxes. The questionnaires were anonymous, the student's identity was not requested.

One collection box was placed in the hall next to the CTM office (HEW 315) and the other box was located in the clothing laboratory (HEW 202). Both sites were in the Home Economics West building. Two small boxes located next to the collection boxes had extra copies of the questionnaire for students who might have lost their copy or missed class and did not receive a questionnaire.

The researcher wrote memorandums for clothing, textiles and merchandising students on the blackboards to remind departmental students to complete and return their surveys. During the sixth week of classes the researcher revisited the 27 CTM classes to ask students to complete their questionnaires and additional questionnaires were distributed to students who needed them. A total of 332 questionnaires were distributed.

The researcher collected 195 questionnaires at the end of the sixth week. Of the total number of questionnaires received, 164 (84%) were completed by CTM students, 154 questionnaires by undergraduates and 10 questionnaires by graduate students. The undergraduates were divided into two groups: the lower division students with 19 freshmen

and 35 sophomores and the upper division students with 48 juniors and 52 seniors.

Analysis of Data

The researcher's adviser and the researcher consulted with the statistician in regard to the coding and programming of the 164 questionnaires. Each questionnaire required four computer cards to be keypunched for the data analysis. The researcher arranged to have the data on the questionnaires keypunched onto cards and verified. The Statistical Analysis System (SAS) computer program was used to process the data.

The data was reviewed in tables of frequencies and percentages, then mean scores were computed and reviewed. The SAS program presented the data from section A of the questionnaire in 222 individual frequency tables containing the following: frequency, cumulative frequency, percent, and cumulative percent for each of the 74 clothing practices in the three situations (the classroom, the supermarket, and at home). The tables were organized by lower division and upper division students and graduate students. Chi square analysis between the mean scores of the three student groups was abandoned due to the small number of observations in the cells that corresponded to the Likert scale which created a lack of uniformity and inconsistency in the interpretation of the results.

The data for the clothing practices were reported in mean scores for lower division, upper division, and graduate students. A schematic profile was used to present the mean scores for three student groups. The profile was plotted for each of the 74 clothing practices for the

classroom, the supermarket, and the home. Obvious similarities and differences between the expectations of the three groups of students were discussed based upon the high and low expectations of students as indicated by mean scores above or below 2.5. In the analysis of mean scores, the expectations of the students were considered positive indicating high expectation when the mean scores were 2.5 and above. The mean scores below 2.5 were treated as negative responses indicating low expectation in terms of the clothing practice. The researcher interpreted and reported the findings accordingly.

The same SAS program determined the number of respondents who answered affirmatively or negatively by frequency and percent regarding the media activities and professional practices. In the second section (B) of the questionnaire, the 14 printed media activities were divided between those expected by at least 70 percent of the respondents and the media activities expected by fewer than 70 percent of the students. The three professional activities in the third section (C), were reported by percentage. The general importance of CTM faculty appearance in the fourth section (D) was analyzed with the frequency, percentage, and mean score of the possible answers on the Likert scale.

The open-ended essay in the last section (E) had 117 (71%) students who commented. Implications based on the responses were presented qualitatively in regard to three categories: role model, fashion leader, and general and miscellaneous comments.

In the final analysis the most highly expected clothing practices for departmental faculty in the classroom, in the supermarket, and at home were summarized based on an arbitrarily selected mean score of 3.0 or above for two or more of the student groups. A summary table

was prepared to depict the faculty clothing practices most highly expected by the students participating in the study.

CHAPTER IV

FINDINGS AND ANALYSIS

The purpose of the study was to determine the expectations of clothing, textiles and merchandising students regarding the appearance of departmental faculty. The objective of the study was to ascertain the expectations of undergraduate and graduate students regarding the CTM faculty clothing practices for classroom wear, supermarket appearance, and home wear. The findings were organized in the following categories: sample characteristics; expectations of classroom clothing practices; expectations of supermarket clothing practices; expectations of home clothing practices; activities and other practices; implications based on student comments; and, summary of student expectations.

Sample Characteristics

The faculty clothing practices and professional activities questionnaire was distributed to 332 students in 27 clothing, textiles and merchandising classes during the fourth week of school in the fall semester, 1980, at Oklahoma State University. Indicated in Table I are the classification of students registered as majors in the CTM Department and majors responding to the questionnaire. Two hundred forty-eight declared majors including 234 undergraduate and 14 graduate students were matriculated and had declared their major in clothing, textiles and merchandising.

TABLE I

CLASSIFICATION OF STUDENTS ENROLLED AS CTM MAJORS,
CTM RESPONDENTS COMPLETING THE QUESTIONNAIRE,
AND PERCENTAGE OF RESPONSES
FOR EACH CLASSIFICATION

Classification of Majors	CTM Majors by Classification		CTM Respondents by Classification		Percentage of Responses For Each Classification
	N	%	N	%	%
Freshmen	0 ^a	-	19	12	0 ^b
Sophomores	69	28	35	21	50
Juniors	84	34	48	29	57
Seniors	81	33	52	32	64
Graduates	14	6	10	6	71
Total	248	101 ^c	164	100	66

^aFreshmen are not officially registered by departmental majors, however, freshmen may enroll in CTM courses.

^bNot available.

^cNot equal to 100% due to rounding.

The number of questionnaires returned was 195 and 164 (84%) questionnaires were completed by clothing, textiles and merchandising majors. The 154 (66%) undergraduate respondents represented 50 percent of the sophomore majors, 57 percent of the departmental juniors, and 64 percent of the seniors in the department. Ten (71%) of the graduate students responded. Thirty-one questionnaires did not qualify according to the criteria listed in Chapter III; the students were not CTM majors and were asked not to complete the questionnaire.

Reported in Table II were the CTM options by number and percent indicated by the student respondents. Students in clothing, textiles and merchandising may select one of two curriculum options, namely, fashion merchandising and clothing and textiles. The largest group of respondents, 128 (78%) represented the fashion merchandising option. The clothing and textiles option accounted for 18 (11%) respondents and 14 (9%) students were completing both options. Four students had not decided upon an option.

TABLE II
CLOTHING, TEXTILES AND MERCHANDISING OPTIONS
INDICATED BY STUDENT RESPONDENTS

Option	Student Respondents	
	Number	Percentage
Clothing and Textiles	18	11
Fashion Merchandising	128	78
Completing both options	14	9
Undecided (but in CTM)	4	2
Total	164	100

Clothing Practices of Faculty

The clothing practices of clothing, textiles and merchandising faculty in the questionnaire were concerned with three situations, namely: the classroom; the supermarket; and at home. The summary of the data analysis accompanied by a plotted profile of mean scores was reported for the 164 departmental majors. As discussed in the procedures, the expectations of the students were considered positive when mean scores were 2.5 or above and indicative of accepted clothing practices for faculty. Mean scores below 2.5 were treated as negative responses to the clothing practices. The mean scores are presented in Appendix C.

Expectations of Classroom Clothing Practices

The expectations of 164 students regarding the clothing practices of clothing, textiles and merchandising faculty in the classroom were presented in Figures 2 through 6. Similarities and differences between lower division, upper division and graduate students were depicted in the profiles representing mean scores of the respondents. The findings were discussed in sequence with the five categories of the questionnaire: clothing items; grooming practices; fashion image; fibers, fabrics and colors; and buying practices.

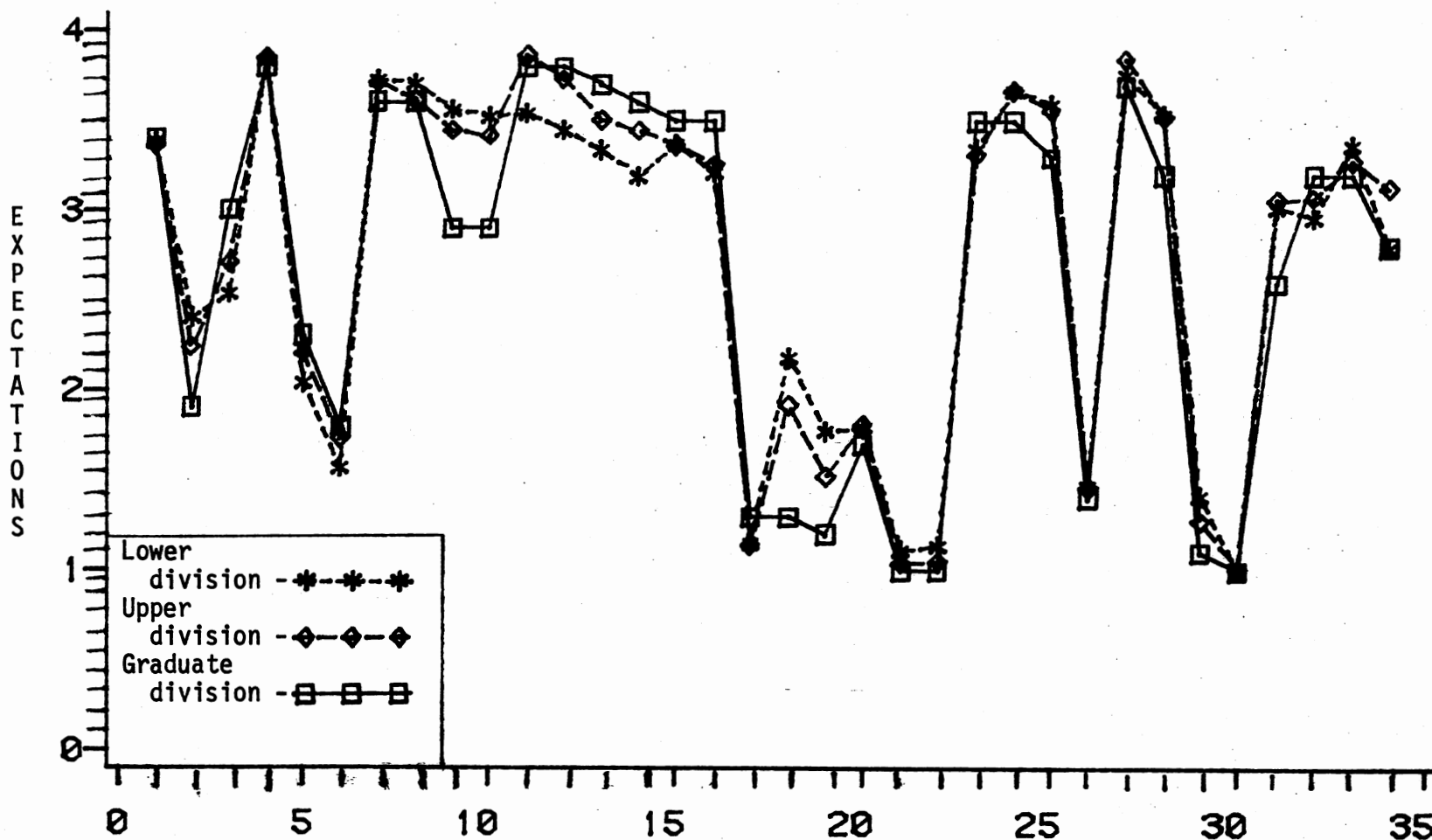
Clothing Items. The profiles presented in Figure 2 depict the student responses regarding the clothing items for faculty in the classroom. The respondents tended to be similar in their expectations. As indicated by mean scores of 2.5 and above, the three student groups expected faculty to wear a shirtdress, dress with jacket, and blouse

or sweater with skirts. Although the lower division and upper division students expected faculty to wear blouses or sweaters with slacks, as indicated by the mean score of 3.4, the graduate students had a much lower expectancy for those items. The two-piece and three-piece skirted suits and pantsuits were perceived positively by all three groups; however, the expectations of the graduate students (3.6) concerning the outfits were higher than the upper division students (3.4) and the lower division students (3.2). Also, the faculty were expected to wear foundation garments, nylon stockings, and open or closed styled shoes.

Mean scores below 2.5 indicated that the sundress, t-shirts, and long skirts or dresses were not envisioned by the three student groups as clothing items faculty would wear in the classroom. Jeans, culottes, warm-up suits, shorts, thongs, sneakers, and barefeet were least expected as clothing items faculty would wear in the classroom.

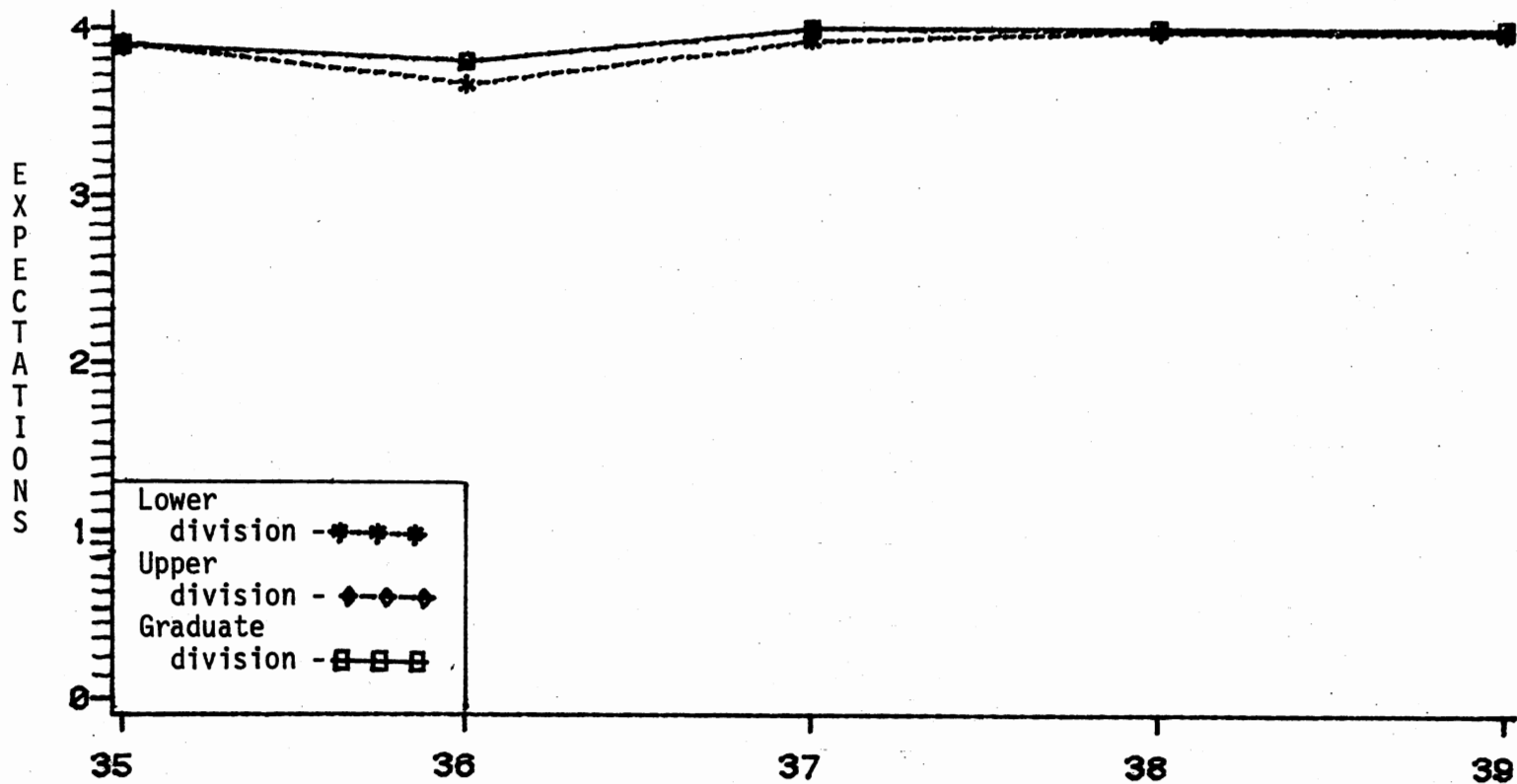
Grooming Practices. As indicated in the profiles in Figure 3 the mean scores (between 3.8-4.0) exhibited consistent expectations by all three student classifications. Expectations for faculty practices in the classroom were highest in regard to cleanliness, grooming, and correctly fitted clothes.

