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ESTEEM ACCORDED TO CLOTHED FIGURES AS RELATED TO

FASHION AND PERCEPTION

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Muriel Kathleen Jones, B.S., M.Ed.

* * * * * *

The Ohio State University
1968

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CHAPTER I

INTRODUCTION

Dress has long been recognized as a symbol for conveying information about the personality of the wearer to all with whom he interacts. Most people readily agree that impressions formed of others are based upon appearance when more concrete information is limited or unavailable. Common experience has taught one to assess the personality of a new social acquaintance from his appearance and to form an impression which guides subsequent actions toward that person.

A different impression may be formed when one is viewed in different types of clothing. One opinion may be derived as a result of viewing a person in a particular attire. A quite different judgment may be the result of viewing the same unknown individual in different clothing. Consequently the behavior toward the other may vary with the situation.

Too frequently it is not recognized that it is the viewer who bestows meaning on the symbolic aspect of the other's clothing. The meaning is not inherent in the clothing itself, but it may mean different things to various viewers, depending on what they associate with a particular symbol. Associations made with symbols are the result of learnings from past experiences and may differ with individuals. One neglects to recognize that others may not form the exact impression as oneself.
This study was designed to be a systematic inquiry relating to how impressions formed vary with clothing differences, and how the symbolic meaning attached to clothing may vary with different aspects of the viewer's personality. A specific statement of the problem investigated, a résumé of how the topic originated and developed, and a discussion related to anticipated values thought to be derived from such an investigation follows.

Statement of the Problem

The purpose of this study was (1) to determine if clothing varies in its communicativeness with variance in fashionableness when it is used as a media for according esteem to others and (2) to determine if viewers who differ on selected variables differ in their perception of clothing as a media for accordance of esteem to others when fashion is the clothing variable. The perceiver variables considered in this investigation were (1) basic values or dominant interests, (2) level of security-insecurity, and (3) level of interest in fashion.

Origin and Development of Study

Clothing, in addition to being worn for such purposes as protection, modesty, comfort, and aesthetic expression, is considered to have an important social aspect, thereby fulfilling certain social and psychological functions. One notable role of clothing is that it serves as a means of personality expression, communicating information about the wearer to those with whom he interacts. Findings from research
support the conception that impressions formed of unknown persons may differ when the person perceived is viewed in different clothing.¹

Little attention, however, has been given to the extent of agreement among viewers concerning the content of the clothing communication. Until recently the common assumption has been that viewers are more or less in concordance about the message expressed by the clothing of the wearer. This may be the situation when a costume is very carefully designed to convey a particular impression familiar to most viewers. Research related to perception theory, however, leads to the belief that the interpretation of communicative aspects of clothing in many situations may vary with different viewers.

Perceptual behavior is a functionally selective act, and, therefore, the perceiver's frame of reference tends to determine what he sees and how he interprets his perception. Gage and Cronbach,² summarizing research findings on perception, reported that social perception seems to be a process dominated far more by what the perceiver brings to it than by what he takes in during the process. Apparently perceptions are determined by the favorability of the perceiver toward the other person, before or after he observes the other person, and his implicit personality theory, formed by his experiences prior to his interaction with the other person. Interpretations made on

¹ See particularly the work of Hoult and Douty cited in the review of literature, pp. 25-26, 27-28.

the basis of clothing perception might thereby be affected by the perceiver's social frame of reference, his own personality, and by his interest in clothing.

Researchers have shown that those from different socioeconomic groups tend to differ in their awareness of clothing and in the importance they attribute to it in the social act. Dickey recently pointed out that personality variables of the perceiver may affect the interpretation of clothing communication. Since personality variables are known to affect perception it seemed important, if the communicative value of clothing is to be fully understood, to devote more attention to how differences in the personality of the perceiver might alter clothing interpretation. In addition to social background, the perceiver's values, interests, and social behavior may affect how he perceives and cognizes sensory data. Therefore, these factors might be influential in determining one's interpretation of the clothing worn by others.

Most research and textbook material concerned with how clothing may convey different impressions about the personality have concentrated on how the impression may be altered by changing the feeling tone of the garment. Little regard has been given to how the personality impression formed when the wearer is seen in fashionable clothing might

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3 See the work of Form and Stone, cited in the review of literature, p. 24 and the work of Rosencranz, cited on pp. 26-27.


5 See the review of literature, pp. 13-16.
differ from the impression structured as a result of viewing the same individual in out-of-fashion clothing. At the present time, however, the fashion element appears to be an increasingly important factor in the selection of clothing. Therefore, its role in clothing communication should merit further investigation.

The above considerations led to the beliefs that there was a need to understand more clearly the communicative role of clothing and that fashion was an important variable in determining the impression formed of others. Therefore, this study was designed to seek an answer to the questions: (1) How does the fashionableness of one's clothing alter the perception of the personality? and (2) How does this personality impression vary among different perceivers? It was considered necessary to control the social influences on the respondents as much as possible, since personal variables were selected for studying affects on the perceivers. This consideration led to the selection of a college population of women enrolled in their junior year of study for the respondents in this investigation.

A basic reason given for the concern of human beings with fashion is to raise their esteem level. Theorists and researchers on fashion motivation have indicated that fashionable clothing is desired as part of a striving to overcome feelings of inferiority.\(^6\) By wearing clothing that is in fashion one tends to gain a feeling of belongingness. Such human motives as the desire for approval, the desire for self-assertion, and the desire for conformity are given as causes for

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individuals continuously seeking changes which lie in the realm of fashion. Basic desires such as the desire to succeed, to gain control of the environment, to dominate people, and to excel are reported to be somewhat fulfilled by wearing fashionable items of apparel. Feelings of dominance or self-esteem are increased by being in fashion.

It would seem then that viewers would consider the fashionable-ness of the clothing worn when formulating judgments about the personality of the wearer. The relationship between fashion and the esteem motive led to the choice of words comprising the esteem syndrome proposed by Maslow for use in appraising the probable personality of clothed figures portrayed in a social situation and for determining how viewers might differ in this appraisal.

Values of Study

This study was planned with the idea that it would contribute to greater insight regarding clothing behavior by advancing knowledge about the communicative value of clothing. It was hoped that such an investigation would add to the knowledge regarding the symbolic meanings associated with clothing which, in turn, are related to the uses of clothing, factors considered in clothing choice. Leaders in the field have recognized a definite need for greater insight regarding how


perceiver variables may alter clothing communication. Empirical evidence is needed, however, to support with more concrete evidence the generalization: "Associations made with clothing cues depend to a fairly large extent upon the perceiver's unique frame of reference."10

Findings from this study might reveal information which could be inferred to represent knowledge about the clothing behavior of the respondents. Although at present not a great deal of empirical evidence is available, Hastorf, Richardson, and Dornbush11 have indicated there seems to be a strong positive relationship between the categories that people use to describe others and the categories they use to describe themselves. Feelings about clothing have been difficult to ascertain by more direct means of approach, as frequently individuals are reluctant to or incapable of expressing their true attitudes regarding their clothing behavior. Knowledge gleaned from learning how different types of respondents appraise others, in relation to their clothing, might, therefore, indirectly contribute to greater understanding of how individuals differ with regard to their personal feelings about their clothing.

9 See statements by Ryan and Treece in the review of literature, pp. 30-31.


Maslow\textsuperscript{12} asserted that for a healthy personality and satisfactory social adjustment one must have sufficient self-esteem which is, in part, dependent upon esteem accorded by others. Discerning aspects of clothing relating to esteem accordance could be helpful in teaching and advising about clothing choices to help in personality development and social adjustment.

The investigator is particularly interested in the clothing attitudes and problems of undergraduate college students. In addition to having taught clothing selection classes to home economics students she has been called upon from time to time to discuss clothing selection problems with different college groups. Knowledge related to the importance placed upon the fashion element by college women when perceiving new acquaintances and ways in which this perception might differ among individuals could be helpful in teaching and advising students with regard to their clothing problems. If fashionably clothed individuals receive a higher esteem rating by members of their peer group students should be aware of this factor and should take it into consideration in their wardrobe planning. They should consider how such a condition might relate to accomplishing some of their personal goals.

Students should also be made aware that others may not perceive clothing in the same way as they do. Therefore, they need to be tolerant when interpreting behavior on the basis of cues derived from the other's clothing. If factors in the perceiver's background affect

the interpretation of clothing cues, the interpretation might be quite
different from the intended meaning of the wearer or the interpretation
of others. The perceiver should be aware that her interpretation might
differ from other's interpretations, thus delaying in making snap judg­
ments about the wearer. Such considerations should lead to better
personal relationships among associates.

The intention of the author when this study was planned was that
the findings from this investigation contribute to a greater compre­
hension of the social and psychological needs met by clothing. Such
findings should be useful to those concerned with problems of clothing
selection in addition to contributing general knowledge about human
clothing behavior to the clothing and textile field. This knowledge,
in turn, should lead to greater understanding of the behavior of human
beings.
CHAPTER II

REVIEW OF LITERATURE

The review of literature which follows is concerned with two main topics: (1) literature related to person perception and (2) literature related to the communicative aspect of clothing. Additional references which proved helpful in formulating the hypotheses and developing the instruments are cited in the discussion of the method and materials of the investigation.