Fashion Image. The student expectations regarding the CTM faculty fashion image in the classroom were presented in Figure 4. According to the profiles all three student groups expected faculty to wear coordinated clothing (3.9). The lower division (3.5), upper division (3.6), and graduate students (3.1) anticipated that faculty would wear femininely styled clothes. Classically styled clothing was perceived



CLOTHING ITEMS: 1) Shirdress, 2) Sundress, 3) Chemise, 4) Dress with jacket, 5) Designer T-shirt, 6) Non-designer T-shirt, 7) Blouse and skirt, 8) Sweater and skirt, 9) Blouse and slacks, 10) Sweater and slacks, 11) 2-piece skirted suit, 12) 2-piece pantsuit, 13) 3-piece skirted suit, 14) 3-piece pantsuit, 15) Vest, blouse and skirt, 16) Vest, blouse and slacks, 17) Long skirt, 18) Designer jeans, 19) Non-designer jeans, 20) Culottes, 21) Warm-up suit, 22) Shorts, 23) Foundation garments, 24) Nylon stockings, 25) Sandals, 26) Thongs, 27) Pumps, 28) Boots, 29) Sneakers, 30) No shoes, 31) Handbag, 32) Attaché case, 33) Real jewelry, and 34) Costume jewelry.

Figure 2. Classroom Clothing Items for Departmental Faculty as Expected by CTM Majors



GROOMING PRACTICES: 35) Comb and style hair, 36) Wear makeup, 37) Wear clean clothing, 38) Look well groomed, and 39) Wear properly fitted clothes.

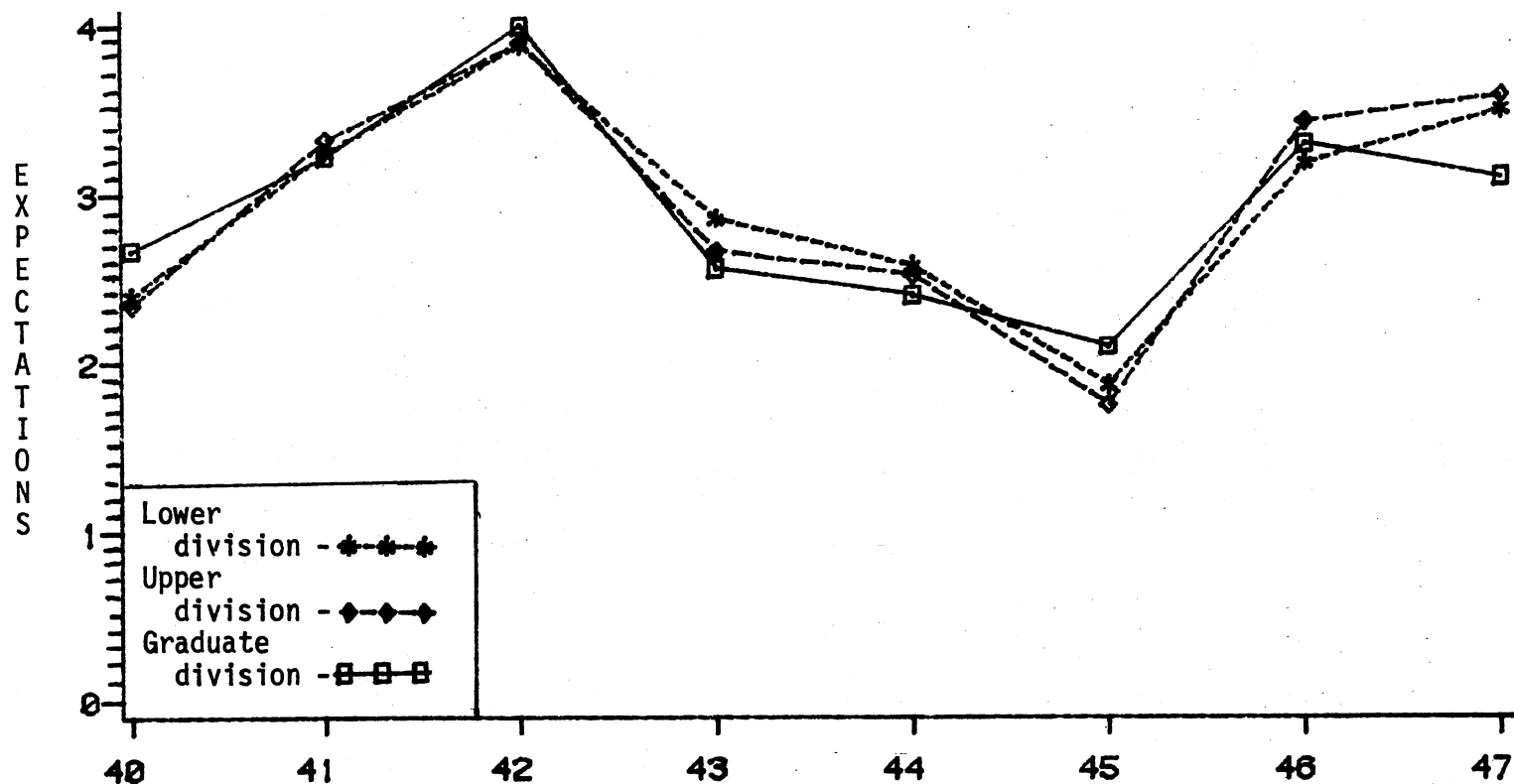
Figure 3. Classroom Grooming Practices for Departmental Faculty as Expected by CTM Majors

by the lower division (3.2), upper division (3.4), and graduate students (3.3) as expected classroom dress. Fashion leadership was expected as revealed by mean scores above 3.2 for the three student classifications.

Consulting with a fashion specialist was not perceived as an activity of faculty as indicated by the mean scores below 2.5. Non-conformist styles, "Western" regional dress and folk or ethnic dress were not envisioned as clothing practices of the faculty in the classroom as revealed by the mean scores below 2.5.

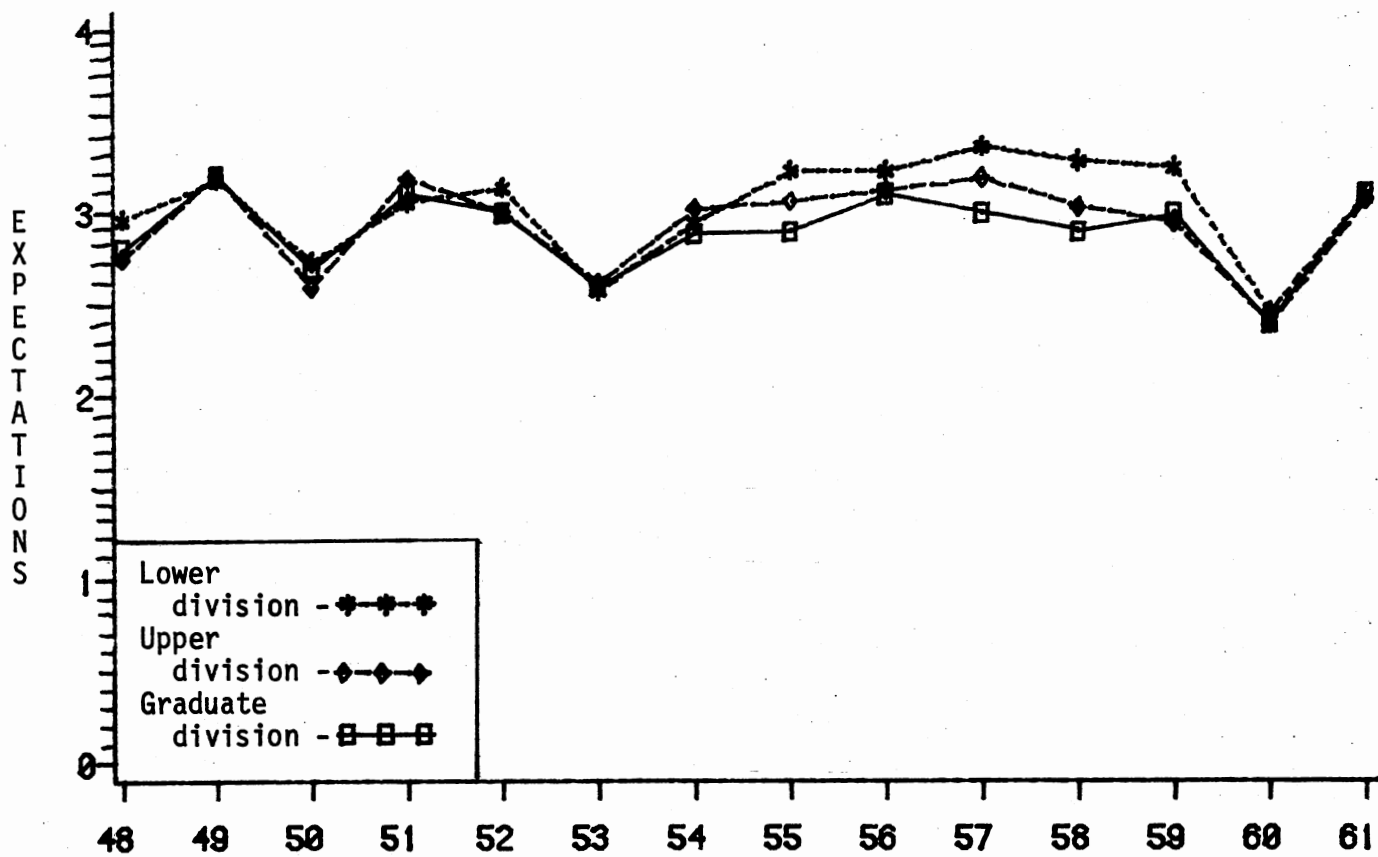
Fibers, Fabrics and Colors. The responses of the two undergraduate groups and the graduate students implied homogeneity as exhibited in Figure 5. The most unanimous combination for faculty in the classroom was the following: natural fibers; woven fabrics; bright colors; and small prints. The lower division students expected faculty to wear the following more often than the other two student groups: light colors; solid colors; tweeds; plaids; and stripes.

Buying Practices. The students' expectations regarding the buying practices for departmental faculty were shown in Figure 6. The upper division (3.2) students tended to have higher expectations than the lower division (2.9) and graduate students (2.8) regarding faculty purchasing clothing rather than having their classroom clothes custom-made. The three student groups expected the faculty to buy their clothes on sale as evidenced by the mean scores above 2.5. The upper division students (3.2) perceived that faculty purchased more mass fashion clothing than the lower division (2.9) and graduate students (2.8). Respondents expected faculty to purchase their clothing from nationwide department chain stores, moderately priced department stores and boutiques.



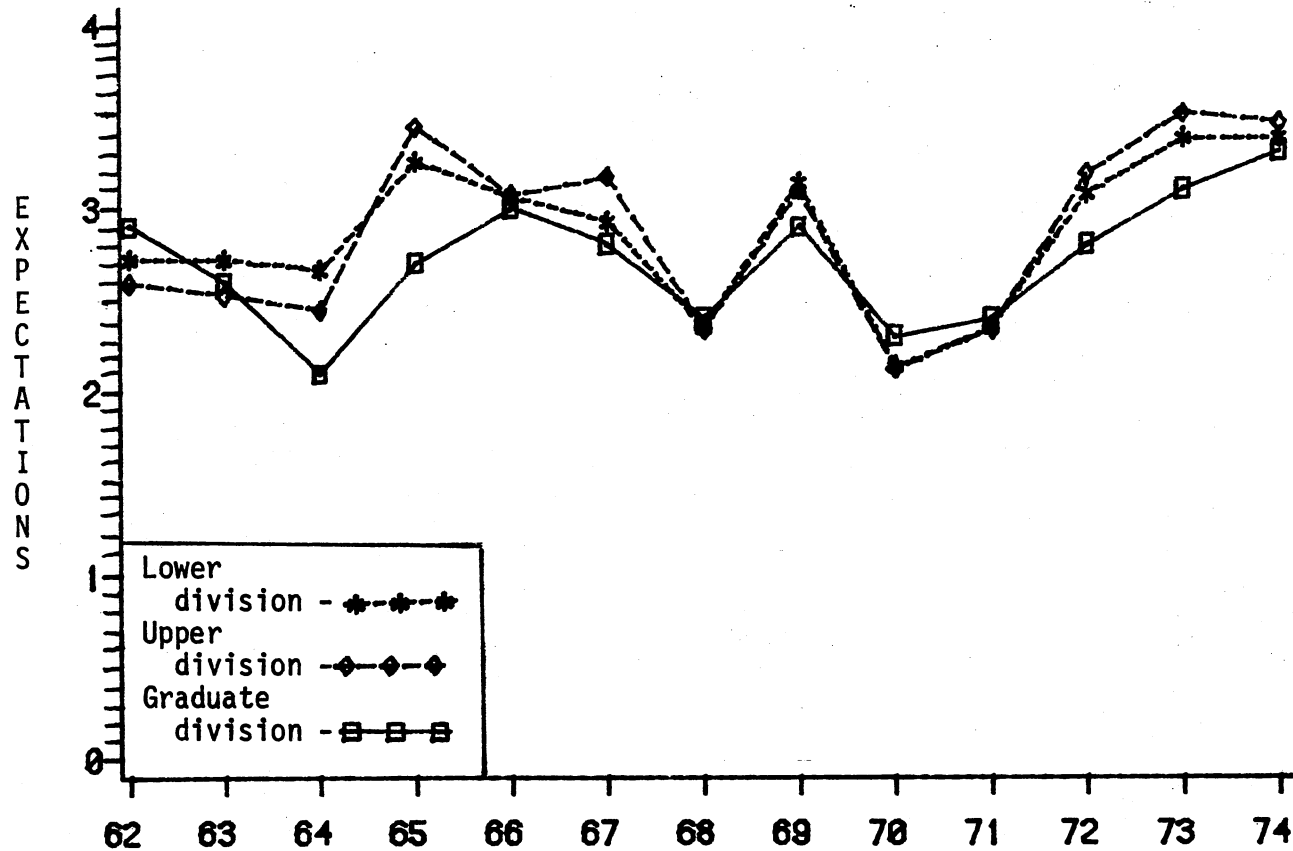
FASHION IMAGE: 40) Consult with a wardrobe specialist, 41) Be a fashion leader, 42) Wear coordinated clothing, 43) Wear nonconformist styles, 44) Wear "Western" regional dress, 45) Wear folk dress, 46) Wear classically styled clothing, and 47) Wear femininely styled clothing.

Figure 4. Classroom Fashion Image of Departmental Faculty as Expected by CTM Majors



FIBERS, FABRICS, AND COLORS: 48) Synthetic fibers, 49) Natural fibers, 50) Knit fabrics, 51) Woven fabrics, 52) Bright colors, 53) Dull colors, 54) Dark colors, 55) Light colors, 56) Solid colored fabrics, 57) Tweeds, 58) Plaids, 59) Pin-stripes, 60) Large print fabrics, and 61) Small print fabrics.

Figure 5. Classroom Fibers, Fabrics, and Colors for Departmental Faculty as Expected by CTM Majors



BUYING PRACTICES: 62) Clothes that are made, 63) Clothes that are designed and sewn, 64) Custom-made clothes, 65) Purchased clothes, 66) Purchased high fashion clothes, 67) Purchased mass fashion clothes, 68) Recycled clothing, 69) Purchased sales clothes, 70) Clothing bought at a thrift store, 71) Clothing bought at a discount store, 72) Clothing purchased at a nationwide department chainstore, 73) Clothing bought at a moderately priced department store, and 74) Clothing bought at a boutique.

Figure 6. Classroom Buying Practices of Departmental Faculty as Expected by CTM Majors

The three student groups rated some buying practices below 2.5. The respondents did not envision that faculty would recycle their clothes, purchase their clothes second-hand, or purchase their clothes at a discount store. The students tended to expect professors to make their clothes, but not to have their clothes custom-made.

Expectations of Supermarket Clothing Practices

The expectations of departmental students regarding the clothing practices of clothing, textiles and merchandising faculty in the supermarket were presented in Figures 7 through 11. Similarities and differences between lower division, upper division, and graduate students were depicted in the profiles representing the mean scores of the respondents. Many clothing items rated high in reference to classroom expectations were lower for the supermarket. The following five categories of the questionnaire were discussed: clothing items; grooming practices; fashion image; fibers, fabrics and colors; and buying practices.