Literature Related to Person Perception

A selected review of literature relative to the process of person perception seemed pertinent since this investigation focused upon the influence of clothing in the perception of unknown persons. The ensuing discussion has concentrated upon the following aspects: (1) defining person perception, (2) the importance of person perception, (3) factors influencing the interpretation of a perception, and (4) the relation of clothing to person perception.

Defining person perception

Newcomb, discussing perception in general, defined it as a form of behavior in which objects are "sized up" in preparation for other

forms of behavior. As Newcomb's definition illustrates, when the term perception is used, in addition to denoting the awareness of the object conditions about us, it is understood that meaning is assigned to what is taken in by the sensory organs. According to F. H. Allport, cognition and perception are so closely interrelated that it would scarcely be feasible to consider one of them in isolation from the other.

The process by which impressions are formed of personalities is frequently referred to as person perception. Observations made about the intentions, attitudes, emotions, ideas, abilities, purposes, and traits of another person are a part of the person perception process. These observations about events that are, so to speak, inside the person are made on the basis of behavior manifested by the person. Instead of describing the sheer behavior of a person, the actions of another are translated into words such as fearful, aggressive, and boastful to store and relay impressions which are formed.

Newcomb pointed out that any object, event, or situation is "sized up" in relation to "something." Whatever this "something" is, it provides standards for interpreting new perceptions. As frames of references, which these standards constitute, become persistent, a person tends to perceive certain things in characteristic ways. Even

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though the mental picture formed may not always correspond with reality, a feeling of what to expect of certain people and certain places provides a basis for action.\textsuperscript{5} The belief is that a cue becomes a signal for a trait as a result of gaining meaning by frequently appearing in association with a particular trait.\textsuperscript{6}

The dominant belief in perception theory seems to be that one perceives a personality at first contact not by fragments pieced together, but as a unitary perception or an organized entity, resulting from a complex pattern of interrelating cues. The perceiver first observes an object identifiable as a person, then as a person to whom certain properties are attributable. The properties are inferred from the cues presented by the object person which the perceiver notices. Overall attitudes toward a person are then based on an evaluation of the properties attributed to him.\textsuperscript{7}

This evaluation of other persons is largely automatic, according to Tagiuri. He wrote that it is one of the things that we do without knowing much about the principles in terms of which we operate. Regardless of the degree of skill which one may have in appraising others, it is a process one engages in most of the time without paying much attention to how it is done, according to Tagiuri.\textsuperscript{8}

\textsuperscript{5}Newcomb, \textit{op. cit.}, pp. 95-96.


\textsuperscript{8}Tagiuri, \textit{Person Perception and Interpersonal Behavior}, p. ix.
Importance of person perception

The perception of persons or the process of making evaluations about the personalities of those we encounter on the basis of cues which are presented to the perceiver is a precondition for social life. For two people to engage in successful interaction each person must determine the qualities and statuses of the other, and then adjust his behavior accordingly. Asch stated that "to take our place with others we must perceive each other's existence and reach a measure of comprehension of one another's needs, emotions, and thoughts."^9

Factors influencing the interpretation of a perception

According to research findings pertaining to person perception numerous factors affect the interpretation of a perception when it concerns other persons. The situation or environmental field in which the person to be judged is embedded and the expressive cues provided by the stimulus person play a definite role in determining what will be interpreted. As was indicated in the introduction, another major factor influencing what is perceived relates to the perceiver and various aspects of his behavior.

Newcomb made clear that perception is not a matter of registering what is there.\(^10\) He indicated that perceptual behavior is

selective. One never notices all aspects of any situation. Instead, certain aspects are selected, and these noticed aspects may be internalized in different ways.

Newcomb believes at least three kinds of active processes are at work in most perception. First, perception involves a good deal of omitting since it is not possible to register every detail that is "there." What is omitted is largely determined by the nature of the motivation which is operating. Second, perception commonly involves adding or supplementing. Newcomb wrote that there is a tendency to see things, not as they actually occur, but as pictures in our heads. Third, perception involves the process of organizing or structuring whatever is available to be perceived. There is a sorting or placement of stimulus input. Both objective and subjective factors are responsible for how any given situation is perceptually organized. The objective factors concern those features of the situation which result in the same kind of perceptual structuring for all "normal" individuals. The subjective factors are those which vary with the individual perceiver; those factors which are imposed upon the situation by the perceiver.12

The perception of people, or the judgment of their personality characteristics from physical appearance, is an area in which the observer makes a great contribution to the percept, according to Allport.13 It has been pointed out by him and other writers on

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12 Ibid.

perception that both personal and social factors influence the contribution the perceiver makes to any given perceptual experience.

Allport and Sherif have both asserted that the culture influences considerably what people perceive and the way in which they conceptualize their perceptions. The society to which one belongs and the groups with which one associates within a society set norms for behavior which play a part in determining attitudes and beliefs. In turn, these attitudes and beliefs color perceptions. This process was described by Bruner when he pointed out that through socialization society patterns a man's interest and trains him to expect what is likely in that society. In doing this it gains a great measure of control, not only on man's thought processes, but also upon the material on which thought works, the experienced data of perception.

While the culture has considerable influence on what the individual perceives, personal factors also influence each perception. The internal state of the perceiver is of utmost importance in person perception. Bruner and Tagiuri indicated that persons in a state of fear or insecurity may not perceive behavior or draw inferences in the same way as those in a relaxed state. "We may be predisposed to perceive selectively the behavior of another, and to infer his character or

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14 Ibid., p. 265.
intentions in a manner congruent with our own needs," stated these writers.17

Basic values, needs, and particular interests of the observer also are believed to play a role in determining what is perceived. Postman, Bruner, and McGinnies18 reported that value orientation makes for perceptual sensitization to value stimuli. Such orientation also leads to perceptual defense against hostile or antagonistic stimuli. According to these researchers a value resonance seems to arise which keeps a person responding in terms of objects which are of value to him, even when such objects are absent from his immediate environment. The interests of the perceiver tend to determine his preference for the different types of available cues and what he sees in the cues he selects.19 It has also been learned, as a result of findings from research, that both basic and temporary needs of the perceiver may affect a perception.20


Relation of clothing to person perception

Social perception appears to be a more global process than a one-to-one response to cues received from the other. Judgments are made concerning the behavior of the person from the total environmental situation. The dress of an individual is considered a part of the environmental field which, in addition to the person, provides sensory data for the perception. Both Allport and Guilford have indicated that expressive behavior, of which dress is one form, has considerable bearing on the impression that is formed. Allport wrote that when personal information is lacking, appearance is one of the major means of deriving cues about a person.

Newcomb, Turner and Converse stated that primacy, vividness, and frequency of cues in the stimulus are factors which determine what is perceived. Clothing is one of the primary things the perceiver notices, either consciously or unconsciously, when viewing another person for the first time. Therefore, it is likely to serve as a basis for attributing properties to the person who presents the cues.

22 G. W. Allport, Pattern and Growth in Personality, p. 495.
24 Allport, Personality, A Psychological Interpretation, p. 500.
To summarize, person perception is a process by which the viewer attempts to understand the Other, a process which is necessary for any form of social interaction. The stimulus person and his environmental field provide sensory data which play a part in the perception of the view. In addition, variables found in the perceiver also determine how the perception is interpreted. These variables are both social and psychological in nature. Clothing is included as a part of the perceptual field in person perception. It is considered to be a form of expressive behavior, and, therefore, a cue to the personality. It can be a very dominant cue, particularly when other more revealing cues are absent.

**Literature Related to the Communicative Aspect of Clothing**

Psychologists, sociologists, anthropologists, economists, and home economists have theorized and made contributions to empirical knowledge regarding the role of clothing to forming impressions of others in the social interaction process. The following is a review of selected literature pertaining to this topic.

**Theoretical writing**

Several writers with a social or cultural orientation have expressed the role of clothing as a means of discerning the position in the social structure of those encountered in day-to-day situations. Writing in a former era, Veblen demonstrated the relationship between clothing and status in his discussion of conspicuous consumption. He
stated that in a highly industrialized, mobile society the individual
is exposed

... to the observation of many persons who have no other
means of judging of his reputability than the display of
goods (and perhaps breeding) which he is able to make while
he is under their direct observations.26

He further emphasized that there are a number of methods of putting
one's pecuniary standing in evidence, but

... expenditure on dress has this advantage over most
other methods, that our apparel is always in evidence and
affords an indication of our pecuniary standing to all
observers at the first glance.27

Linton, an anthropologist, wrote the following:

By indicating social status, clothing does much to facili­
tate the relations between individuals. It makes it possi­
ble for a stranger to determine at once the social category
to which the wearer belongs and thus avoid acts or attitudes
toward him which would be social errors.28

Another cultural anthropologist, Spier, indicated his belief
that clothing played a part in relations with others. He stated:

Infinite gradations of social position are markedly shown
among ourselves by differences in cloth, its cut and color,
and the manner in which dress is worn... Everywhere,
even minute differences in dress, posture, and bearing
unconsciously give stamp to the social relations between
individuals.29

26 Thorstein Veblen, The Theory of the Leisure Class (New York:
27 Ibid., p. 167.
28 Ralph Linton, The Study of Man (New York: Appleton-Century
29 Leslie Spier, "Inventions and Human Society," Man, Culture,
and Society, ed. by Harry L. Shapiro (New York: Oxford University
Press, 1956).
Goffman described status symbols as sign vehicles which "provide the cue that is used in order to discover the status of others and from this, the way in which others are to be treated." 30 Dress is included by Goffman as one of the behaviors which provides "an important symbol of membership in a given class, displayed during social interaction." 31

Davis, Gardner, and Gardner, 32 in writing about the social structure and social relations in the southern United States, included the "type of clothing worn" as one of the clues "to assist in the 'placing' of people," when listing the criteria used in the stratification of Old City.