Clothing Items. The three student groups had some resemblances and disparities regarding expectations for faculty appearance in the supermarket. The students' anticipations were depicted in Figure 7. The three student groups expected to see faculty wearing blouses or sweaters and slacks, jeans, open shoes, thongs, and sneakers. Graduate students (3.8) expected faculty to wear foundation garments more frequently than the lower division (3.4) and upper division (3.2) students. Graduate students, more than the two undergraduate groups, indicated that faculty would wear shirtdresses (3.5), sundresses (3.4), and chemise dresses (3.4). Both lower divisions (3.3) and graduate

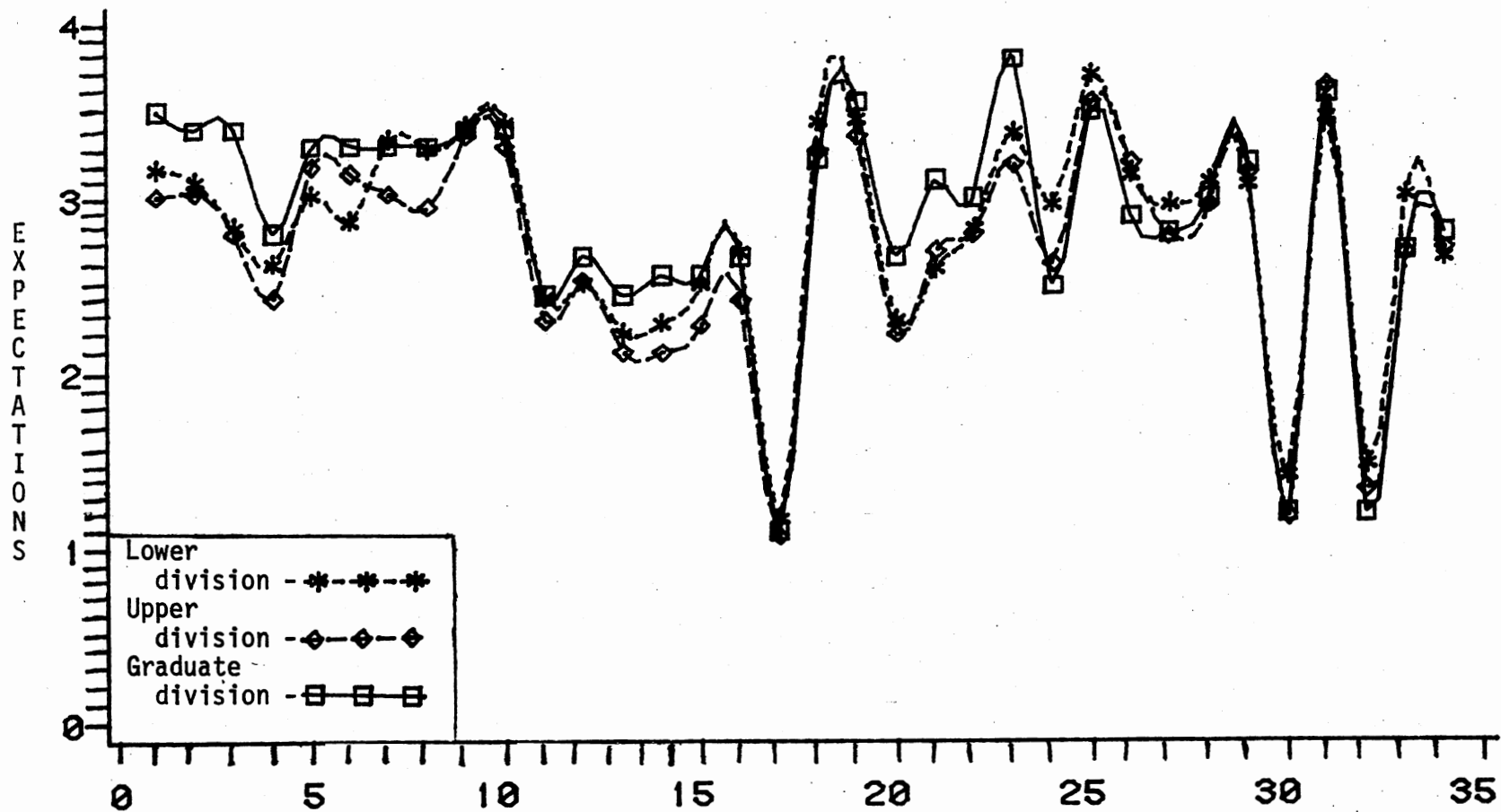
students (3.3) expected faculty to wear blouses or sweaters with skirts more frequently than the upper division (3.0) students. The three student groups also envisioned faculty wearing designer and non-designer t-shirts in the supermarket.

The three student groups did not foresee faculty wearing long skirts or dresses, going barefoot, and carrying attaché cases to the supermarket. The mean scores for all three of these items were below 2.5.

Grooming Practices. In the supermarket, grooming practices as depicted by the profiles in Figure 8 resembled the students' expectations for CTM faculty in the classroom. Emphasis by students placed cleanliness, grooming, and properly fitted clothes above 3.5. The wearing of makeup scored between 3.1 and 3.3 in expectancy.

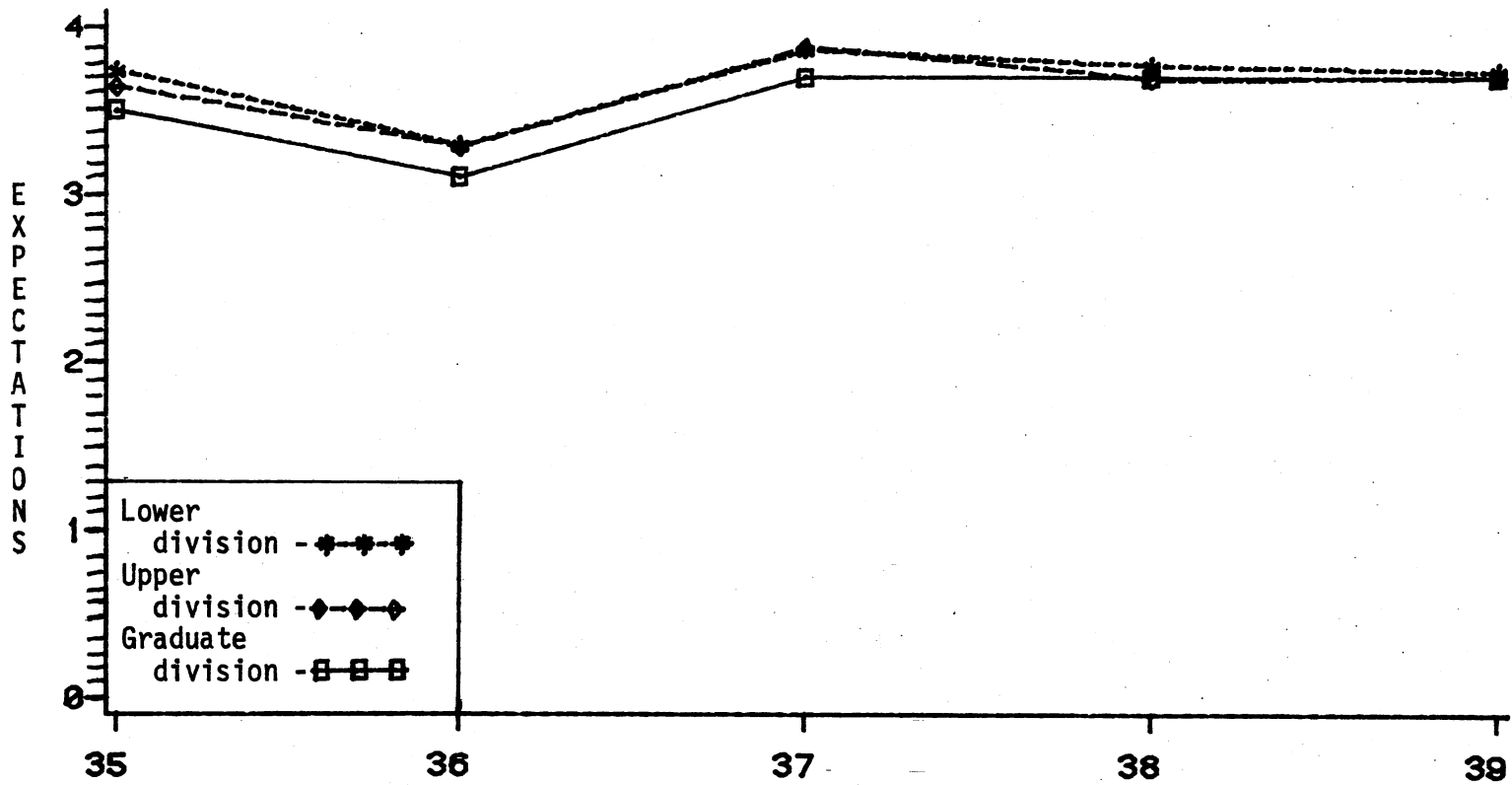
Fashion Image. In Figure 9, regarding the fashion image of faculty in the supermarket, the lower division (3.5), upper division (3.4) and graduate students (3.3) expected faculty to wear coordinated clothing. The profiles revealed that lower division (3.1) and graduate students (3.0) expected faculty to wear femininely styled clothing more than the upper division students who had a mean score of 2.9 for both classically and femininely styled clothes. The two activities that scored below 2.5 for the students indicated that they did not expect faculty to consult with a fashion specialist. The wearing of folk or ethnic dress was not expected.

Fibers, Fabrics and Colors. The three student groups had similar expectations regarding the items in this category as illustrated in Figure 10. The students perceived that faculty would wear the following



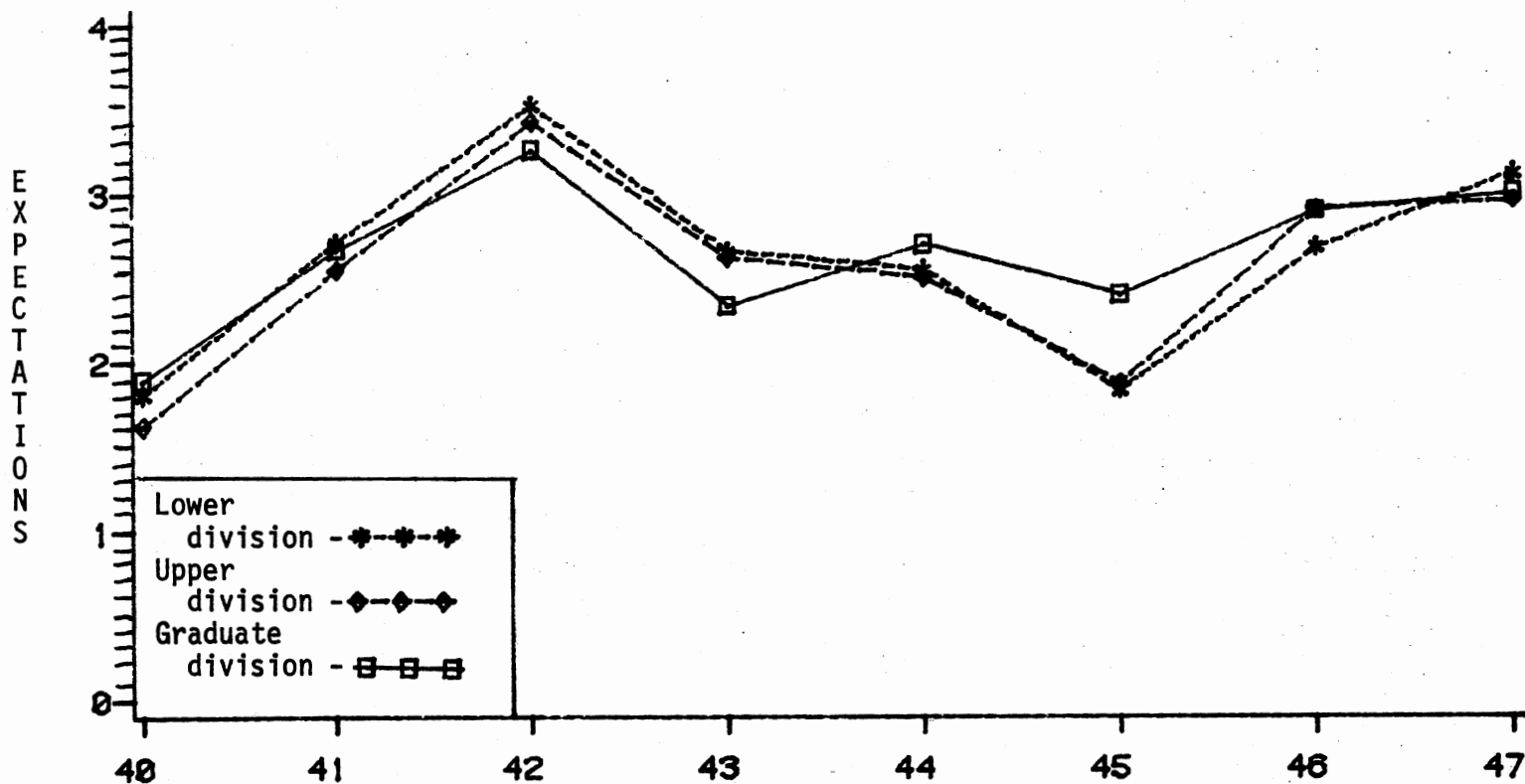
CLOTHING ITEMS: 1) Shirdress, 2) Sundress, 3) Chemise, 4) Dress with jacket, 5) Designer T-shirt, 6) Non-designer T-shirt, 7) Blouse and skirt, 8) Sweater and skirt, 9) Blouse and slacks, 10) Sweater and slacks, 11) 2-piece skirted suit, 12) 2-piece pantsuit, 13) 3-piece skirted suit, 14) 3-piece pantsuit, 15) Vest, blouse and skirt, 16) Vest, blouse and slacks, 17) Long skirt, 18) Designer jeans, 19) Non-designer jeans, 20) Culottes, 21) Warm-up suit, 22) Shorts, 23) Foundation garments, 24) Nylon stockings, 25) Sandals, 26) Thongs, 27) Pumps, 28) Boots, 29) Sneakers, 30) No shoes, 31) Handbag, 32) Attaché case, 33) Real jewelry, and 34) Costume jewelry.

Figure 7. Supermarket Clothing Items for Departmental Faculty as Expected by CTM Majors



GROOMING PRACTICES: 35) Comb and style hair, 36) Wear makeup, 37) Wear clean clothing, 38) Look well groomed, and 39) Wear properly fitted clothes.

Figure 8. Supermarket Grooming Practices for Departmental Faculty as Expected by CTM Majors



FASHION IMAGE: 40) Consult with a wardrobe specialist, 41) Be a fashion leader, 42) Wear coordinated clothing, 43) Wear nonconformist styles, 44) Wear "Western" regional dress, 45) Wear folk dress, 46) Wear classically styled clothing, and 47) Wear femininely styled clothing.

Figure 9. Supermarket Fashion Image of Departmental Faculty as Expected by CTM Majors

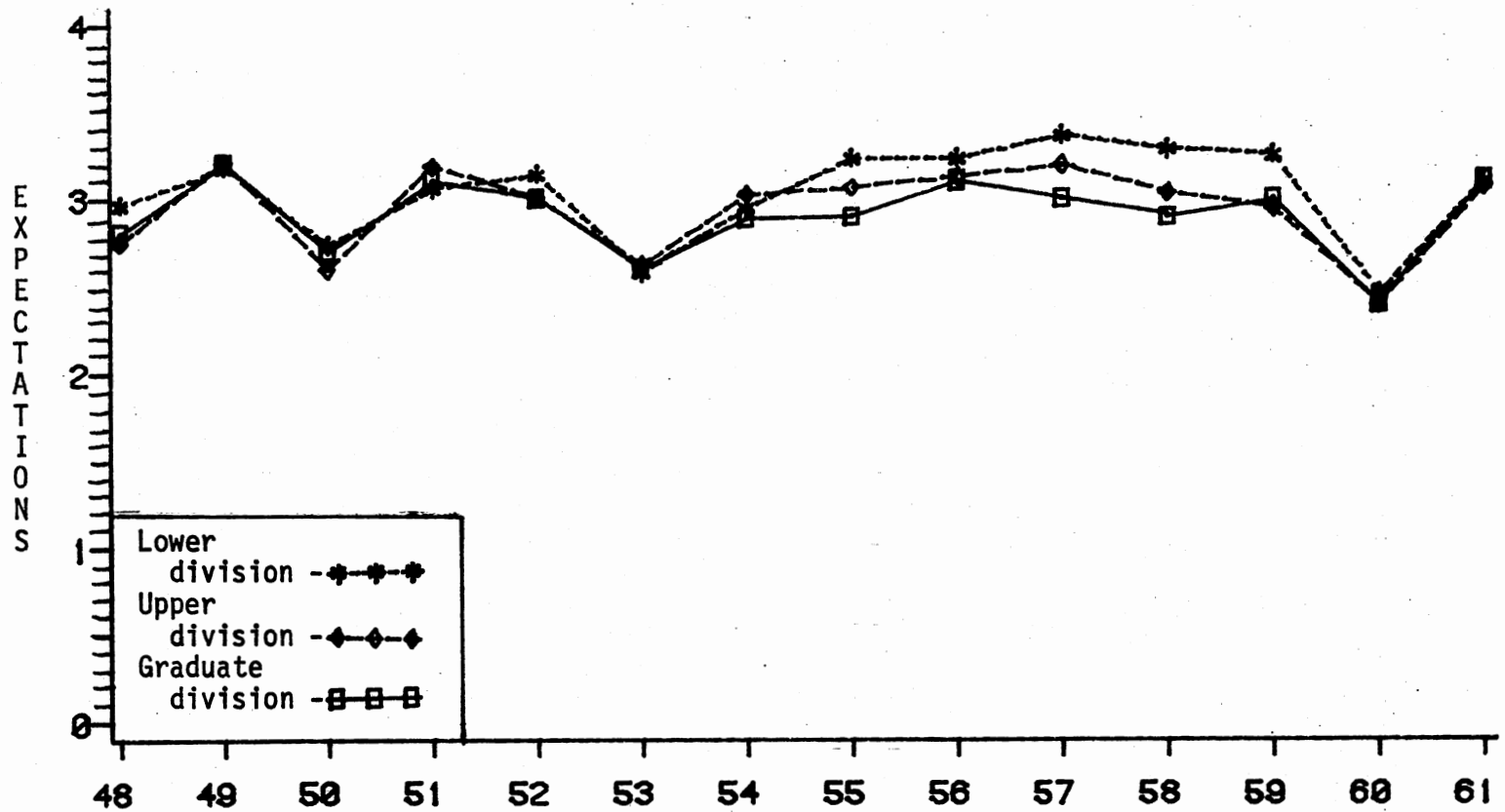
items in the supermarket more often: natural fibers; woven fabrics; bright and light colors; and solid and small print fabrics. The three student groups also expected to see dark colors and tweed or plaid fabrics.