The use of clothing as a means of discerning something about the personality of the wearer has been proposed by several social psychologists. Flugel made the following statements:

We can't see much of our bodies so it is through our clothes that we form a first impression of our fellow creatures. In the case of an individual whom we have not previously met, the clothes he is wearing tell us at once something of his sex, occupation, nationality, and social standing, and thus enable us to make preliminary adjustments to our behavior towards him, long before the more delicate analysis of feature and of speech can be attempted. . . . It is the indirect expression of an individual through his garments that enables us to judge at first glance whether the acquaintance is friendly, angry, frightened, curious, hurried or at ease. 33


\[31\] Ibid., p. 300.


Pear envision clothing as a mask for the self and closely related to impression management. Bruner and Tagiuri spoke of clothing as an "impression conveyer of personality." Hartmann pointed out that clothing owned and worn by an individual is accumulated through choices made by the individual. "Such critical choices," he stated, "do reflect something of the characteristics of the nature of the personality making them."

Treece attempted to show through a systematic study that theories of social psychology form a system of knowledge for understanding clothing behavior. She evolved four hypotheses which she recommended for testing. They are as follows:

1. The degree of importance which an individual attaches to clothing will relate to his self-concept.

2. First impressions of the personality of an individual are formulated on the basis of external appearance (of which clothing is a part).

3. Clothing makes real the role one is performing.

4. Clothing functions in social life as a status symbol.

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Empirical studies

Researchers have indicated that clothing is an important media in person perception. The following review of literature gives evidence of this fact.

Flaccus\textsuperscript{38} reported the findings of a study made by Hall. The majority of subjects in Hall's study, 181 female normal school students, thought clothing was a strong element in the appraisal of others.

Dearborn\textsuperscript{39} stated that the clothes a man wears are part of his whole personality. He further stated:

Fine, expensive clothing implies wealth of the wearer or else the having of wealthy friends; and well-fitting clothes in like degree imply taste and culture.

Dearborn, in 1917, conducted a study in which he analyzed the relationship between clothing judgments and success. His participants were twenty-four men and women, psychology students at Harvard, averaging twenty-eight years of age. In answer to a question of how success and clothes are related, these respondents replied that they believed that (1) being well-dressed inspires the confidence of others, (2) the personality of an individual is judged, first of all, by his external appearance, and (3) first impressions are lasting with many individuals.\textsuperscript{40}


\textsuperscript{40}Ibid., p. 56.
One of the early investigations concerned with motivations of clothing behavior was made by Hurlock. By use of a questionnaire she obtained data from 1,452 subjects, males and females, from sixteen to fifty-one years of age. She reported that estimates of a person are affected by the appearance of the person at initial meetings in practically every instance. Hurlock stated, "people of mature experience realize that first impressions of others count for much in life."

Silverman, in 1947, published a study dealing with the psychological aspects of clothing and appearance for teenage girls. Approximately 370 suburban girls, ranging in age from 12 to 18, responded to the author's questionnaire. She reported that one of the main elements operating in the choice of clothing was the belief in advantages in vocational and social areas to be achieved from good clothing and an attractive appearance.

Several investigations which concentrated on the psychological effects of clothing on the individual were made by Ryan. Her subjects included 1,072 college women and 239 high school students. The second most important reason given for being well dressed was that people are

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42 Ibid., p. 54.
44 Mary S. Ryan, Psychological Effects of Clothing (a study in four parts), New York, Cornell University Agricultural Experiment Station, Bulletin 882, 1952; Bulletin 898, 1953; Bulletin 900, 1953; Bulletin 905, 1954.
judged by their appearance. The most important reason given was that clothing exerts an influence on the sense of well-being, particularly in terms of self-confidence.

Form and Stone\textsuperscript{45} studied the social significance of clothing as it relates to occupational life. Their stratified random sample of 108 men from a town of 10,000 represented the full occupational range. A pertinent finding was that the meaning of clothing varied with occupational type. Dress was believed to be most effective for creating impressions on others in relatively impersonal and non-intimate situations.

The research reported thus far relied largely on verbal replies to questions. Findings are based largely on what people reported as their attitudes toward clothing. Edwards\textsuperscript{46} pointed out that attitude measurement by direct questioning has several limitations. Many individuals are reluctant to give public expression to their attitudes or feelings because of fear of social disapproval. He stated, "Only when the social atmosphere is free from felt or actual pressures toward conformity might we expect to obtain evidence about a person's attitudes by means of direct questioning." He also reported that, according to the findings of clinical psychologists and psychiatrists, some


individuals may not be aware of their feelings toward a given psychological object; that sometimes feelings about a psychological object are so mixed and confused that it is difficult for one to evaluate how he feels by introspective methods.

Bergler\(^47\) believes that basic motives for clothing behavior derive from the lower levels of consciousness. Thus, the validity of the responses in some of the earlier studies which relied heavily on direct questions might be debatable. Investigators who have designed recent studies concerned with this subject have attempted to procure their data by more indirect methods.

The first research in which clothing was a cue to person perception in an experimental situation is believed to have been done by Hoult.\(^48\) The two experiments in his study focused primarily on the extent to which various types of clothes may alter status ratings of men. Hoult's first experiment indicated that the college student judges were not affected by clothing when they judged college men they knew on status items. In a second experiment, where photographs of men's heads and clothed bodies were interchanged, clothing was found to be associated with the attractiveness ratings of the stimuli-persons. Higher ranked clothing, determined on "appropriateness for college students" by ten independent judges, was consistently associated with the men who

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\(^48\) Thomas Ford Hoult, "Clothing as a Factor in the Social Status Rating of Men" (unpublished dissertation, University of Southern California, 1951).
rose in rank. The lower ranked clothing was associated with the men who lost in rank. Hoult concluded that "clothing may play an important and measurable part in structuring the nature of interpersonal relationships under certain circumstances."

Rosencranz\(^{49}\) used a modified Thematic Apperception Test to determine (1) the degree to which clothing is used as a guide in identifying the role and status of unknown persons and (2) the various shades of meaning attached to clothing in particular social situations. This projective technique was chosen based on the belief that an individual required to interpret an ambiguous social situation is apt to reveal his own personality in the process. Seven drawings depicting incongruities between clothing and other attributes of the characters and the background in the drawings were designed so that details associated with current fashions were not emphasized. The Clothing TAT was administered to eighty-two married women who constituted a stratified random sample, based on the husband's occupation. Rosencranz reported that women with high clothing awareness scores were of the upper social class, belonged to a greater number of organizations, had a higher educational level, had a higher income, subscribed to a greater number of magazines, had higher verbal intelligence, and had husbands in the white-collar

occupational group. Social class and all its related indices were reported to have significant relationships to clothing awareness. Rosencranz concluded that clothing is important in determining role and status of unknown persons.

Bathke\(^{50}\) patterned a study after the method used by Rosencranz to investigate ethnic responses to clothing. She attempted to determine the meaning that Mexican-American women living in Texas attach to their clothing and how these meanings may differ from those held by Anglo-American women living in the same state. The relative clothing awareness of the two groups was determined also. Ninety-one Mexican-American women and forty-two Anglo-American women were given thematic apperception tests modified for clothing content and analyzed for cultural, as well as socioeconomic effects. The Mexican-Americans were significantly less cognizant of clothing than were the Anglo-Americans. The two groups generally associated slightly varying symbolic meanings with clothing. Mexican-Americans most frequently mentioned age-related incongruities, while Anglo-Americans generally mentioned social status-clothing incongruities.

Douty\(^{51}\) designed a study to observe the part clothing plays in structuring perceptions of persons. Women judges, using an eleven-


point, equal-appearing interval, bi-polar continuum, rated colored slides of four stimuli women on personal traits and socioeconomic status. Each stimulus person was rated in four different costumes. Each of the costumes was planned to show a difference in affective or feeling tone, achieved through varying color, fabric, styling or accessories. Douty reported that significant differences in ratings of social status and personal traits were found to be associated with changes in clothing. She concluded that clothing did generally have an influence on the judges' impressions of these persons.

Lasswell and Parshall\textsuperscript{52} conducted an experimental study to determine the extent to which reliable judgments of social class status of persons might be made from photographs. The photographs were so arranged that a separate rating was obtained for the head, the clothed body, and the complete photograph of each man. These researchers reported that the judgments of social class from the bodies corresponded more closely to the ratings given the complete photographs than did those from the heads. From this they concluded that probably the whole person is judged more by some elements from the clothes-posture-body morphology-hands complex than by elements from the head-face expression complex. Clothing was not controlled as one of the variables in this study, but student subjects were asked at the end of their interviews what factors had affected their judgments. References to clothing and accessories outweighed all other factors. These researchers also

concluded that the shape of the head, grooming of the hair, facial features and expression are not very effective factors in the judgment of social class from photographs if the body and clothing are present.

The major concerns of Dickey's study were how clothing judgments communicate certain aspects of the self and how this communication could be modified due to the perceiver. The college women subjects viewed four black and white sketches of pairs of clothed figures, mirror-image models differing only in the lines of the costume from simple to more complex, while responding to check lists of terms based on Maslow's description of high and low self-esteem characteristics. After completing this task, the subjects were asked to look at each picture again and indicate the clothed-figure with which the subject identified. Dickey reported that the student subjects who differed in level of self-esteem and security-insecurity reflected differences in their use of words to describe pictures of clothed-figures. "Thus," she stated, "they appeared to judge these figures as a result of the projection of certain aspects of the self." Dickey interpreted this to mean that the communicative value of clothing is lessened and made less clear because of certain personality factors of the perceiver.

Analysis of research

The research reviewed does give evidence that clothing is used as a media in interpreting the status and behavior of unknown persons. However, the findings related to this topic are limited.

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Ryan\textsuperscript{54} made a plea for more empirical knowledge related to whether or not there is agreement among perceivers about what is viewed. She noted that both Form and Stone\textsuperscript{55} and Rosencranz\textsuperscript{56} have indicated that people from different socioeconomic groups perceive clothing differently. Neither of these studies, however, completely answers the following question posed by Ryan:

\begin{quote}
What is the influence of the viewer on the perception of others or how do individuals differ in their perception of a person, and does this differ with the clothing of the subject being viewed?\textsuperscript{57}
\end{quote}

Ryan has stated that there is a need

\begin{quote}
... to inquire into the personality, the values and attitudes, including prejudices, of the individual observer to see the effect of these on his perception of people. We know from other studies in perception that the values and interests of the viewer have an influence on what he perceives. It seems reasonable, therefore, to hypothesize that these would influence how he perceives people due to their clothing.\textsuperscript{58}
\end{quote}

It is important to know if one is perceived by others the way one believes he is perceived. It is what one \textit{thinks} others think of him which determines his estimate of himself, his personality and his behavior, including his clothing behavior. Treece has stated:

\begin{quote}
The personality and character one thinks his clothing portray may be quite different from that perceived by
\end{quote}


\textsuperscript{55}Form and Stone, \textit{Social Significance of Clothing in Occupational Life}.

\textsuperscript{56}Rosencranz, "The Application of a Projective Technique."

\textsuperscript{57}Ryan, \textit{Clothing: A Study in Human Behavior}, p. 28.

\textsuperscript{58}\textit{Ibid}.
others. Therefore, it behooves us to learn what kinds of clothing contribute to making the impression we hope to make.59

Dickey60 has shown that the personality of the viewer may affect the communicative value of clothing. This contribution seems to be a beginning toward understanding the role of the viewer in clothing perception, but, as pointed out by both Ryan and Treece, further contributions to this area of knowledge are needed if clothing behavior is to be fully interpreted.

In this chapter an attempt has been made to familiarize the reader with theory and findings related to the person perception process and to explain the relationship of clothing to person perception. A review of both selected theoretical writing and empirical studies on the relation of clothing to impression formation was presented. The need for more research which would explain the perceiver's role in determining the communication offered by clothing was made evident. This review of literature led to the formulation of a problem related to this topic for empirical investigation. The method of studying this problem and the materials of investigation are presented in the following chapter.


60 Dickey, "Projection of the Self Through Judgments of Clothed Figures."
CHAPTER III

THE METHOD AND MATERIALS OF INVESTIGATION

The discussion presented in this chapter includes the following:
(1) design of the study; (2) definitions of terms; (3) assumptions;
(4) limitations of the findings; (5) selection and development of
measures; (6) setting of the study and selection of sample; (7) admin-
istration of instruments; (8) retest for reliability, and (9) treat-
ment of data.

Design of the Study

After reviewing the literature related to the communicative
aspect of clothing the need for research concerning the influence of the
viewer on the perception of others and how the perception of others
differs with the clothing viewed became evident. Researchers, to date,
have devoted little attention to studying how members within a social
group may differ in their clothing perception, and how various attri-
butes of the clothing viewed may affect the perception of the viewer.
Therefore, this study was designed for the purpose of adding to the body
of knowledge concerned with the perception of clothing.

The investigation was limited to one social group. In defining
the boundaries of the study the decision was made to investigate the
following:

1. If clothing varies in its communicativeness with variance
   in fashionableness when it is used as a media for according
   esteem to others.
2. If viewers who differ on the following variables differ in their perception of clothing as a media for accordance of esteem to others when fashion is the clothing variable:

   a. basic values or dominant interests.
   b. level of security-insecurity.
   c. level of interest in fashion.

The variables in this study were selected for the following reasons. Fashion was chosen as the clothing variable because the investigator believed that this was a neglected aspect of clothing communication. She was not aware of any recent study which was concerned with this particular facet of clothing symbolism. Maslow's\textsuperscript{1} empirically derived dominance-esteeem syndrome of words was selected for appraising the personalities of others. This choice was made because fashion theorists and researchers have indicated that a major reason for individuals following fashion is to raise their ego or self-esteem level; therefore, it seemed likely that one would accord esteem to others on the basis of the fashionableness of their clothing. Perception theorists and researchers have indicated that some of the factors which cause people's perceptions to vary are their basic values or dominant interests, their interests in a psychological object, and their level of personal security. Thus, these three perceiver variables were selected for investigation when trying to determine if viewers differed in their impression of others when the other's clothing varied in fashionableness.

A carefully controlled situation was required to secure reliable data on the fashion variable related to clothing perception and clothing

\textsuperscript{1}Maslow, "Dominance-Feeling, Behavior, and Status," pp. 404-29.
communication. It was decided that intervening variables could best be eliminated by asking the respondents to appraise on a rating scale the personality of drawings of faceless clothed figures, depicted in social situations appropriate for the clothing. Two similarly clothed figures, varying in the fashionableness of the costume, were needed for each social situation. Appropriate instruments were also required for measuring the perceiver variables; basic values or dominant interests, security-insecurity, and fashion interest.

After reviewing literature related to the established variables four hypotheses were established for testing. These hypotheses and their bases for derivation are presented as follows:

**Hypothesis 1.** A significantly greater number of respondents will rate the in-fashion figure higher than the out-of-fashion figure on the dominance-esteem syndrome.

Hurlock\(^2\) indicated that one of the chief values of clothing is that it enables people to advertise themselves in a way that will win the attention and admiration of others. She reported that a large percentage of those who conform to fashion in dress primarily do so because they fear social disapproval. These fears were listed as (1) fear of ridicule because one's clothing is different, (2) fear that one will be judged too poor to buy fashionable models, (3) fear that one will be judged lacking in self-respect, and (4) fear that one will be thought to be lacking in the understanding of the importance of external appearance.

Barr concluded that the desire to conform was the most diffused and most significant attitude involved in the psychological choice of dress. According to Silverman, clothing and appearance can be important means of satisfying certain needs or desires: approval, sexual attractiveness, and self-confidence.

Homans described esteem as the "actual social approval many members emit to one of their number." He stated:

A man's status in a group is a matter of the stimuli his behavior toward others and others' behavior toward him--including the esteem they give him--present both to the others and to himself, stimuli that may come to make a difference in the future behavior of all concerned.

These findings and reports led to the conclusion that there should be a relationship between the level of esteem accorded to one and the fashionableness of the clothing worn.

Hypothesis 2. The emphasis placed upon fashion when rating similarly dressed pairs of clothed figures on the dominance-esteem syndrome will differ among those with different basic values or dominant interests.

Ryan pointed out that the interpretation of what is seen is determined by basic values as well as by the situation itself. She suggested that basic values or dominant interests operate as a directive or motivating force in behavior and in decision-making in relation to


clothing, just as in other forms of behavior. Lapitsky\textsuperscript{7} found a positive correlation between the aesthetic, economic, social, and political values as determined by the Allport, Vernon, Lindzey values test\textsuperscript{8} and her clothing value scale.

Basic values or dominant interests have been related to various aspects of clothing behavior. Newman, Hickerson, and Byrer\textsuperscript{9} found that women who scored high on economic, aesthetic, or political values were also high on clothing interest. A negative correlation occurred between clothing interest and scoring high on either religious or theoretic values. Creekmore\textsuperscript{10} reported that the use of clothing as a status symbol was related to the political value more often than to any other value, and that interest in the symbolic meaning communicated in the use of clothing was related almost exclusively to the aesthetic value.

Ryan\textsuperscript{11} pointed out that evidence suggested that basic values are reflected in clothing values, and that these, in turn, are related to specific clothing attitudes, interests, choices, and to behavior in the


\textsuperscript{9}This research was reported by H. Cantril and Gordon W. Allport, "Recent Applications of Study of Values," \textit{Journal of Abnormal and Social Psychology}, Vol. 28 (1933), pp. 259-73.


selection and use of clothing. No studies were found in which an attempt was made to determine how the basic values or dominant interests of the viewer might affect his perception of another person with clothing as the variable.

**Hypothesis 3.** The median for the difference scores on the Fashion Response Measure will be significantly higher in the socially insecure group of respondents than the median for the difference scores in the socially secure group.

A difference in clothing behavior has been manifested by socially secure and socially insecure women. Lapitsky\(^{12}\) found that the aesthetic clothing value was more important than the clothing value related to the desire for social approval and conformity for the socially secure women in her study. The opposite was found to be true for those in the socially insecure group. Aiken\(^{13}\) reported high scorers on interest in clothing tended to be insecure. Ryan\(^{14}\) proposed the theory that if clothing is a means of bolstering self-esteem and seeking acceptance those persons who have the greatest sense of security or self-confidence would see clothing differently than those who were less sure of themselves. Dickey’s\(^{15}\) finding that the self seems to be projected into the perception of clothed figures supports the belief

\(^{12}\) Lapitsky, "Clothing Values and Their Relation to General Values."