Buying Practices. Depicted in the profiles in Figure 11 were the preconceptions of the three student groups regarding the buying practices of faculty for clothes worn to the supermarket. The upper division (3.3) students anticipated that faculty would wear clothes they purchased more than the lower division (3.1) and graduate students (2.8). All three student groups expected faculty to buy their supermarket clothes on sale. In addition, all three groups expected the instructor to purchase these clothes from a nationwide department store or from a moderately priced department store. The students also anticipated that faculty would buy their supermarket clothes at a boutique.

Generally, the mean scores indicated that the students did not expect faculty to design and sew their clothes they wore in the supermarket, nor did they expect the professors to have their clothes custom-made. The students also rated the wearing of high fashion clothes in the supermarket below 2.5.

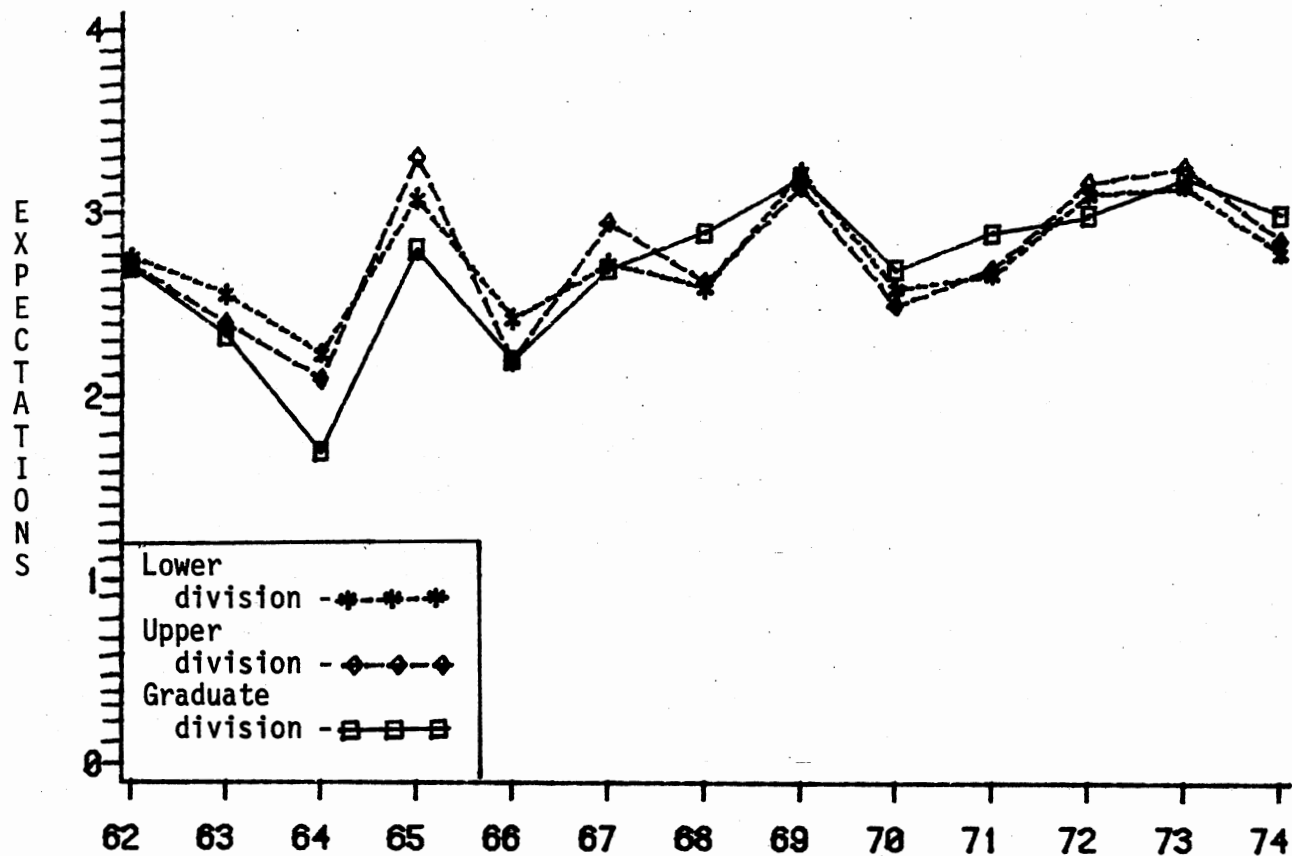
Expectations of Home Clothing Practices

The lower division, upper division and graduate students' expectations regarding the faculty's appearance at home was exhibited by Figures 12 through 16. The profiles representing the mean scores of the respondents depicted these similarities and differences in regard to the five categories: clothing items; grooming practices, fashion



FIBERS, FABRICS, AND COLORS: 48) Synthetic fibers, 49) Natural fibers, 50) Knit fabrics, 51) Woven fabrics, 52) Bright colors, 53) Dull colors, 54) Dark colors, 55) Light colors, 56) Solid colored fabrics, 57) Tweeds, 58) Plaids, 59) Pinstripes, 60) Large print fabrics, and 61) Small print fabrics.

Figure 10. Supermarket Fibers, Fabrics, and Colors for Departmental Faculty as Expected by CTM Majors



BUYING PRACTICES: 62) Clothes that are made, 63) Clothes that are designed and sewn, 64) Custom-made clothes, 65) Purchased clothes, 66) Purchased high fashion clothes, 67) Purchased mass fashion clothes, 68) Recycled clothing, 69) Purchased sales clothes, 70) Clothing bought at a thrift store, 71) Clothing bought at a discount store, 72) Clothing purchased at a nationwide department chainstore, 73) Clothing bought at a moderately priced department store, and 74) Clothing bought at a boutique.

Figure 11. Supermarket Buying Practices of Departmental Faculty as Expected by CTM Majors

image; fibers, fabrics and colors; and buying practices.

Clothing Items. In Figure 12, the profiles indicated the students' anticipations regarding the faculty's appearance at home. The three student classifications tended to have higher expectations for faculty to wear the following: designer and non-designer t-shirts; designer and non-designer jeans; warm-up suit; shorts; open shoes; thongs; sneakers; no shoes (bare feet); and foundation garments. The graduate students (3.6) had a higher expectancy that faculty would wear blouses and slacks around the house than the lower division (3.1) and upper division (3.2) students. Also, the graduate students (3.7) expected faculty to wear sweaters and slacks more frequently than the lower division (3.2) and upper division (3.1) students. Further, the graduate students (3.7) perceived that faculty would wear sundresses more often than the undergraduate student groups (3.2). Likewise, the graduate students (3.6) anticipated that faculty would wear the chemise more than the lower division (3.0) and upper division (3.1) students.

Although the graduate students expected the faculty to wear blouses or sweaters with skirts, the lower division students rated these items slightly above 2.5 and the upper division students rated these items slightly below 2.5. A similar trend developed with the expectations of students regarding the faculty wearing culottes or gauchos.

The three student groups did not expect to see professors carrying a handbag or attaché case at home as indicated by the mean scores below 2.5. Furthermore, the three groups did not anticipate that the faculty would wear a dress and jacket, 2-piece or 3-piece suits, a vest with either a skirt or slacks, and a long skirt or dress. Closed shoes

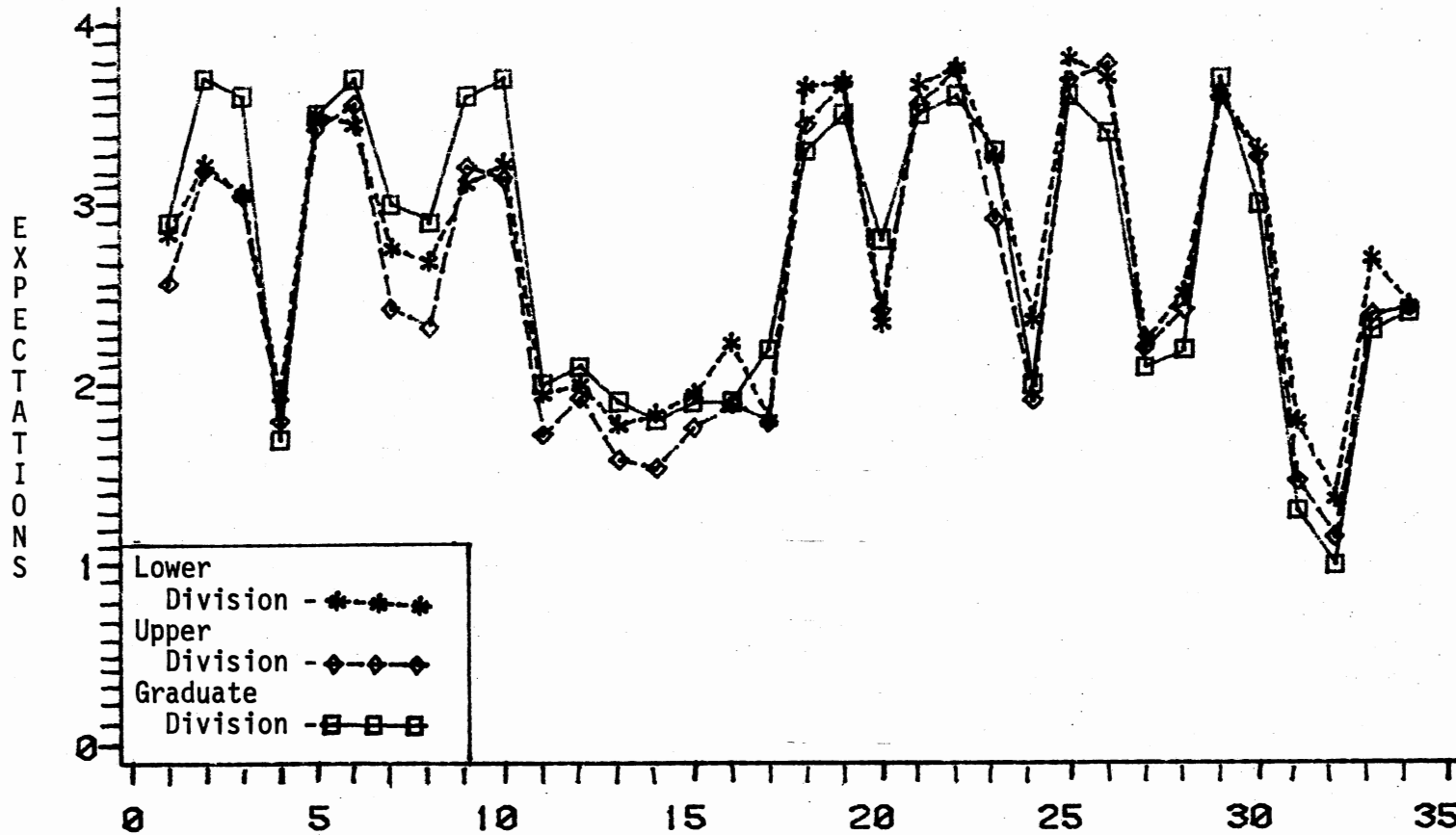
and boots were not foreseen to be worn at home.

Grooming Practices. Regarding the grooming activities of faculty at home, the respondents expected faculty to be clean, look well groomed, and wear correctly fitted clothes as shown in Figure 13. Nonetheless, the lower division and upper division students had higher expectations for faculty looking well groomed and wearing properly fitted clothes than the graduate students. The three groups rated the wearing of makeup at home the lowest; however, the mean score remained above 2.5.

Fashion Image. The three student groups depicted in Figure 14 expected faculty to wear coordinated clothing at home. The upper division (2.9) students perceived that faculty would wear femininely styled clothes more often than the lower division (2.8) and graduate students (2.8).

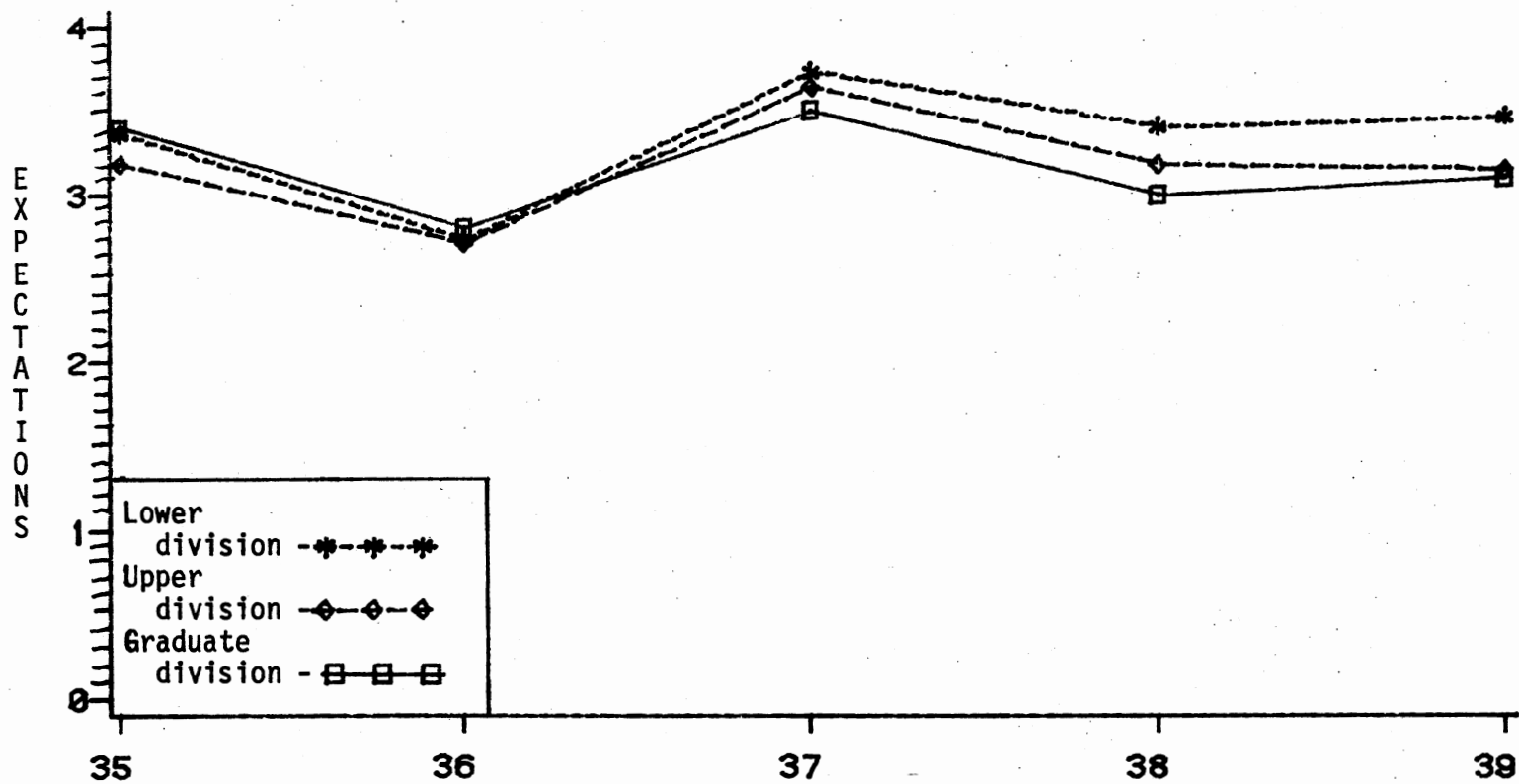
All three student groups did not expect the faculty to consult with a fashion specialist or to be a fashion leader at home. The mean scores for all three student groups clustered around 2.5 and, thus, indicated that nonconformist styles, "Western" regional dress, and classically styled clothes might or might not be worn at home. The two undergraduate groups (2.0) did not expect faculty to wear folk or ethnic dress at home, nor did the graduate students (2.4).