\(^{14}\) Ryan, Clothing: A Study in Human Behavior, p. 6.

\(^{15}\) Dickey, "Projection of the Self Through Judgments of Clothed Figures."
that the perception of others in relation to the fashionableness of their clothing might differ between those who are socially secure and those who are socially insecure. This is congruent with perceptual theory that one tends to act toward another from the standpoint of his own feelings.  

Hypothesis 4. The median for the difference scores on the Fashion Response Measure will be significantly higher in the high fashion interest group of respondents than the median for the difference scores in the low fashion interest group.

Interest in something is a "liking" for a class of things as opposed to indifference or dislike. As interest in a field increases, more attention is given to that subject. Consequently, the more a person is interested in a subject the more he will perceive things related to it. Therefore, a person interested in fashion, as it applies to clothing, will like fashionable clothes and will be observant of them. He is more likely to use this aspect of clothing as a basis for making judgments of others than would someone with a low interest in fashion.  

Definition of Terms

Throughout the study certain terms were used in a particular way. The following definitions summarize the intended interpretations for the purpose of this research.

1. Clothed figure--drawing of a normal appearing figure of a young woman with the facial details eliminated.


2. Clothing, dress—any treatment or addition applied to the body which might serve for the purpose of adornment.

3. **Composite difference score**—the difference between the sum of the scores representing the esteem rating for the in-fashion figures as a group and a sum representing the similar rating for the out-of-fashion figures as a group.

4. **Difference score**—the difference between the score representing the esteem rating of the in-fashion figure and that representing a similar rating for the corresponding out-of-fashion figure.

5. **Dominance-esteeem syndrome**—a group of words offered by Maslow for describing the dominance or esteem level of college women (Appendix B).

6. **Dominant interest, basic values, or general values**—that which was determined in this investigation by the administration of *A Study of Values*, a scale for measuring dominant interests in personality.

7. **Fashion**—the clothing style prevailing at a given time.

8. **High fashion interest scorer**—a respondent who demonstrated that she is knowledgeable about fashion trends and that she tends to spend more time, money, thought, and energy on fashion as it related to clothing than the average person.

9. **In-fashion figure**—drawing of a person clothed in apparel and accessories, of which the styles were available in department stores or were shown in current fashion magazines and advertisements at the time the data were collected. Most of the age category included in this study were wearing these styles at the time the study was planned.

10. **Low fashion interest scorer**—a person who demonstrated little knowledge of fashion trends and who indicated that she spent less time, money, thought, and energy on fashion as it related to clothing than the average person.

11. **Out-of-fashion figure**—drawing of person clothed in apparel and accessories, some of which were no longer available in department stores nor were they shown in current fashion magazines or advertisements at the time the data were collected. Most of the age category included in the study were not wearing these styles at the time the study was planned.
12. **Personality appraisal or assessment**—judgment made by a perceiver or respondent concerning the behavior and status of another person on the basis of appearance.

13. **Respondent, participant, viewer, or perceiver**—a person between the ages of eighteen and twenty-five, enrolled as a junior in college, who completed the instruments used to collect the data for this investigation.

14. **Style**—a particular form of clothing expression, recognizable by distinguishing traits or characteristics.

**Assumptions**

The following assumptions were made when this study was designed:

1. The words identified by Maslow as representing high and low levels of esteem would have similar meaning to the respondents in the study.

2. The respondents in the study who represented a relatively constant social group would differ in their basic values, their level of security-insecurity, and in their interest in fashion.

3. Viewers do use clothing as a basis for making judgments about personalities of unknown persons.

4. The respondents would make the same form of judgment when responding to the faceless stimuli pictures as they would when encountering a similarly dressed unknown person.

5. Clothing behavior is an aspect of social behavior and therefore research and theory relating to perception from the field of social psychology are applicable to understanding clothing perception.
Limitations of Findings

When this investigation was planned it was recognized that the findings would be limited in the following ways:

1. The ability of the stimuli picture to portray fashion in clothing. Silhouette, detail, fabric, and color determine the fashion-ability of clothing. The instrument used was limited to portraying fashion through silhouette and detail.

2. The personality characteristics on which the stimuli pictures were judged.

3. The personality variables of the perceivers examined in this study.

4. Groups similar to the population of the study. The respondents were a random sample of women enrolled in their junior year at a state university located in a small town in the eastern section of the United States.

Selection and Development of Measures

Four instruments were used to collect the data in the study. They were (1) a measure to determine the respondents' awareness of fashion in assessing personalities; (2) a scale for measuring basic values or dominant interest in personality; (3) a test for measuring the level of security-insecurity of the respondents; and (4) an inventory for measuring the level of fashion interest. In addition, a data sheet was used to secure certain background information about the respondents and to determine which illustration of each pair constituting the
measure for determining fashion awareness the respondent deemed to be the more fashionable.

**Fashion Response Measure**

This instrument was developed to ascertain the importance of fashion as an element in the appraisal of unknown persons. It consisted of two parts: (1) drawings of clothed stimuli-figures and (2) a scale for recording the impression of the personalities of the clothed figures. The following discussion includes the procedure and rationale used in developing the parts of this instrument and the pretest situation.

**Procedure and rationale in developing instrument**

**Drawings of clothed stimuli-figures**

The stimuli presented to the respondents consisted of twelve black and white drawings, each depicting a clothed figure in a social situation (See Appendix A). The clothed figures were portrayed against six different social backgrounds; the park, the library, the church, the office, the beach, and the store. The two clothed figures in similar social situations differed in the fashionableness of their attire. Facial features were omitted in the drawings in order to place emphasis on the clothing. Black and white drawings were used to eliminate the influence of color as a variable.
The following criteria were used in developing the figures:

1. The pairs of figures in the same social situation were to be similar in size and build.

2. The clothing of the figures was to be suitable for the occasion portrayed in the social situation.

3. The garments on the figures in the same social situation were similar in type, e.g., suits, dresses, bathing suits.

4. The designs on the figures in similar social situations were planned to be similar in degree of sophistication and simplicity-complexity as permitted by fashion. (This is one feature of fashion change, and, therefore, the designs could not be completely equated on this aspect.)

5. All the clothes portrayed had been worn by women between the ages of eighteen and twenty-five during the past seven to eight years.

6. The figures in the similar social situation differed in the fashionableness of their clothing as set forth in the definitions of in-fashion and out-of-fashion clothing under definitions of terms. (See pp. 39-40.)

Current and out-of-date fashion magazines and pattern books as well as current newspaper advertisements were used in deciding the actual clothing and hair styles to be portrayed on the figures. The out-of-fashion clothing was featured in publications of the early 1960's.

A group of stimuli pictures was evaluated by ten judges who were knowledgeable about fashion and the various social roles of young women. All of the judges were or had been textile and clothing majors either at
the college undergraduate or graduate level. Some of the judges had college teaching experience in the area of textiles and clothing. Several were graduate students majoring in textiles and clothing who had recently completed their undergraduate education. A few had business experience in the area of fashion merchandising. All of the judges were between twenty and forty-five years of age.

The investigator interviewed each judge individually and the following questions were asked:

1. For each social situation, which clothed figure do you consider to be the more fashionable?

2. Do you think that most of the eighteen to twenty-five age group are wearing the styles you designated as most fashionable? (Answer yes or no for each picture.)

3. Do you think that most of the eighteen to twenty-five age group are now wearing the styles you designated as least fashionable? (Answer yes or no for each picture.)

4. Do you feel that any of the pictures do not fulfill the criteria used in their development? (Interviewees were presented with a copy of the criteria.)

5. Do you feel that there is anything about any picture that would detract from or interfere with the purpose of this investigation?

The judges were in unanimous agreement as to which of the paired garments was more fashionable. Minor suggestions for changes were offered. These alterations were incorporated into the drawings.

The final drawings were reproduced so that each respondent had a copy to view as she reacted to the picture. Each drawing was identified by a number and by a name which designated the social situation.
Personality appraisal form

Maslow's words describing dominance or self-esteem feelings were used as a basis for formulating the personality appraisal scale. This choice was made in order to limit the items of assessment to one syndrome of traits appropriate to the fashion variance in the costumes of the stimuli-figures. Maslow utilized interviews and case histories to determine the feeling and attitudinal syndromes characteristic of dominant and nondominant women. He reported that the individual with high feelings of dominance is characterized by self-confidence, self-esteem, high self-respect and evaluation of self, consciousness or feeling of "superiority" in a general sense, a feeling of sureness with other people, a feeling of being able to handle other people, a feeling of masterfulness and of mastery, a feeling that others do and ought to admire and respect one, a feeling of general capability, and absence of shyness, timidity, self-consciousness or embarrassment.

Maslow's findings concerning the identifiable components of low dominance-feelings are...


21Ibid., p. 408.
Maslow later included "love of adventure, novelty, and new experience" when he described high dominance-feelings and "more conservative" when he described low dominance-feelings. Eisenberg subsequently validated these words of Maslow by personality inventories and by a short interview in which self-estimates and personality data in several fields were obtained. He included 130 Barnard women in his study.

Individuals have different degrees of the traits Maslow used in describing dominance-feelings. Therefore, a rating scale with words of opposite meanings placed at the ends of continua was believed to be the most satisfactory form of instrument for the appraisal of the personality of the clothed figures. Twelve sets of opposite meaning words were selected from Maslow's words used to describe those with high and low dominance-feelings. Traits selected for the rating scale were those more likely to be appraised from one's appearance.

A seven-point scale was used (see Appendix B). One and seven represented extreme degrees of the trait, while four represented an average or neutral point. Allport reported that some evidence exists for saying that a seven-point scale is the most desirable. Scales with more than seven intervals provide for a high degree of discrimination that lowers reliability. Raters can hardly discriminate so many steps.

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24 Allport, Pattern and Growth in Personality, p. 418.
consistently. Fewer intervals than seven are too coarse. A smaller number than seven is believed to be wasteful of the rater's discriminatory powers.

Four sets of words were placed on the continua in opposite order from the other eight sets. This was done to avoid a response set in the respondent.

An identical rating scale was provided for each picture. The respondent was asked to identify the picture rated by placing the name and number of the picture at the top of the rating scale.

Pretesting

The pictures and the rating scale were pretested with two groups of freshmen home economics students. Oral instructions were given and the words on the rating scale were reviewed to ensure that their meanings were understood. An overhead projector was used to show the pictures. The two clothed figures portrayed in the same social situation were placed on the screen together for one group of respondents. For the other group, the figures were presented in a random order, one clothed figure at a time. Nine sets of figures, or a total of eighteen figures, were rated by the respondents.

After the ratings were completed the respondents were shown the figures a second time. Clothed figures portrayed in the same social situation were placed on the screen together for both the group who viewed the pictures individually and for the group who viewed them in pairs. The respondents were asked to indicate which clothed figure in each social situation they believed to be the more fashionable.
It was determined that the students could easily use the rating scale for appraising the clothed figures without hesitancy or difficulty. The scale was found to be internally consistent when the ratings were examined. These raters were in agreement with the group of judges who evaluated the pictures as to which clothed figure in each social situation was considered the more fashionable.

The decision was made to portray the figures individually, rather than in pairs, since this seemed to represent a more realistic first-meeting situation for personality appraisal. It also avoided a direct comparison of the two figures. In addition, the pretest was valuable in selecting the sets of pictures for inclusion in the final instrument.

Scale for Measuring Basic Values or Dominant Interests

Allport, Vernon, and Lindsey's *Study of Values* was selected to measure the dominant interest of the respondents. This instrument is based upon Eduard Spranger's *Types of Men*. Spranger defends the view that the personalities of men are best known through a study of their values or evaluative attitudes. These six "ideal types" of men are described as follows:

1. **The Theoretical.** The dominant interest of the theoretical man is the discovery of truth. In the pursuit of this goal he characteristically takes a "cognitive" attitude, one that looks for identities and differences; one that divests itself of

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judgments regarding the beauty or utility of objects, and seeks only to observe and to reason. Since the interests of the theoretical man are empirical, critical, and rational, he is necessarily an intellectualist, frequently a scientist or philosopher. His chief aim in life is to order and systematize his knowledge.

2. The Economic. The economic man is characteristically interested in what is useful. Based originally upon the satisfaction of bodily needs (self-preservation), the interest in utilities develops to embrace the practical affairs of the business world—the production, marketing, and consumption of goods, the elaboration of credit, and the accumulation of tangible wealth. This type is thoroughly "practical" and conforms well to the prevailing stereotype of the average American businessman.

... The economic man wants education to be practical, and regards unapplied knowledge as waste. ... In his relations with people he is more likely to be interested in surpassing them in wealth than in dominating them (political attitude) or in serving them (social attitude). ...

3. The Aesthetic. The aesthetic man sees his highest value in form and harmony. Each single experience is judged from the standpoint of grace, symmetry, or fitness. He regards life as a procession of events; each single impression is enjoyed for its own sake. He need not be a creative artist, nor need he be effete; he is aesthetic if he but finds his chief interest in the artistic episodes of life.

... In social affairs he [the aesthetic man] may be said to be interested in persons but not in the welfare of persons; he tends toward individualism and self-sufficiency. Aesthetic people often like the beautiful insignia of pomp and power, but oppose political activity when it makes for the repression of individuality.

4. The Social. The highest value for this type is love of people. In the Study of Values it is the altruistic or philanthropic aspect of love that is measured. ... The social man prizes other persons as ends, and is therefore himself kind, sympathetic, and unselfish. He is likely to find the theoretical, economic, and aesthetic attitudes cold and inhuman. In contrast to the political type, the social man regards love as itself the only suitable form of human relationship. Spranger adds that in its purest form the social interest is selfless and tends to approach very closely to the religious attitude.
5. The Political. The political man is interested primarily in power. His activities are not necessarily within the narrow field of politics; but whatever his vocation, he betrays himself as a Machtmensch. Leaders in any field generally have high power value. Since competition and struggle play a large part in all life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for a direct expression of this motive is uppermost, who wish above all else for personal power, influence, and renown.

6. The Religious. The highest value of the religious man may be called unity. He is mystical, and seeks to comprehend the cosmos as a whole, to relate himself to its embracing totality. Spranger defines the religious man as one "whose mental structure is permanently directed to the creation of the highest and absolutely satisfying value experience." Some men of this type are "immanent mystics," that is, they find their religious experience in the affirmation of life and in active participation therein. A Faust with his zest and enthusiasm sees something divine in every event. The "transcendental mystic," on the other hand, seeks to unite himself with a higher reality by withdrawing from life; he is the ascetic, and, like the holy men of India, finds the experience of unity through self-denial and meditation. In many individuals the negation and affirmation of life alternate to yield the greatest satisfaction.26

A "forced choice" method is used in the scale to ascertain preferences. Each of the six values is paired an equal number of times with each of the remaining five. In the complete test there are 120 answers, 20 of which refer to each of the six values. The questions are based upon a variety of familiar situations. Two alternative answers are provided in Part I; four alternative answers in Part II.27

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26 Ibid., pp. 4-5.
27 Allport, Pattern and Growth in Personality, pp. 453-457.
Several considerations led to the selection of this instrument. According to Allport, the subject cannot see clearly what the test's aim is, nor what diagnostic significance his reply may have in the final scoring. Therefore, the scale is not easily faked according to Allport. The items were selected so that in a large population they have equal popularity, thus precluding the response set of social desirability.

The authors reported that the test-retest reliability ranges from .84 to .93 for the six values. The item-reliability was reported to be very high and, according to Allport, the preference for each item agreed on the average with the total preference score to a marked degree.

The test was validated by comparing scores on the test with occupations of selected respondents. Engineers have relatively high theoretical and economic values, clergymen have relatively high religious and social values, students of business administration relatively high economic and political values, and artists have relatively high aesthetic values.

The Study of Values was designed to be used with a college population or the equivalent and has been widely used in clothing behavior research, as well as in other forms of personality research. Approximately twenty minutes are required to complete the scales. It

\[28\] Ibid.
was deemed to be the most satisfactory instrument available for determining the dominant interests of the respondents in this study.

The Security-Insecurity Scale

The S-I Inventory, developed by Maslow and associates, was selected for measuring the security-insecurity level of the respondents. The test consists of seventy-five questions. Approximately half the questions when answered "yes" indicate security; the other half when answered "yes" indicate insecurity.

This inventory was constructed as a by-product of clinical and theoretical research with the concept of emotional security. A large number of individuals who were known to be either secure or insecure was studied. Maslow reported that autobiographies were obtained from students who were well known to the author and those definitely secure or insecure were interviewed. Notes were made on their specific behavioral and personality characteristics and these were checked and validated against previously known subjects. Maslow pointed out that this may fairly be called clinical validation of the characteristics of the people known to be secure or insecure. Several forms of the inventory were administered before the final form was derived.


Fourteen subsyndromes are given in providing a precise definition of security-insecurity. They are as follows:

<table>
<thead>
<tr>
<th>Insecurity</th>
<th>Security</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Feeling of rejection, of being treated coldly and without affection, or of being hated, or being despised.</td>
<td>1. Feeling of being liked or loved, of being accepted, of being looked upon with warmth.</td>
</tr>
<tr>
<td>2. Feelings of isolation, ostracism, aloneness, or being out of it; feelings of &quot;uniqueness.&quot;</td>
<td>2. Feelings of belonging, of being at home in the world, of having a place in the group.</td>
</tr>
<tr>
<td>3. Constant feelings of threat and danger; anxiety.</td>
<td>3. Feelings of safety; rare feelings of threat and danger; unanxious.</td>
</tr>
<tr>
<td>4. Perception of the world and life as dangerous, threatening, dark, hostile, or challenging; as a jungle in which every man's hand is against every other, in which one eats or is eaten.</td>
<td>4. Perception of the world and life as pleasant, warm, friendly, or benevolent, in which all men tend to be brothers.</td>
</tr>
<tr>
<td>5. Perception of other human beings as essentially bad, evil, or selfish; as dangerous, threatening, hostile or challenging.</td>
<td>5. Perception of other human beings as essentially good, pleasant, warm, friendly, or benevolent.</td>
</tr>
<tr>
<td>6. Feelings of mistrust, of envy or jealousy toward others; much hostility, prejudice, hatred.</td>
<td>6. Feelings of friendliness and trust in others; little hostility; tolerance of others; easy affection for others.</td>
</tr>
<tr>
<td>7. Tendency to expect the worst; general pessimism.</td>
<td>7. Tendency to expect good to happen; general optimism.</td>
</tr>
<tr>
<td>8. Tendency to be unhappy or discontented.</td>
<td>8. Tendency to be happy or content.</td>
</tr>
<tr>
<td>9. Feelings of tension, strain or conflict, together with various consequences of tension, e.g., &quot;nervousness,&quot; fatigue, irritability, nervous stomach, and other psychosomatic disturbances; nightmares; emotional instability,</td>
<td>9. Feelings of calm, ease, and relaxation; unconflicted; emotional stability.</td>
</tr>
</tbody>
</table>
Insecurity (cont’d.)

vacillation, uncertainty, and inconsistency.