Fibers, Fabrics and Colors. In Figure 15, the profiles indicated that the expectations of the three student groups regarding these practices of faculty at home closely paralleled each other. The students tended to perceive that faculty would wear the following: natural fibers; woven fabrics; bright, dark and light colors; solid



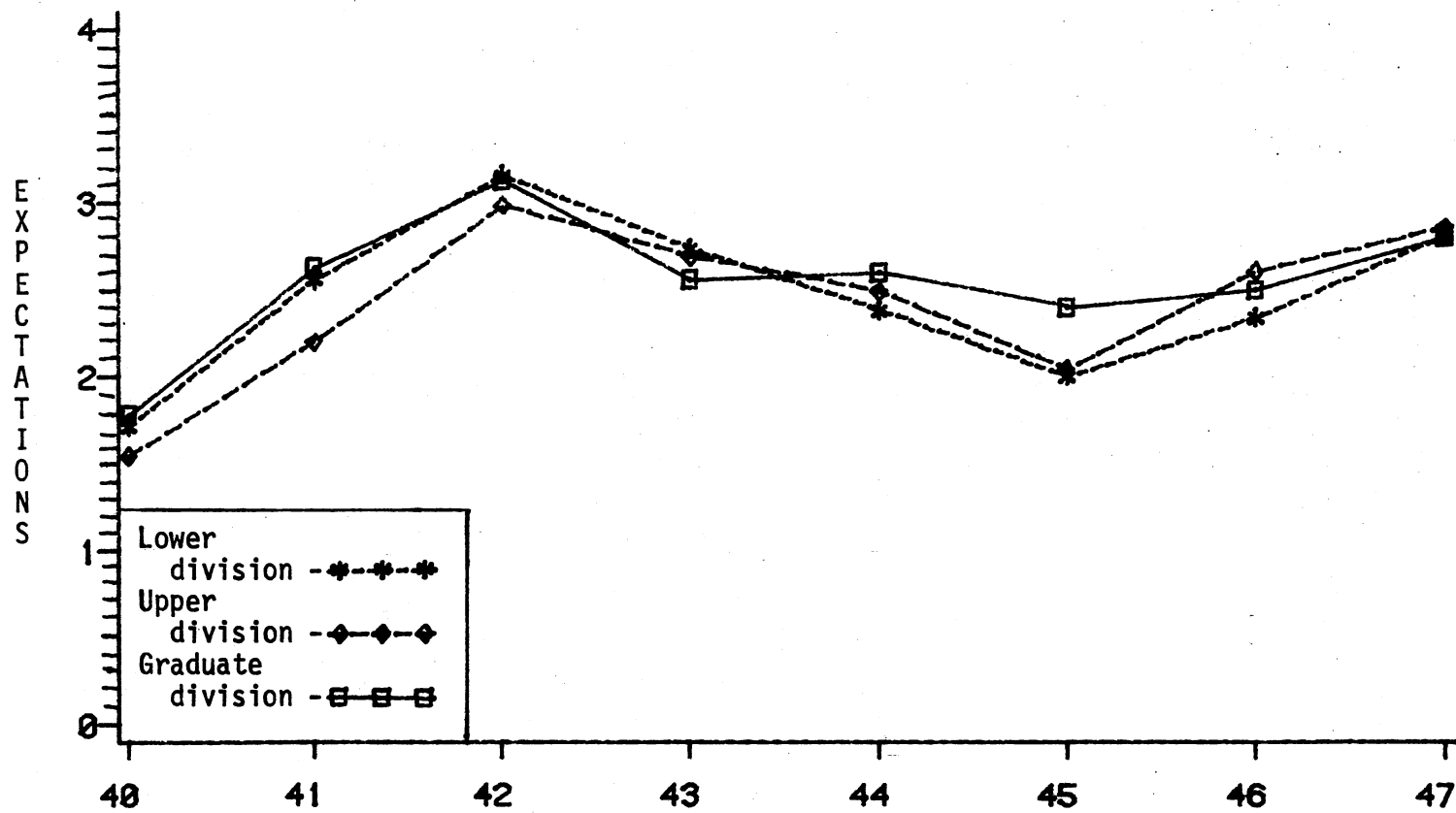
CLOTHING ITEMS: 1) Shirdress, 2) Sundress, 3) Chemise, 4) Dress with jacket, 5) Designer T-shirt, 6) Non-designer T-shirt, 7) Blouse and skirt, 8) Sweater and skirt, 9) Blouse and slacks, 10) Sweater and slacks, 11) 2-piece skirted suit, 12) 2-piece pantsuit, 13) 3-piece skirted suit, 14) 3-piece pantsuit, 15) Vest, blouse and skirt, 16) Vest, blouse and slacks, 17) Long skirt, 18) Designer jeans, 19) Non-designer jeans, 20) Culottes, 21) Warm-up suit, 22) Shorts, 23) Foundation garments, 24) Nylon stockings, 25) Sandals, 26) Thongs, 27) Pumps, 28) Boots, 29) Sneakers, 30) No shoes, 31) Handbag, 32) Attaché case, 33) Real jewelry, and 34) Costume jewelry.

Figure 12. Home Clothing Items for Departmental Faculty as Expected by CTM Majors



GROOMING PRACTICES: 35) Comb and style hair, 36) Wear makeup, 37) Wear clean clothing, 38) Look well groomed, and 39) Wear properly fitted clothes.

Figure 13. Home Grooming Practices for Departmental Faculty as Expected by CTM Majors



FASHION IMAGE: 40) Consult with a wardrobe specialist, 41) Be a fashion leader
 42) Wear coordinated clothing, 43) Wear nonconformist styles, 44) Wear "Western"
 regional dress, 45) Wear folk dress, 46) Wear classically styled clothing, and
 47) Wear femininely styled clothing.

Figure 14. Home Fashion Image of Departmental Faculty
 as Expected by CTM Majors

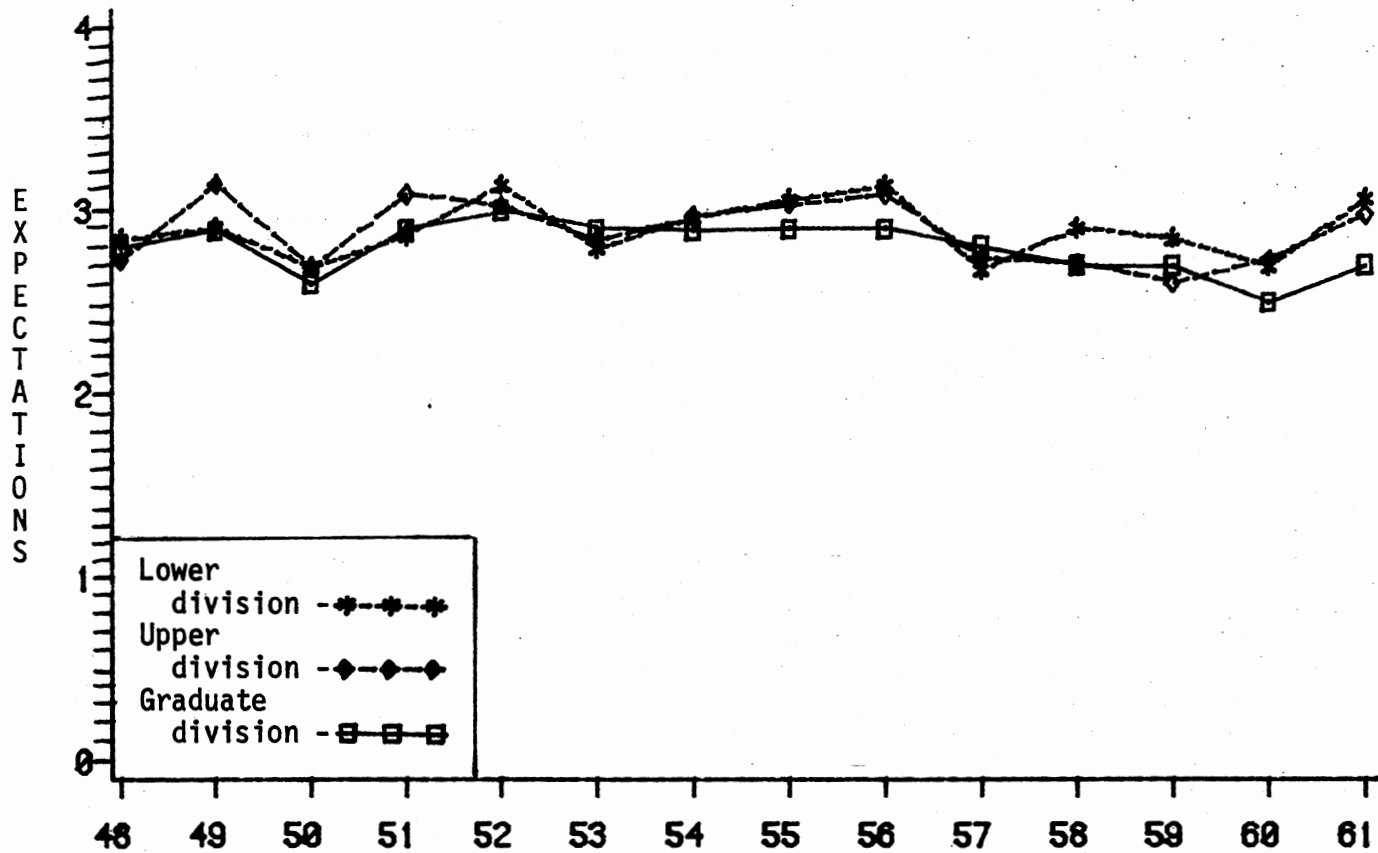
colored fabrics; and small print fabrics. The other items had a propensity to aggregate between 2.5-2.9.

Buying Practices. The upper division (3.3) students represented in Figure 16 tended to expect faculty to purchase their clothes to be worn at home more often than lower division (3.0) and graduate students (2.7). All three student groups expected faculty to purchase their clothes on sale for home wear. Furthermore, the three student groups indicated that they presumed that faculty would purchase their at home clothes at a nationwide department store or a moderately priced department store. Graduate students (3.1) expected faculty to buy recycled clothing for home wear more than the lower division (2.7) and upper division (2.8) students. Clothing that the instructor made, purchased at a second-hand store, and purchased at a discount store were expected for home wear, as indicated by the mean scores clustered between 2.8-3.0.

Graduate students (1.4) rated purchased clothes to be worn at home lower than the upper division (2.0) and lower division (2.1) students. All three student groups indicated that high fashion clothes were not expected to be purchased for at home wear by faculty. The other buying practices congregated between 2.3-2.7.

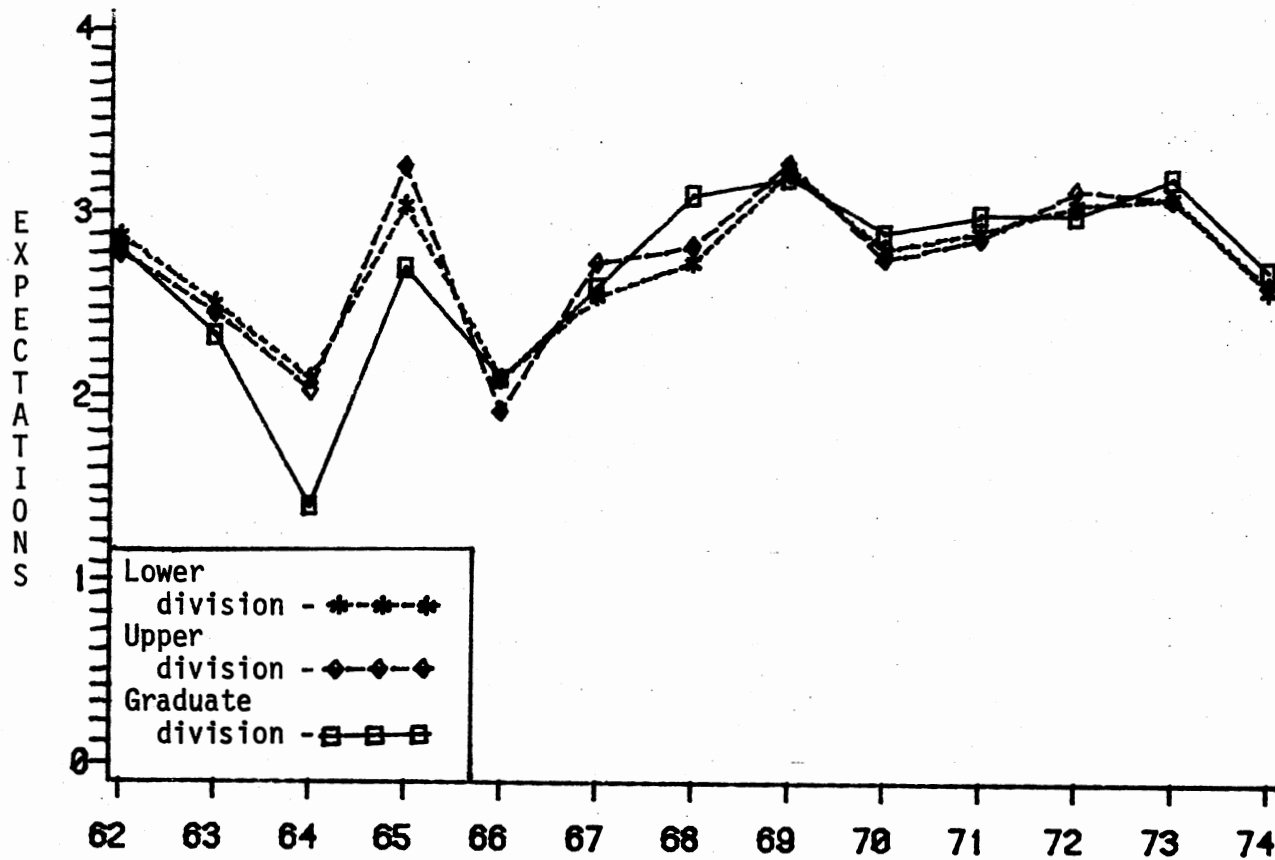
Media and Professional Activities

Clothing, textiles and merchandising students indicated that they expected certain media activities and professional activities from departmental faculty. Details concerned with media activities were placed in Appendix D and the professional activities were inserted in Appendix E. A summary of the data in the two categories follows.



FIBERS, FABRICS, AND COLORS: 48) Synthetic fibers, 49) Natural fibers, 50) Knit fabrics, 51) Woven fabrics, 52) Bright colors, 53) Dull colors, 54) Dark colors, 55) Light colors, 56) Solid colored fabrics, 57) Tweeds, 58) Plaids, 59) Pin-stripes, 60) Large print fabrics, and 61) Small print fabrics.

Figure 15. Home Fibers, Fabrics, and Colors for Departmental Faculty as Expected by CTM majors



BUYING PRACTICES: 62) Clothes that are made, 63) Clothes that are designed and sewn, 64) Custom-made clothes, 65) Purchased clothes, 66) Purchased high fashion clothes, 67) Purchased mass fashion clothes, 68) Recycled clothing, 69) Purchased sales clothes, 70) Clothing bought at a thrift store, 71) Clothing bought at a discount store, 72) Clothing purchased at a nationwide department chainstore, 73) Clothing bought at a moderately priced department store, and 74) Clothing bought at a boutique.

Figure 16. Home Buying Practices of Departmental Faculty as Expected by CTM Majors

Media Activities

As a professional in the clothing, textiles and merchandising field, the faculty are bombarded by a variety of fashion information from many sources. Inherent in the nature of fashion is change, thus the media served as a vital link between fashion trends and the consumers. Part of this study was concerned with the regular use of the media by the faculty. Over 70 percent of the undergraduate and graduate students expected the CTM faculty to read the following magazines: Vogue or Harper's Bazaar; Glamour or Mademoiselle; Woman's Wear Daily; Gentlemen's Quarterly; Cosmopolitan or Redbook; Working Woman or Savvy; McCall's; Family Circle or Woman's Day; and pattern books.

The clothing, textiles and merchandising students did not expect departmental faculty to read other periodicals. Fewer than 70 percent of the students indicated that they expected faculty to read the following magazines on a regular basis: Boutique or Elegance; Town and Country; Seventeen Magazine or Teen; Self; Ms. or New Woman; and Ebony. Some students expected the faculty to read Fortune, Newsweek, and U. S. News and World Report in order to be informed about other events and economic trends. The newspaper (particularly the fashion or women's pages) was cited as a good source. Also, professional journals were suggested such as Retail Week, Visual Merchandising, Showcase, American Fabrics and Fashions. In addition, respondents listed Essence, Good Housekeeping and L'Officiel. A few majors wrote that faculty needed to be well-rounded and informed of the latest books.

Professional Activities

In addition to the necessity of being informed of fashion trends

through reading media materials, faculty also have the opportunity to increase their awareness of fashion trends through professional activities. Ninety-eight percent of the clothing, textiles and merchandising undergraduate and graduate students expected departmental faculty to attend fashion shows. Eighty-seven percent of the respondents indicated that they expect faculty to attend buyers' markets, and 97 percent of the students expected faculty to attend professional conventions, conferences, and meetings. In addition, one major indicated that faculty ought to tour textile mills and garment factories while another respondent wrote that anything a faculty member could do to learn more about fashion would benefit the instructor and students. Students also suggested that seminars, workshops, and even movies would help professors stay abreast of current events and enrich their background.

Implications Based on Student Comments

An encompassing question in the last section of the questionnaire asked the students to indicate the degree of importance of the classroom appearance of departmental faculty in establishing a professional role or image model. The majority (62%) of the respondents indicated that they considered the appearance of departmental faculty very important in establishing the professional role and image model for the students.

The faculty may be expected to don a costume to portray a role to the audience which would be the students and other faculty. The students, however, may be expected by others (including students and faculty) to wear a costume in order to look the part or portray the

character for the audience (Goffman, 1959). This was illustrated by one departmental respondent who stated that "CTM can be classified as the snob group on campus." Thus, CTM students may be regarded by their peers as having different clothing practices. Departmental students commented that when their peers discovered that a student's major was CTM they received comments such as, "It figures." "I thought so." "You look it." As exhibited by the comments made by departmental students regarding the appearance of CTM faculty, the students have expectations regarding the professional image of departmental faculty. The stereotypes existed for both the students and faculty. The students' emphasis in fashion and expectations regarding faculty appearance may be interrelated with the instructor's competence as a role model and fashion leader.

Seventy-one percent of the clothing, textiles and merchandising majors responded to the open-ended essay question. The students' responses to the open-ended question were summarized in Appendix F under the following categories: role models; fashion leaders; and general and miscellaneous comments. The researcher's observations of the faculty were utilized in the discussion of the student comments. The following implications were drawn from the students' comments related to each of the categories in the summary.

Role Models

1. The students believed that the responsibility to dress as a role model applied particularly to clothing, textiles and merchandising faculty. The professional look of faculty was both classically and femininely styled clothing, nevertheless, students expected instructors

to look up-to-date, be in style, and take an individualistic approach to fashion.

2. The student-teacher relationship was important to majors in the department. Respondents expected faculty to look fashion knowledgeable in order for the students to feel more confident and to develop positive attitudes. The instructor's appearance was important in terms of helping students see how to dress. The stylish appearance of faculty suggested to the student that the teacher was competent.

3. The appearance of faculty was instrumental in representing the clothing, textiles and merchandising profession to students. The respondents were concerned about their post-classroom careers and success. The students felt that the appearance of departmental professors communicated either good or poor examples to students who were going to be professional businesswomen in the future.

4. Students admitted that although the role of faculty outside of the classroom was considered personal, a contradiction may exist as evidenced by the students' concern about the importance of faculty impressions in public. Apparently, the appearance of faculty inside and outside of the university setting was very influential upon students.

Fashion Leaders

1. The students expected the professor's appearance to be fashionable and in style since the respondents perceived the faculty as examples of fashion leaders.

2. Also, students expected the clothes worn by faculty to be up-to-date and flattering to the instructor's features and figure.

General and Miscellaneous Comments

1. The respondents expected professors to be neat, to be clean, to wear coordinated clothing, and to wear properly fitted clothes.

2. A few student comments explained that the reason the respondent emphasized a clothing practice was because it seemed appropriate. One student was not optimistic about the possibility of faculty adopting any of the respondent's suggestions.

Summary of Student Expectations

Clothing, textiles and merchandising students expressed definite perceptions regarding the appearance of departmental faculty in the classroom, at the supermarket, and at home. Overall, the respondents rated the importance of the faculty's appearance in the classroom at 3.52. The faculty clothing practices expected in the classroom, in the supermarket and at home by the students were listed in Table III. Mean scores of 3.0 and above indicate the findings more positively expected by two or more student groups.

Table III depicted the clothing items departmental students expected to see faculty wear in the classroom, in the supermarket and at home. The results indicated that students anticipated that faculty would wear the following in all three situations: blouses or sweaters with slacks; foundation garments; and open styled shoes. Similarly, the respondents indicated that professors would have combed and styled hair, would wear clean clothes, would look well-groomed, and would wear properly fitted clothes. In regard to fashion image, the respondents unanimously expected clothing, textiles and merchandising faculty to wear coordinated clothing in each of the three situations. The

TABLE III
SUMMARY OF CTM STUDENT EXPECTATIONS CONCERNING
THE CLOTHING PRACTICES OF
DEPARTMENTAL FACULTY

Categories	Clothing Practices Expected of Faculty ^a		
	Classroom	Supermarket	Home
1. Clothing Items	Shirtdress Dress with jacket Blouse and skirt Sweater and skirt Blouse and slacks Sweater and slacks 2-piece skirted suit 2-piece pantsuit 3-piece skirted suit 3-piece pantsuit Vest, blouse and skirt Vest, blouse and slacks Foundation garments Nylon stockings Open shoes Closed shoes Boots Handbag Attache case Real jewelry	Shirtdress Sundress Designer T-shirt Non-designer T-shirt Blouse and skirt Sweater and skirt Blouse and slacks Sweater and slacks Designer jeans Non-designer jeans Foundation garments Hylon stockings Open shoes Thongs Boots Sneakers Handbag	Sundress Chemise Designer T-shirt Non-designer T-shirt Blouse and slacks Sweater and slacks Designer jeans Non-designer jeans Warm-up suit Shorts Foundation garments Open shoes Thongs Sneakers No shoes
2. Grooming Practices	Comb and style hair Wear make-up Wear clean clothing Look well-groomed Wear properly fitted clothes	Comb and style hair Wear make-up Wear clear clothes Look well-groomed Wear properly fitted clothes	Comb and style hair Wear clean clothing Look well-groomed Wear properly fitted clothes
3. Fashion Image	Fashion leader Wear coordinated clothing Wear classic/conservative clothing Wear femininely styled clothing	Wear coordinated clothing Wear femininely styled clothing	Wear coordinated clothing
4. Fibers, Fabrics and Colors	Natural fibers Woven fabrics Bright colors Light colors Solid colored fabrics Tweeds Plaids Pinstriped/chalked stripes Small print fabrics	Natural fibers Woven fabrics Bright colors Light colors Solid colored fabrics Small print fabrics	Bright colors Dark colors Light colors Solid colored fabrics Small print fabrics
5. Buying Practices	Clothes that she purchased High fashion clothes she purchased Clothing bought on sale Clothing bought at a nationwide department chainstore Clothing bought at a moderately priced department store Clothing bought at a boutique	Clothes that she has purchased Clothing bought on sale Clothing bought at a nationwide department chainstore Clothing bought at a moderately priced department store	Clothes that she has purchased Clothing bought on sale Clothing bought at a nationwide department chainstore Clothing bought at a moderately priced department store

^aClothing practices expected by students based on mean scores of 3.0 and above for two student groups or more.

students expected to see faculty in the following: bright colors; light colors; solid colored fabrics; and small print fabrics. Lastly, the pupils agreed to the following buying practices for departmental teachers: buys her clothes; purchases clothing on sale; and buys clothes from a nationwide department chainstore or moderately priced department store. The students perceived other clothing practices as being related to the specific setting or slightly ambiguous in regard to the personal selection of the faculty.

Conclusion

This study enabled the researcher to obtain and determine the expectations of clothing, textiles and merchandising students regarding the clothing practices of departmental faculty in the classroom, at the supermarket, and at home. In addition, the data regarding the activities and other practices of faculty were discussed along with students' comments from the open-ended essay which enhanced the findings.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The researcher conducted this study to determine the expectations of departmental students regarding the appearance of clothing, textiles and merchandising faculty. The objective that guided the study was to ascertain the expectations of undergraduate and graduate students regarding the clothing practices of CTM faculty in the classroom, at the supermarket, and at home. The summary of procedures, summary of findings, conclusions and recommendations are included in Chapter V.

Summary of Procedures

In order to determine the expectations of clothing, textiles and merchandising students regarding the clothing practices of departmental faculty the researcher developed and pilot tested a questionnaire in the Spring semester of 1980. The questionnaire was revised and administered to 332 students attending clothing, textiles and merchandising classes at Oklahoma State University in the Fall semester, 1980.

One hundred sixty-four (84%) valid questionnaires were coded and the data were analyzed by frequencies, percentages, and mean scores for the lower division, upper division and graduate students. The results were presented by the following three situations in terms of the respondents' expectations of faculty clothing practices in the classroom, the supermarket, and at home. A profile was included in the

discussion of each category to depict the results. Findings relative to the media activities and professional activities sections of the questionnaire were discussed and implications were drawn based on the students' comments to the open-ended question.

Summary of Findings

The results discussed were procured from the clothing practices and professional activities questionnaire completed by 164 majors in the clothing, textiles and merchandising department including 54 lower division, 100 upper division and 10 graduate students. The respondents perceived the departmental faculty as "role models" and "fashion leaders."

As indicated by mean scores above 2.5, the students expected clothing, textiles and merchandising faculty to wear shirtdresses and dresses with jackets in the classroom. In the supermarket and at home, the respondents anticipated that faculty would wear shirtdresses and sundresses. The three student groups indicated anticipation for professors to wear the chemise in the supermarket. Blouses and sweaters with skirts or slacks were expected by students in the classroom and in the supermarket.

In addition, the respondents indicated that t-shirts and jeans were appropriate for the supermarket and at home, but not in the classroom. The two-piece and three-piece suits received high expectancy by the three student groups for the classroom appearance. At home, students suggested that faculty could wear warm-up suits and shorts. The students expected faculty to wear foundation garments in all three situations; however, they expected professors to wear nylon

stockings in the classroom and supermarket. Long skirts and gauchos were not highly perceived by the three groups.

The respondents expected to see faculty wearing open and closed styled shoes or boots in the classroom and supermarket. Thongs and sneakers were anticipated for the supermarket and home. Further, at home, barefeet were also expected.

The undergraduate and graduate students expected departmental faculty to maintain personal grooming in the classroom, at the supermarket, and at home. All of the mean scores for the four grooming practices were above 2.5.

The respondents expected departmental faculty to be fashion leaders in the classroom. Also, as indicated by mean scores above 2.5, students expected faculty to wear coordinated clothing in the classroom, at the supermarket, and at home. The three student groups indicated that professors would wear both classically and femininely styled clothing in the classroom and at the supermarket. At home, the students anticipated that instructors would wear more femininely styled clothing. The respondents did not perceive instructors to consult with a fashion specialist, to wear nonconformist styles, to wear "Western" regional dress, and to wear ethnic clothes.

In regard to fibers, fabrics, and colors, departmental students expected faculty to wear the following in the classroom: natural fibers; woven fabrics; bright and light colors; solid colored fabrics; tweeds, plaids, and pinstripes; and small print fabrics. At the supermarket and at home, respondents indicated anticipation for the following: natural fibers; woven fabrics; bright, dark, and light colors; solid colored fabrics; and small print fabrics.

In reference to the last category, clothing, textiles and merchandising students indicated by mean scores above 2.5 that faculty would purchase their clothes, buy mass fashion clothes, and purchase clothing on sale for the classroom, the supermarket, and at home. The respondents expected that faculty would purchase their clothes at a nationwide department chainstore, a moderately priced department store, and a boutique for the three situations. Also, students expected faculty to purchase clothes from a discount store to wear at the supermarket and at home. Further, the three student groups suggested that faculty would wear second-hand clothes at home. The respondents expected professors to wear high fashion clothes in the classroom, but not at the supermarket or at home.

Furthermore, the departmental students tended to expect professors to make, but not design and sew their clothes. The majors anticipated that professors would not wear custom-made clothes.

The respondents regarded the use of media as an important activity for clothing, textiles and merchandising faculty in order to be aware of what is in style and changes in fashion. Further, the undergraduate and graduate students perceived professional activities as worthwhile endeavors to enhance faculty's expertise. The overall importance of faculty appearance in the classroom as establishing a professional role or image model was evidenced by a mean score of 3.52 which indicated a highly prominent role of faculty as role models to the students. Approximately 71 percent of the students' comments in the open-ended essay reiterated the substantial influence that clothing, textiles and merchandising professors have upon students.

Conclusions

The appearance of clothing, textiles and merchandising faculty was considered very important to departmental students. The majority of respondents indicated that they expected faculty to exemplify a professional image which was a combination of business-like conservatism, feminine appeal, and fashionable (stylish) clothing as a part of the professor's responsibility in representing a "role model" and "fashion leader" for students within (as well as outside) the department.

1. The researcher concluded that the three student groups perceived that each professor should dress individualistically according to age, figure, and personal features in both classically and femininely styled clothes.

2. The students were particularly sensitive to the relationship between the performance and the appearance of the instructor in the classroom. In addition, the respondents were perceptive to the impression the teacher transmitted to the class atmosphere and to the student. The students indicated that when the appearance of a professor was not concurrent with the respondents' expectations, the majors viewed the situation as hypocritical and detrimental to the enthusiasm of the students.

3. The professional image of the teacher was not confined to the classroom setting. Many students indicated that they believed a clothing, textiles and merchandising professor should want to "look impressive" in public as well. The home, however, as suggested by students remained a safe sanctuary for the faculty in regard to being able to wear whatever they felt like wearing.

4. The undergraduate and graduate students did not prescribe a rigid mode of dress for the faculty while they were at home. However, in public the students made more recommendations about what they considered appropriate or expected. As evidenced by the data regarding classroom appearance, the students expected more fashionable or stylish clothing. In addition the students desired to see faculty who "dressed appropriately," "set a good example," "always looked great," have a "professional look," "practice what they preach," and were an ". . . innovative, highly-respected professional." The perceptions of what was expected regarding faculty appearance in the classroom were somewhat consistent among the three student groups.

5. Lastly, a distinction between the perceptions of the lower division, upper division, and graduate students was evident. It did not appear that lower division students had developed a conventional concept regarding the professional image of clothing, textiles and merchandising professors. This group was the least rigid and conforming in their expectations of faculty dress. The upper division students tended to have a more developed concept of what they expected regarding the professional image of departmental faculty. The graduate students had the propensity to be the most established group in reference to the role of faculty. This group tended to be traditional. The mean scores for the graduate students were evidence of this group's higher anticipation that faculty would wear 2-piece and 3-piece suits in the classroom.

Recommendations

The researcher would suggest that the clothing practices and

professional activities questionnaire used in this study be revised. A factor analysis could be performed and pictures or some other type of pictorial representation could be used in conjunction with the questionnaire in order to increase the validity. Based upon the findings presented in the study, the researcher recommended the following:

1. To conduct a similar study to determine the perceptions and expectations of students regarding the appearance of male versus female faculty.
2. To perform a similar study in other departments and colleges outside of home economics to determine the expectations of students concerning faculty appearance.
3. To conduct a related study among professors in clothing, textiles and merchandising to determine their expectations regarding the clothing practices of the faculty in CTM departments compared with other home economics teachers.
4. To request that professors give their expectations regarding the appearance of clothing, textiles and merchandising students.
5. To develop a study regarding the non-verbal behavior and communication of faculty and the influence of such behavior upon students.
6. To investigate the perception of an instructor's self-concept upon teaching methods in the classroom and student ratings.
7. To explore the impact of appearance upon the success of male and female faculty in regard to promotions, pay increases, and tenure.
8. To design a research study to identify clothing practices and

perceptions of the role model image of female and male faculty to be conducted in conjunction with a fashion observation and the administering of a standardized test to assess the self-concept of the individuals.