10. Tendency to compulsive introspectiveness, morbid self-examination, acute consciousness of self.

11. Guilt and shame feelings, sin feelings, feelings of self-condemnation, suicidal tendencies, discouragement.

12. Disturbances of various aspects of the self-esteem complex, e.g., craving for power and for status, compulsive ambition, over-aggression, hunger for money, prestige, glory, possessiveness, jealousy of jurisdiction and prerogative, overcompetitiveness and/or the opposite; masochistic tendencies, overdependence, compulsive submissiveness, ingratiations, inferiority feelings, feelings of weakness and helplessness.

13. Continual striving for and hunger for safety and security; various neurotic trends, inhibitions, defensiveness, escape trends, ameliorative trends, false goals, fixations on partial goals; psychotic tendencies, delusions, hallucinations, etc.


Security (cont’d.)

10. Tendency to outgoingsness; ability to be world-, object-, or problem-centered rather than self- or ego-centered.


12. Desire for strength or adequacy with respect to problems rather than for power over other people; firm, positive, well-based self-esteem; feeling of strength; courage.

13. Relative lack of neurotic or psychotic tendencies; realistic coping systems.

14. "Social interest" (in Adlerian sense); cooperativeness, kindliness, interest in others; sympathy.

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Maslow pointed out that there is an overlapping of the fourteen sub-aspects of the security-insecurity concept which forms the syndrome. All parts are not discrete and independent of each other.  

Webster made the following comment in reviewing this instrument:

The analysis which preceded the final test included procedures which minimized response bias, eliminated differences due to age, sex, religion, and, to a limited extent, culture, and balanced the test so that the fourteen descriptive aspects of the generalized unitary concept of Security would each be represented by approximately equal numbers of items.

Better than average data concerning reliability and validity are presented in the manual. ... The reliability is likely to remain in the high .80's. ... It may be said that it is doubtful if there are any other personality tests, the authors of which have exercised such great care to insure item validity. The test can be recommended without reservations as a valid measure of security-insecurity, as this trait is described by the authors.

Several other considerations led to the decision to use this instrument. The test is easily scored. It is suitable for use with college students. Administration time was given as ranging between fifteen and twenty-five minutes.


The Fashion Interest Inventory

The Fashion Interest Inventory was developed to measure the level of fashion interest of the respondents. Items for this instrument were chosen with the assumption that a person with high fashion interest would indicate the desire to devote more time, money, energy, and thought to fashionable clothing than the average person. It was also assumed that a person with high fashion interest would show a knowledge of current fashion trends and would be interested in wearing the prevalent fashion rather than classical enduring styles. An attempt was made to include questions which would measure fashion interest rather than general clothing interest, since the two interests were not considered to be synonymous.

A variety of sources was used to compose the items on the inventory. Many of the questions were derived from previous works on the subject of clothing and fashion interest by Ryan,34 Rosencranz,35 Grindereng,36 Goodell,37 and Katz and Lazarsfeld.38 Women's Wear Daily

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36 Margaret Pauline Grindereng, "Fashion Diffusion: A Study by Price Range of Style Dispersion and Style Leadership" (unpublished dissertation, The Ohio State University, 1965).

37 Anne S. Goodell, "Comparison of Two Techniques for the Identification of Fashion Leaders" (Master's thesis, The Ohio State University, 1965).

and current issues of fashion magazines and newspapers were studied to
determine current fashion trends and to formulate questions which would
measure fashion knowledge. Graduate textile and clothing students were
also helpful in suggesting items to incorporate into the inventory.

A preliminary form was prepared and administered to one hundred
undergraduate college women. About one-fourth of these students were
home economics and occupational therapy majors at a midwestern land-
grant institution. The other respondents were obtained from a physical
education class at a small, midwestern liberal arts college. They
represented a cross section of majors.

Scores on the preliminary form ranged from a low of 28 to a high
of 105. Sixty-one was the median score. The score of fifty divided the
first and second quartiles; the score of seventy-one separated the third
and fourth quartiles. From this distribution it was determined that the
inventory was discriminating and that the variable measured was, in
general, normally distributed among the respondents.

Responses to individual items of those who scored in the upper
and lower quartiles were examined to determine the most discriminating
items. Either the t test or the phi coefficient was used to determine
the discriminatory ability of particular items because of the nature of
the scoring. The items which had a minimum t value of 2.2 were retained
as being sufficiently discriminating.\textsuperscript{39} Items with a minimum phi coefficient of .20 were also retained.

Two weeks after the administration of the preliminary instrument a revised form was given to sixteen of the original pretest respondents. Scores on the second form were compared with scores from the same items on the first administration. A Pearson product-moment correlation was computed between the two sets of scores. A coefficient of stability of .911 \((p < .001)\) was derived.

The odd- and even-numbered items were scored separately on the second administration of the inventory. A Pearson product-moment correlation coefficient was computed between the two sets of scores. A coefficient of internal consistency of .807 was yielded. An \(r_{tt}\) of .893 \((p < .001)\) was obtained when the Spearman-Brown correction formula was used to compensate for the shortened form of the test.

The Fashion Interest Inventory was accepted as having face validity. Many of the items had been validated by other researchers. Several of these questions were administered to over 1,000 college girls by Ryan.\textsuperscript{40} She validated her clothing interest scores by interviewing a random sample of 100 girls who answered her questionnaire.

\textsuperscript{39}Edwards stated that any t value equal to or greater than 1.75 indicated that the average response of the high and low groups to a statement differs significantly, provided there are twenty-five or more subjects in the high group and also in the low group. (Techniques of Attitude Scale Construction, p. 153.)

\textsuperscript{40}Ryan, Psychological Effects of Clothing, 1952.
Rosencranz also validated her questions by a small number of interviews. Four of the sixteen occupational therapy majors who completed the original inventory had scores which fell in the lower quartile and four had scores which fell in the upper quartile. The instructor of the class to which the pretest was administered believed that, in general, the scores on the inventory correlated well with her impression of the students' evidence of fashion interest as shown in her class.

The instrument was appraised by graduate students in textiles and clothing who were thought to be particularly aware of fashion trends and also by the fashion show manager of a large department store. All ten appraisers evaluated the instrument as being valid for determining the level of fashion interest of college students. No constructive suggestions were given in response to the question requesting suggestions for improving either the wording or scoring of any items. A few suggestions for additional items were offered by two of the appraisers. Some of these suggestions were incorporated into the final form of the inventory.

Evaluation procedures used by other researchers provided a basis for the scoring of the items. For the most part, however, weights for each item were arbitrarily assigned. The final form of the inventory contained a possible 106 points (see Appendix C). Sixty-three points were concerned with behavior. The remaining forty-three points were based on fashion knowledge. Only the word inventory appeared as a title.

on this instrument in order not to reveal directly what the test was attempting to measure.

Data Sheet

A final page was included with the Fashion Interest Inventory asking the respondents to check the one picture of each pair constituting the Fashion Response Measure they considered to be the more fashionable or the more "in" for their age group at the time. Several items of personal information were also requested (see Appendix D).

Setting of the Study and the Sample

A random sample of junior women, ranging in age from eighteen to twenty-two and who were enrolled as fulltime American students during the second semester of the 1967-68 academic year at Indiana University of Pennsylvania, was selected to form the research universe for this investigation. This population was selected in order to maintain a certain amount of constancy in the social setting of the participants, thus controlling the number of variables. This institution was selected as the place for carrying on this research because of the investigator's affiliation with the University.

This institution of higher education became a university in 1965. Previously it was a state college, and prior to the latter a state teacher's college. Students are still predominantly education majors. During the first semester of the 1967-68 academic year 3,905 of the fulltime 6,933 undergraduate students enrolled were women. Approximately eighty-eight per cent of the total student body resided
either on the campus or in Indiana, a town of about 16,000. Pennsylvania students came from all but three counties of the state; however, the larger portion of the enrollment resided permanently in southwestern Pennsylvania. Only about ninety students of the total enrollment came from states other than Pennsylvania or from foreign countries. The average family income of these students was $6,392.

A list of all junior students registered for fulltime work during the second semester of the 1967-1968 academic year was procured from the Programming Center of the University. Names of 799 women appeared on this list. Every third woman on the list was selected to be a member of the sample. By a chance procedure it was determined that the first name on the list and every third name which appeared thereafter should constitute the sample. The ages of the selected students were checked by examining files in the Office of the Registrar. Women over twenty-five years of age and foreign students were eliminated.