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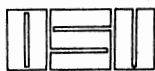
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APPENDIX A

COVER LETTER AND QUESTIONNAIRE



Oklahoma State University

DEPARTMENT OF CLOTHING, TEXTILES & MERCHANDISING

STILLWATER, OKLAHOMA 74074
HOME ECONOMICS WEST 312
(405) 624-5034

September 10, 1980

Dear Student:

All students in the CTM Department are being asked to participate in this survey. The attached questionnaire is part of a research project that I am doing for my master's thesis in CTM. The purpose of this questionnaire is to determine what you expect regarding the appropriate clothing practices for clothing, textiles and merchandising faculty for classroom wear, supermarket appearance, and home wear.

Your honest and thoughtful responses are very important in this survey. Please complete only one questionnaire by October 3. Fold your questionnaire in half and place your completed questionnaire in one of the two designated collection boxes: in the clothing laboratory room 202 or in the hall near room 315.

All responses will be kept anonymous and confidential; the clothing, textiles and merchandising faculty will not know your individual replies. Your completed questionnaire is critical in providing valuable information and in determining the results of this study. It should take approximately 20 minutes of your time to complete the questionnaire.

Thank you very much for your time and cooperation in participating in this research project. I appreciate your assistance.

Sincerely,

Paula Kay Lenhart
Graduate Student

Kathryn M. Greenwood, Ed.D.
Professor and Thesis Adviser

Number: _____

CLOTHING PRACTICES AND PROFESSIONAL ACTIVITIES QUESTIONNAIRE
FOR CLOTHING TEXTILES AND MERCHANDISING FACULTY

- A. Please circle the corresponding number on the scale provided for each item to indicate what you expect regarding appropriate clothing practices for women faculty in clothing, textiles and merchandising (CTM) in the classroom, at the supermarket, and at home. The range of this scale is from "1" to "4". The number "1" represents never expected and "4" represents often expected. The numbers "2" and "3" represent values between "Never" and "Often".

Example:

Never	Seldom	Sometimes	Often
1	2	3	4

Clothing Practices	Classroom	Supermarket	Home
	Never/Often	Never/Often	Never/Often
I would expect a CTM faculty member to wear the following clothing items:			
1. A shirtdress	1 2 3 4	1 2 3 4	1 2 3 4
2. A sundress	1 2 3 4	1 2 3 4	1 2 3 4
3. A chemise (loose fitting dress)	1 2 3 4	1 2 3 4	1 2 3 4
4. A dress with jacket	1 2 3 4	1 2 3 4	1 2 3 4
5. A designer T-shirt	1 2 3 4	1 2 3 4	1 2 3 4
6. A non-designer T-shirt	1 2 3 4	1 2 3 4	1 2 3 4
7. A blouse and skirt	1 2 3 4	1 2 3 4	1 2 3 4
8. A sweater and skirt	1 2 3 4	1 2 3 4	1 2 3 4
9. A blouse and slacks	1 2 3 4	1 2 3 4	1 2 3 4
10. A sweater and slacks	1 2 3 4	1 2 3 4	1 2 3 4
11. A 2-piece suit (matching jacket and <u>skirt</u>) with blouse	1 2 3 4	1 2 3 4	1 2 3 4
12. A 2-piece pantsuit (matching jacket and <u>slacks</u>) with blouse	1 2 3 4	1 2 3 4	1 2 3 4
13. A 3-piece suit (matching jacket, vest and <u>skirt</u>) with blouse	1 2 3 4	1 2 3 4	1 2 3 4
14. A 3-piece pantsuit (matching jacket, vest, and <u>slacks</u>) with blouse	1 2 3 4	1 2 3 4	1 2 3 4
15. A vest, blouse, and <u>skirt</u>	1 2 3 4	1 2 3 4	1 2 3 4
16. A vest, blouse, and slacks	1 2 3 4	1 2 3 4	1 2 3 4
17. A long skirt or dress	1 2 3 4	1 2 3 4	1 2 3 4
18. Designer jeans	1 2 3 4	1 2 3 4	1 2 3 4
19. Non-designer jeans	1 2 3 4	1 2 3 4	1 2 3 4
20. Culottes or gauchos	1 2 3 4	1 2 3 4	1 2 3 4

Please complete back of this page.

Clothing Practices	Classroom	Supermarket	Home
I would expect a CTM faculty member to wear the following clothing items:	Never/Often	Never/Often	Never/Often
21. A warm-up suit	1 2 3 4	1 2 3 4	1 2 3 4
22. Shorts	1 2 3 4	1 2 3 4	1 2 3 4
23. Foundation garments	1 2 3 4	1 2 3 4	1 2 3 4
24. Nylon stockings/pantyhose	1 2 3 4	1 2 3 4	1 2 3 4
25. Open shoes (sandals)	1 2 3 4	1 2 3 4	1 2 3 4
26. Thongs	1 2 3 4	1 2 3 4	1 2 3 4
27. Closed shoes (pumps)	1 2 3 4	1 2 3 4	1 2 3 4
28. Boots	1 2 3 4	1 2 3 4	1 2 3 4
29. Sneakers	1 2 3 4	1 2 3 4	1 2 3 4
30. No shoes	1 2 3 4	1 2 3 4	1 2 3 4
31. Carry a handbag	1 2 3 4	1 2 3 4	1 2 3 4
32. Carry an attaché case	1 2 3 4	1 2 3 4	1 2 3 4
33. Real jewelry	1 2 3 4	1 2 3 4	1 2 3 4
34. Costume jewelry	1 2 3 4	1 2 3 4	1 2 3 4
Additional comments: _____ _____			
I would expect a CTM faculty member to do the following grooming practices:			
35. Comb and style her hair	1 2 3 4	1 2 3 4	1 2 3 4
36. Wear make-up	1 2 3 4	1 2 3 4	1 2 3 4
37. Wear clean clothing	1 2 3 4	1 2 3 4	1 2 3 4
38. Look well groomed	1 2 3 4	1 2 3 4	1 2 3 4
39. Wear properly fitted clothes	1 2 3 4	1 2 3 4	1 2 3 4
Additional comments: _____ _____			
I would expect a CTM faculty member to do the following:			
40. Consult with a wardrobe/fashion specialist	1 2 3 4	1 2 3 4	1 2 3 4
41. Be a fashion leader	1 2 3 4	1 2 3 4	1 2 3 4
42. Wear coordinated clothing	1 2 3 4	1 2 3 4	1 2 3 4
43. Wear nonconformist (individualistic) styles	1 2 3 4	1 2 3 4	1 2 3 4

Please proceed to next page.

Clothing Practices	Classroom	Supermarket	Home
	Never/Often	Never/Often	Never/Often
I would expect a CTM faculty member to do the following:			
44. Wear "Western" regional dress	1 2 3 4	1 2 3 4	1 2 3 4
45. Wear folk/ethnic dress	1 2 3 4	1 2 3 4	1 2 3 4
46. Wear classic or conservative styled clothing	1 2 3 4	1 2 3 4	1 2 3 4
47. Wear feminine styled clothing	1 2 3 4	1 2 3 4	1 2 3 4
Additional comments: _____ _____			
I would expect a CTM faculty member to wear the following fibers, fabrics, and colors.			
48. Mostly synthetic fibers	1 2 3 4	1 2 3 4	1 2 3 4
49. Mostly natural fibers	1 2 3 4	1 2 3 4	1 2 3 4
50. Mostly knit fabrics	1 2 3 4	1 2 3 4	1 2 3 4
51. Mostly woven fabrics	1 2 3 4	1 2 3 4	1 2 3 4
52. Bright colors	1 2 3 4	1 2 3 4	1 2 3 4
53. Dull colors	1 2 3 4	1 2 3 4	1 2 3 4
54. Dark colors	1 2 3 4	1 2 3 4	1 2 3 4
55. Light/pastel colors	1 2 3 4	1 2 3 4	1 2 3 4
56. Solid colored fabrics	1 2 3 4	1 2 3 4	1 2 3 4
57. Tweeds	1 2 3 4	1 2 3 4	1 2 3 4
58. Plaids	1 2 3 4	1 2 3 4	1 2 3 4
59. Pinstripes and/or chalk/stripes	1 2 3 4	1 2 3 4	1 2 3 4
60. Large print fabrics	1 2 3 4	1 2 3 4	1 2 3 4
61. Small print fabrics	1 2 3 4	1 2 3 4	1 2 3 4
Additional comments: _____ _____			
I would expect a CTM faculty member to wear:			
62. Mostly clothes that she has made	1 2 3 4	1 2 3 4	1 2 3 4
63. Clothing that she has designed and sewn herself	1 2 3 4	1 2 3 4	1 2 3 4
64. Clothes that are custom-made for her	1 2 3 4	1 2 3 4	1 2 3 4
65. Mostly clothes that she has purchased	1 2 3 4	1 2 3 4	1 2 3 4

Please complete back of this page.

Clothing Practices	Classroom				Supermarket				Home			
	Never/Often				Never/Often				Never/Often			
I would expect a CTM faculty member to wear:												
66. High fashion clothes that she has purchased	1	2	3	4	1	2	3	4	1	2	3	4
67. Mass fashion clothes that she has purchased	1	2	3	4	1	2	3	4	1	2	3	4
68. Clothing that she has recycled	1	2	3	4	1	2	3	4	1	2	3	4
69. Clothing bought on sale	1	2	3	4	1	2	3	4	1	2	3	4
70. Clothing bought at a thrift or second-hand store	1	2	3	4	1	2	3	4	1	2	3	4
71. Clothing bought at a discount or variety store	1	2	3	4	1	2	3	4	1	2	3	4
72. Clothing bought at a nationwide department chainstore (J. C. Penney's, Sears)	1	2	3	4	1	2	3	4	1	2	3	4
73. Clothing bought at a moderately priced department store (J. A. Brown, Dillards)	1	2	3	4	1	2	3	4	1	2	3	4
74. Clothing bought at a boutique or specialty store	1	2	3	4	1	2	3	4	1	2	3	4
Additional Comments: _____												

B. Please circle the corresponding "yes" or "no" answer by the magazines and journals that you expect clothing, textiles and merchandising faculty to read on a regular basis.

- | | | |
|--|-----|----|
| 75. <u>Boutique</u> and/or <u>Elegance</u> | Yes | No |
| 76. <u>Vogue</u> and/or <u>Harper's Bazaar</u> | Yes | No |
| 77. <u>Town and Country</u> | Yes | No |
| 78. <u>Glamour</u> and/or <u>Mademoiselle</u> | Yes | No |
| 79. <u>Seventeen Magazine</u> and/or <u>Teen</u> | Yes | No |
| 80. <u>Women's Wear Daily</u> | Yes | No |
| 81. <u>Gentlemen's Quarterly</u> | Yes | No |
| 82. <u>Cosmopolitan</u> and/or <u>Redbook</u> | Yes | No |
| 83. <u>Self</u> | Yes | No |
| 84. <u>Working Woman</u> and/or <u>Savvy</u> | Yes | No |
| 85. <u>Ms.</u> and/or <u>New Woman</u> | Yes | No |
| 86. <u>Ebony</u> | Yes | No |
| 87. <u>McCall's</u> , <u>Family Circle</u> , and/or <u>Woman's Day</u> | Yes | No |
| 88. Pattern books and/or magazines | Yes | No |
| 89. Other: _____ | | |

Please proceed to next page.

C. Please circle the corresponding "yes" or "no" answer by the activities that you expect clothing, textiles and merchandising faculty to attend for professional purposes.

- | | | |
|---|-----|----|
| 90. Fashion shows | Yes | No |
| 91. Buyers' markets | Yes | No |
| 92. Professional conventions, conferences or meetings | Yes | No |
| 93. Other: _____ | | |

D. As a student in clothing, textiles and merchandising, please indicate the degree of importance the appearance of clothing, textiles and merchandising faculty in the classroom is to you in establishing a professional role or image model by circling the appropriate number below.

Not Important		Very Important	
1	2	3	4

E. Please add your own ideas in your own words regarding the clothing practices of clothing, textiles and merchandising faculty. Your input is a valuable contribution to the scope of this questionnaire and project.

Please circle "yes" if you are a clothing, textiles and merchandising major and "no" if you are not.

Yes No

Please circle the area of your specialization.

Clothing and Textiles Fashion Merchandising Both Undecided

Circle your student classification.

Freshman Sophomore Junior Senior Graduate Unclassified

<p>Thank you very much for taking the time to complete this questionnaire. Please fold your questionnaire as indicated on the back of this page. Place this questionnaire in the marked boxes in the clothing laboratory HEW 202 or in the hall near HEW 315.</p>

APPENDIX B

CORRESPONDENCE

O K L A H O M A S T A T E U N I V E R S I T Y

DEPARTMENT OF CLOTHING, TEXTILES & MERCHANDISING

Stillwater, Oklahoma 74078
Home Economics West 312
(405) 624-5034

September 4, 1980

Dear

I need your help and cooperation in completing my research project for my thesis. I have designed a questionnaire to obtain the reactions of students in CTM classes regarding the clothing practices and professional activities of faculty in clothing, textiles and merchandising. I would like to ask for your permission to distribute my questionnaire during the last 5 minutes in your CTM class(es) the week of September 15, 1980.

I will instruct the students to complete their questionnaires on their own time (not class time) and deposit the questionnaires in one of two collection boxes that will be available. The boxes will be located in the clothing laboratory HEW 202 and in the hall near HEW 315. The completed questionnaires will be due by October 3.

If student responses are slow, I may need to request to visit your class(es) again the following week to remind the students to return their questionnaires and/or to distribute more questionnaires to students who may have misplaced their copy.

Your CTM classes are listed on the attached sheet. Please circle the days and times that are most convenient for me to distribute the questionnaires in your class(es). Please place the attached list in my mailbox in HEW 315 as soon as possible. If you have any questions, please contact me by leaving a message in my mailbox or by calling me at 377-4497.

Thank you very much for your time and assistance.

Sincerely,

Paula Lenhart

Attachment

APPENDIX C

MEAN SCORES OF COLLECTED DATA

MEAN SCORES OF COLLECTED DATA

ITEM	C L A S S R O O M			S U P E R M A R K E T			H O M E		
	LC	UD	GR	LD	UD	GR	LD	UD	GR
1	3.38	3.36	3.40	3.17	3.01	3.50	2.83	2.56	2.90
2	2.40	2.23	1.90	3.10	3.03	3.40	3.22	3.19	3.70
3	2.53	2.70	3.00	2.83	2.80	3.40	3.06	3.05	3.60
4	3.83	3.85	3.80	2.62	2.43	2.80	1.94	1.80	1.70
5	2.04	2.20	2.30	3.02	3.18	3.30	3.50	3.42	3.50
6	1.57	1.73	1.80	2.87	3.14	3.30	3.44	3.56	3.70
7	3.72	3.71	3.60	3.34	3.02	3.30	2.75	2.42	3.00
8	3.70	3.61	3.60	3.28	2.55	3.30	2.68	2.32	2.90
9	3.56	3.44	2.90	3.42	3.36	3.40	3.11	3.21	3.60
10	3.52	3.41	2.90	3.43	3.30	3.40	3.23	3.14	3.70
11	3.54	3.86	3.80	2.43	2.30	2.44	1.94	1.72	2.00
12	3.44	3.73	3.80	2.51	2.53	2.67	2.00	1.92	2.10
13	3.33	3.50	3.70	2.23	2.12	2.44	1.77	1.58	1.90
14	3.19	3.44	3.60	2.28	2.12	2.56	1.83	1.53	1.80
15	3.37	3.36	3.50	2.51	2.27	2.56	1.94	1.76	1.90
16	3.21	3.26	3.50	2.69	2.42	2.67	2.23	1.85	1.90
17	1.15	1.14	1.30	1.17	1.07	1.10	1.80	1.79	2.20
18	2.19	1.92	1.30	3.44	3.27	3.22	3.65	3.44	3.30
19	1.77	1.52	1.20	3.45	3.36	3.56	3.69	3.67	3.50
20	1.80	1.81	1.70	2.30	2.22	2.67	2.34	2.41	2.80
21	1.11	1.04	1.00	2.60	2.70	3.10	3.67	3.56	3.50
22	1.13	1.05	1.00	2.83	2.80	3.00	3.76	3.75	3.60
23	3.35	3.31	3.50	3.38	3.20	3.80	3.26	2.91	3.30
24	3.67	3.67	3.50	2.96	2.63	2.50	2.36	1.91	2.00
25	3.55	3.56	3.30	3.71	3.56	3.50	3.81	3.69	3.60
26	1.47	1.46	1.40	3.13	3.20	2.90	3.70	3.78	3.40
27	3.76	3.85	3.70	2.96	2.79	2.80	2.25	2.20	2.10
28	3.54	3.53	3.20	3.10	2.96	3.00	2.51	2.42	2.20
29	1.42	1.28	1.10	3.08	3.14	3.20	3.60	3.60	3.70
30	1.00	1.01	1.00	1.42	1.18	1.20	3.30	3.26	3.00
31	3.02	3.06	2.60	3.46	3.64	3.60	1.79	1.46	1.30

ITEM	C L A S S R O O M			S U P E R M A R K E T			H O M E		
	LD	UD	GR	LD	UD	GR	LD	UD	GR
32	2.96	3.07	3.20	1.48	1.34	1.20	1.37	1.15	1.00
33	3.37	3.28	3.20	3.02	2.68	2.70	2.70	2.38	2.30
34	2.80	3.13	2.80	2.66	2.71	2.80	2.43	2.41	2.40
35	3.91	3.89	3.90	3.74	3.64	3.50	3.36	3.18	3.40
36	3.66	3.80	3.80	3.29	3.28	3.10	2.73	2.71	2.80
37	3.93	4.00	4.00	3.87	3.88	3.70	3.73	3.64	3.50
38	3.98	3.98	4.00	3.77	3.69	3.70	3.40	3.18	3.00
39	3.98	3.98	4.00	3.73	3.70	3.70	3.46	3.15	3.10
40	2.40	2.34	2.67	1.81	1.62	1.89	1.71	1.54	1.78
41	3.25	3.32	3.22	2.71	2.55	2.67	2.56	2.20	2.63
42	3.89	3.90	4.00	3.52	3.42	3.25	3.15	2.98	3.13
43	2.85	2.66	2.56	2.65	2.61	2.33	2.73	2.69	2.56
44	2.57	2.52	2.40	2.55	2.50	2.70	2.38	2.49	2.60
45	1.87	1.78	2.10	1.83	1.87	2.40	2.00	2.04	2.40
46	3.19	3.43	3.30	2.68	2.91	2.90	2.34	2.61	2.50
47	3.50	3.59	3.10	3.11	2.95	3.00	2.81	2.86	2.80
48	2.96	2.74	2.80	2.50	2.70	2.70	2.84	2.73	2.80
49	3.18	3.21	3.20	3.04	3.12	3.11	2.90	3.14	2.89
50	2.73	2.59	2.70	2.73	2.57	2.70	2.69	2.68	2.60
51	3.06	3.19	3.10	3.04	3.10	3.10	2.86	3.09	2.90
52	3.13	3.00	3.00	3.10	3.01	2.90	3.13	3.02	3.00
53	2.58	2.61	2.60	2.65	2.62	2.70	2.79	2.84	2.90
54	2.94	3.02	2.89	2.94	2.93	2.89	2.96	2.97	2.89
55	3.23	3.06	2.90	3.13	3.08	2.80	3.06	3.03	2.90
56	3.23	3.13	3.10	3.13	3.08	3.00	3.13	3.09	2.90
57	3.36	3.19	3.00	2.94	2.86	2.90	2.67	2.74	2.80
58	3.28	3.03	2.90	3.10	2.85	2.90	2.90	2.71	2.70
59	3.25	2.95	3.00	2.90	2.65	2.80	2.85	2.60	2.70
60	2.45	2.40	2.40	2.63	2.54	2.50	2.69	2.74	2.50
61	3.10	3.06	3.10	3.08	3.03	3.00	3.06	2.98	2.70
62	2.72	2.59	2.90	2.75	2.71	2.70	2.87	2.77	2.80

ITEM	C L A S S F O O M			S U P E R M A R K E T			H O M E		
	LD	UD	GR	LD	UC	GR	LD	UC	GR
63	2.72	2.53	2.60	2.56	2.40	2.33	2.50	2.45	2.33
64	2.66	2.44	2.10	2.23	2.09	1.70	2.10	2.03	1.40
65	3.25	3.44	2.70	3.08	3.30	2.80	3.04	3.25	2.70
66	3.06	3.07	3.00	2.42	2.20	2.20	2.10	1.92	2.10
67	2.92	3.16	2.80	2.73	2.55	2.70	2.55	2.73	2.60
68	2.35	2.34	2.40	2.60	2.63	2.90	2.74	2.82	3.10
69	3.13	3.09	2.90	3.23	3.14	3.20	3.23	3.28	3.20
70	2.13	2.12	2.30	2.60	2.51	2.70	2.81	2.75	2.90
71	2.35	2.34	2.40	2.67	2.70	2.90	2.91	2.87	3.00
72	3.08	3.18	2.80	3.11	3.18	3.00	3.06	3.13	3.00
73	3.38	3.52	3.10	3.15	3.26	3.20	3.10	3.08	3.20
74	3.38	3.46	3.30	2.79	2.86	3.00	2.60	2.62	2.70

APPENDIX D
MEDIA ACTIVITIES AS EXPECTED
BY CTM MAJORS

TABLE IV
 MEDIA ACTIVITIES AS EXPECTED BY CTM MAJORS

Item	Magazine	Students' Response	Frequency	Percent
75.	Boutique/Elegance	No	82	52.90
		Yes	73	47.10
76.	Vogue/Harper's Bazaar	No	14	8.70
		Yes	147	91.30
77.	Town and Country	No	94	59.87
		Yes	63	40.13
78.	Glamour/Mademoiselle	No	23	14.29
		Yes	138	85.71
79.	Seventeen Magazine/Teen	No	99	62.66
		Yes	59	37.34
80.	Women's Wear Daily	No	3	1.85
		Yes	159	98.15
81.	Gentlemen's Quarterly	No	34	21.25
		Yes	126	78.75
82.	Cosmopolitan/Redbook	No	44	27.85
		Yes	114	72.15
83.	Self	No	70	45.45
		Yes	84	54.55
84.	Working Woman/Savvy	No	47	29.94
		Yes	110	70.06
85.	Ms./New Woman	No	56	35.67
		Yes	101	64.33
86.	Ebony	No	90	57.33
		Yes	67	42.67
87.	McCall's/Family Circle/Woman's Day	No	34	21.52
		Yes	124	78.48
88.	Pattern Books/Magazines	No	16	10.13
		Yes	142	89.87
89.	Other media	No	144	88.34
		Yes	19	11.66

APPENDIX E

OTHER PROFESSIONAL ACTIVITIES

AS EXPECTED BY CTM MAJORS

TABLE V
OTHER PROFESSIONAL ACTIVITIES
AS EXPECTED BY CTM MAJORS

Item	Activity	Students' Response	Frequency	Percent
90.	Fashion shows	No	4	2.44
		Yes	160	97.56
91.	Buyers' markets	No	22	13.42
		Yes	142	86.58
92.	Professional conventions, conferences or meetings	No	5	3.05
		Yes	159	96.95
93.	Other activities	No	157	95.73
		Yes	7	4.27

APPENDIX F

DETAILED DISCUSSION OF STUDENT COMMENTS

Summary of Student Comments

The following discussion summarizes the students' comments in regard to the open-ended question. Three categories were included: role models; fashion leaders; and general and miscellaneous comments.

Role Models

The category on role model was divided further into five parts based upon similar characteristics found among the students' comments. The role model category contains the following five subtitles: professional role; student-teacher relationship; post-classroom perceptions; appearance outside of the classroom; and conclusion.

1. Professional Role. Over 52 percent of the student responses (61) related to the professor's responsibility as a "role model." Many students held the instructor accountable to "dress appropriately," to "practice what they preach," to have a "professional look," to "set a good example," to "always look great," to "dress to be leaders," to have an organized and together look," to "dress to be leaders," to have an organized and together look," and to "dress like she teaches." Thus, the professors do not only teach fashion, but must exhibit that ". . . they are interested in it." The students commented that this philosophy applied particularly to CTM teachers.

Students indicated that the professional look of faculty was "classic," "professional," or "conservative" clothing. The students equated this look with pantsuits, skirted suits, or dress with jacket. Other students acknowledged that they preferred to see faculty that were ". . . individual enough to dress to their own standards and be

unaffected by standards set by others instead of their own." Comfort recurred as an important aspect of dress. Another student observed that a professor does not need to look "faddy" but could look individualistic as long as it was not "extreme" but more "classic." Age and figure type were two factors considered by some students who suggested that faculty should wear what is appropriate for them.

Other respondents stated that an instructor should look "up-to-date" but did not need to look "high fashion." Another student indicated that a teacher did not need to look "trendy," but ". . . should wear styles with the times." Another pupil commented that a teacher should reflect ". . . fashion that is up-to-date and in style" while a classmate remarked that the instructor's image should be that of ". . . innovative, highly respected professional."

A few respondents imposed restrictions on faculty appearance by stating what the students thought was not important. One student stated that the faculty could wear "stylish clothing" but that jeans were not acceptable in class. Another pupil indicated that if a faculty member wore an Izod shirt ". . . I would die laughing. That scope is strictly for the college students."

2. Student-Teacher Relationship. Furthermore, students were perceptive to professors' appearance and the attitude of the faculty and of the students. For example, one student stated, "If your teachers look fashion knowledgeable then the students feel better." Another respondent observed, "I think that the better the faculty person is dressed--the better she'll feel and the more spirited the whole class will feel--she can generate a good attitude with the way she dresses." Again, a classmate wrote, "If you feel like you look nice,

you usually convey that feeling through your work and to others. I think CTM faculty should look like and feel like the subject they teach . . ."

Frequently, students commented on the faculty's appearance and the students' perceptions on the subject being taught. When the faculty did not meet the students' expectations, the students' interest and the effectiveness of the teacher declined. One respondent stated that the faculty's appearance was important ". . . because it helps students to see what or how to dress . . . some students have no idea of what is appropriate to wear in certain situations and a faculty member can be of help." Another student wrote, "It's difficult to believe a teacher tells you how important fashion is when they don't look professional themselves." Further, a pupil observed that faculty appearance reflected upon the students ". . . which is very important for their (the students) education and understanding." Again, a pupil remarked, "If a teacher wore sloppy clothes or extremely out-dated clothes, I wouldn't take CTM classes seriously."

Further, a respondent noticed that a teacher in the class favorably impressed the student and "She helped my attitude towards CTM. I had a CTM teacher earlier who didn't make her appearance what it could have been and that impressed me very unfavorably." Another respondent reported that in the classroom the "untidy appearance" of a teacher distracted the student. A student who believed the teacher's values relating to the clothing practices impressed the students, "I think any good effort on the teacher's part would benefit not only themselves, but the student's ideas, thoughts, and values also." Furthermore, a respondent observed, I find I will listen better, and perform better in

my CTM classes if my teachers have a professional outlook in clothing, makeup and hair styles." Again, a pupil wrote, "I feel for a teacher to be effective her appearance should reflect what she is teaching . . . fashion that is up-to-date and in style."

A classmate wrote, "Students should be able to use their CTM teachers as role models, especially in their dressing habits. Sometimes it is hard to respect what a poorly dressed CTM teacher is saying." Another student stated that the appearance of the teacher ". . . adds to the class a lot. If she wears clothes which are in style I feel like she knows a lot about what she is teaching. Also, a nice clean-cut appearance makes me feel more comfortable in class and ready to learn." Further, a respondent remarked that it was difficult to learn about CTM ". . . from someone who doesn't even meet some basic grooming habits and basic trends in clothing." Another student who recently decided to become a CTM major stated that when there are "frumpy looking" teachers and advisers, ". . . then you wonder just how selective the profession is. If your teachers look fashion knowledgeable then students will feel better."

3. Post-Classroom Perceptions. Some foresightful students mentioned that a fashionable teacher ignited students' interest in their career. Further, another pupil wrote that the better a teacher dresses and acts, the knowledge the student gains ". . . will be very profitable in the future." A respondent stated that a good impression gives the student the desire ". . . that will make us want to succeed." A student indicated that the favorable appearance of faculty is important, ". . . because they are teaching these things to us to be used all of our lives." Again, this classmate commented, "I feel the

appearance of the professors should show a professional dress, because people in CTM are going to be professional business people in the future, they need a good example."

4. Appearance Outside of the Classroom (Supermarket and Home).

The researcher received comments from the students who indicated that how a faculty member dresses ". . . in the supermarket or at home is her business" or that at the supermarket or home the teachers should wear ". . . what they feel best in." Other respondents indicated that what a professor does outside of the classroom was "private" or their own personal life." While in the classroom the students expected faculty to look professional. Some pupils expected faculty to have a more "relaxed attitude" toward their dress at the supermarket and at home. However, some respondents indicated that they had high expectations for faculty outside of the classroom, too. One student commented that even though what a professor does ". . . on her own time is her own business," the student confessed that when she saw a professor in a store, the student was "embarrassed, shocked, and surprised" by the teacher's appearance. Another respondent stated that faculty should be "well dressed" in the classroom and "At the supermarket they should look impressive because to me it is important when you're out in public to look worth looking at. People can wear warm-up suits or jeans to the grocery store and not look sloppy."

The contradictions that students hold regarding the public appearance of faculty may reveal a schizophrenic conflict within the students' expectations of faculty in public and recognition of the privacy of faculty as well. This dichotomy in the faculty's roles existed when faculty leave the "backstage" (Goffman, 1959) which would

be the privacy of home in order to appear on the "frontstage" which would be any public appearance whether at the supermarket or the classroom.

Sennett (1974) captured this dualism regarding the identification of who people were by the dress worn. For example, "At home, one's clothes suited one's body and its needs; on the street, one stepped into clothes whose purpose was to make it possible for other people to act if they knew who you were" (pp. 67-68). Sennett continued by stating that ". . . clothes had a meaning independent of the wearer and the wearer's body" (p. 68). Thus, the clothing, textiles and merchandising faculty were obligated to their street (public) image where the professor is open to scrutiny by their students. The clothing that distinguished a clothing, textiles and merchandising professor in the classroom, also was a distinction for the faculty and students in other public settings.

5. Conclusion. A student wrote that "I now realize that I do, to an extent, judge my CTM teachers by their dress and personal grooming. A woman doesn't have to be physically 'perfect' but can look attractive with the correct styles and grooming for her face, hair, figure, etc." A graduate student wrote, "I feel it is very important to fill your role as a faculty member of CTM by displaying the proper way to dress (not just clothing per se) but also hands, nails, jewelry, shoes, hair care, etc. We must project the proper image to students who will be future faculty and professional women."

Fashion Leaders

Approximately 21 percent of the students (24) commented in relation

to a fashionable faculty appearance. Many students in the aforementioned category also indicated that they expected CTM faculty to be ". . . dressed in style." One respondent remarked, "It seems as the faculty persons have enough education, training, and personal taste to dress in fashionable and flattering and professional manner." Another pupil wrote, "I look at the CTM faculty as examples of fashion leaders, since this is what they teach, Fashion." Another classmate suggested, "CTM faculty members should keep abreast of the current and latest trends in fashion . . . Members should dress accordingly with the fashions and pick their outfits to suit them yet be fashionable." A student wrote, "A faculty member should always look nice in class and be up-to-date with her clothing." Yet another respondent indicated, "I feel it is very important. Nothing irritates me more than for a CTM teacher to dress out of fashion or in clothes that look homemade. Not to say everything should be high fashion, but it should be in fashion." Further, a respondent remarked, "The faculty should wear clothing that is in style. They do not need to go and buy real expensive apparel."

Lastly, a student not only expected the faculty to wear current styles, but also the classmates; "I think that all CTM faculty and student majors should be fashion leaders in dress. I feel it's already a stereotype CTM majors have set for ourselves."

General and Miscellaneous Comments

This category contained 23 responses (11%). The comments centered around the importance of weight and figure, as well as neatness, coordination, cleanliness, and proper fit of clothes. Also, students

considered the professor's personal characteristics that determine what was appropriate and flattering for that teacher to wear. The respondents also felt that faculty's appearance in the classroom was "important."

Seven students' comments were placed by the researcher into this category. The comments were an array from explaining items in the questionnaire that the student thought was particularly important to expressing pessimism about whether the faculty would adopt the changes another student suggested.

VITA²

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Thesis: EXPECTATIONS OF CTM STUDENTS TOWARD FACULTY CLOTHING PRACTICES IN THE CLASSROOM, SUPERMARKET AND HOME

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