The academic schedules for the 263 selected students were procured from the University Programming Center. Students were scheduled to participate during a four-day period when they had at least a two-hour period of unscheduled time. Each subject was sent a letter

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signed by the dean of academic affairs explaining the purpose of the research and requesting the student to participate. A card indicating the time and place the student was to report was also mailed to each member of the sample (see Appendix E). Those who did not appear at scheduled times were rescheduled at a time convenient to them during the following week.

The final sample consisted of 227 students. Several letters were returned since the students had withdrawn from school. Some of the women were off campus student teaching; others could not participate for various reasons.

**Administration of the Instruments**

The subjects reported to unscheduled classrooms in the home economics building during a two-week period in the spring of 1968 to supply the information for this research. Instructions explaining the nature of the study and the procedure to follow were stapled to the outside of a folder which contained the Fashion Response Measure (see Appendix F). It consisted of twelve pictures of clothed figures portrayed in a social situation and twelve personality assessment forms for judging the personalities of the figures. The pictures were stapled together in a manner which permitted all of the illustrations an equal chance in regard to their order of appearance to eliminate any primacy-finality aspect which might affect the data.

After the students had completed appraising the pictures a second folder was distributed. It contained the **Study of Values** test booklet, **The S-I Inventory**, the Fashion Interest Inventory, and a data
sheet. Both folders were returned to the investigator after all of the forms were completed. At this time all of the material from a respondent was identified by a number. An average of one hour and fifteen minutes was required by the respondents to supply the information.

Retest for Reliability

Sixty-five students were randomly selected to rate the twelve pictures on the Fashion Response Measure a second time to determine the temporal stability of the ratings. The pictures, rating forms, and a letter of explanation (see Appendix G) were sent to these respondents by way of the campus mail between two and three weeks after the initial measure was rated. The students were requested to rerate the pictures without consultation for statistical purposes and return them to the School of Home Economics within a week.

Treatment of Data

This discussion includes (1) scoring methods for the measures and (2) statistical methods of data interpretation.

Scoring Methods for the Measures

**Fashion Response Measure**

The respondents appraised the personality of each of twelve clothed figures on a graphic scale, which ranged from one through seven. The ratings were scored at the nearest five-tenth interval and then added to form a total esteem score. The minimum rating possible was twelve (low esteem accordance) and the maximum was eighty-four (high
esteem). Scoring was reversed for four of the twelve items since they were placed in opposite order from the others.

The emphasis placed upon the fashion variable was calculated by obtaining the difference between the scores on the in- and out-of-fashion figures for each of the six sets. The difference score (hereafter designated as such) was assigned a negative number if the out-of-fashion figure was rated higher than the in-fashion picture. Following this the six values were totaled to derive a composite difference score.

**Study of Values**

The *Study of Values* was scored according to the recommended technique in the Manual. The test measures the relative strength of six values, and consists of a total of 240 points. A high score on one value is obtained by reducing correspondingly the scores on one or more of the other values.

**The S-I Inventory**

This instrument was scored by use of the Scoring Key provided by the publisher. The score is the total number of insecure responses. Consequently, a high score denotes insecurity while a low score indicates a high degree of security.

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**Fashion Interest Inventory**

Predetermined weights for the answers were added to form a total score for this measure. A low number was indicative of a low level of interest in fashion; a high score represented high interest.

**Statistical Methods of Data Interpretation**

The ensuing discussion includes procedures followed in (1) describing the distribution of scores on the instruments, (2) testing the hypotheses, and (3) determining the reliability of the Fashion Response Measure.

**Distribution of scores on the instruments**

Methods appropriate for the ordinal level of measurement were selected to describe the distribution of scores on the Fashion Response Measure. The scores were grouped and the number and percentage falling in each group were derived. The median was determined, and the range and quartile deviation were calculated to indicate the score variability. The average and variability calculations were made on ungrouped data. The number and percentage of respondents whose relatively highest value corresponded with each value type on the Study of Values were determined.

Scores on The 5-I Inventory were grouped in a manner similar to the groupings presented in the manual\(^\text{45}\) for interpreting scores on this measure. The range, mean, and median were computed. The range of

scores on the Fashion Interest Inventory was divided into groups, and the number and percentage falling in each group were determined. The mean, median, mode, range, quartile deviation, $Q_1$ and $Q_3$ were calculated.

The testing of the hypotheses

For hypothesis 1, the sign test was selected to determine if a significantly greater number of respondents would rate the in-fashion figure higher than the out-of-fashion on the dominance-esteem syndrome. The test is appropriate for use with ordinal measures within matched pairs. Each respondent served as her own control since she rated each of the six pairs of figures. Therefore, all relevant extraneous variables were matched. Further, the sign test is less time consuming and results were the same as those for a test in which the magnitude of differences between pairs is taken into consideration.

To test hypothesis 2, the Kruskal-Wallis one-way analysis of variance by ranks was chosen to determine if subjects who differed in relatively high dominant interests varied in the emphasis they placed on fashion. This test preserves the magnitude of the scores, and it is usually more sensitive to differences among samples than other appropriate tests. Siegel reported that it seems to be the most efficient of the nonparametric tests for $k$ independent samples.

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For hypothesis 3, the median test\(^{49}\) was used to ascertain if the median difference score on the Fashion Response Measure was significantly higher for the socially insecure group than for the socially secure group. The same test was also used for hypothesis 4 in order to determine if the median difference score on the Fashion Response Measure was significantly higher for the high fashion interest group than for the low fashion interest group. Those whose scores on the Fashion Interest Inventory fell above the third quartile point and below the first quartile point were compared. The chi square formula corrected for continuity was used for testing both hypothesis 3 and hypothesis 4.

Reliability of the Fashion Response Measure

Reliability coefficients for the Fashion Response Measure were derived by using the Pearson product-moment formula. A coefficient of stability was computed between the scores on the forty-nine usable scales of the respondents who took a retest and the scores of these subjects on the original administration of the instrument. This computation was made for each of the twelve clothed figures.

A coefficient of internal consistency was computed by correlating the sums of the odd and even items on the scale. The Spearman-Brown prophecy formula was applied to the coefficients to determine the reliability of the full scale. Internal consistency coefficients were determined for six of the clothed figures, arbitrarily selected.

\(^{49}\text{Ibid.}, \text{ pp. 111-116.}\)
Ratings used for these computations were those of the forty-nine respondents whose scores were used for computing the test-retest correlation.

The methods and materials used in designing this study and in collecting and interpreting the data have been presented in this chapter. The findings from this investigation are reported in the following chapter.
CHAPTER IV

FINDINGS

The data for this investigation were obtained from responses of 227 college women in their junior year of study during the spring of 1968. The findings are presented in the following sequences:

(1) descriptive findings concerning participants; (2) descriptive findings from the instruments used for data collection; (3) findings regarding the reliability and validity of the Fashion Response Measure; (4) findings from testing the hypotheses.

Descriptive Findings Concerning Participants

Information concerning marital status, age, school in which enrolled, and major area of study was collected. Only four of the 227 participants were married. All of the subjects who indicated their age were between eighteen and twenty-two, as reported in Table 1. Over ninety per cent of the respondents were either twenty or twenty-one years of age.

The distribution of the respondents by schools of the University in which they were enrolled is presented in Table 2. The greater percentage of the participants were enrolled in the School of Education. Many of the students in the schools of business, fine arts, and home economics indicated they were preparing for educational careers also.
TABLE 1

NUMBER AND PERCENTAGE DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>1</td>
<td>.45</td>
</tr>
<tr>
<td>19</td>
<td>15</td>
<td>6.60</td>
</tr>
<tr>
<td>20</td>
<td>149</td>
<td>65.60</td>
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<tr>
<td>21</td>
<td>59</td>
<td>26.00</td>
</tr>
<tr>
<td>22</td>
<td>1</td>
<td>.45</td>
</tr>
<tr>
<td>Not reported</td>
<td>2</td>
<td>.90</td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
<td>100.00</td>
</tr>
</tbody>
</table>

TABLE 2

NUMBER AND PERCENTAGE DISTRIBUTION OF RESPONDENTS ACCORDING TO SCHOOL IN WHICH ENROLLED

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>14</td>
<td>6.2</td>
</tr>
<tr>
<td>Education</td>
<td>142</td>
<td>62.5</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>7</td>
<td>3.1</td>
</tr>
<tr>
<td>Home Economics</td>
<td>38</td>
<td>16.7</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>24</td>
<td>10.6</td>
</tr>
<tr>
<td>Not reported</td>
<td>2</td>
<td>.9</td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The major areas of study of the participants are shown in Table 3. The respondents were enrolled in twenty different major areas of study, but almost one-fourth were elementary education majors. The second greatest number were majoring in home economics education, followed by English. These three majors accounted for over fifty per cent of the participants.
### TABLE 3
NUMBER AND PERCENTAGE DISTRIBUTION OF RESPONDENTS ACCORDING TO MAJOR AREA OF STUDY

<table>
<thead>
<tr>
<th>Major Area of Study</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
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**Descriptive Findings from the Instruments**

**The Fashion Response Measure**

The respondents were requested to rate twelve clothed figures on personality qualities which compose the dominance-esteem syndrome. A total score for each figure was derived by adding the twelve separate

---

1Maslow, "Dominance-Feeling, Behavior and Status."
ratings on the scale. It was possible for this score to vary from twelve, the lowest rating, to eighty-four, the highest score obtainable. A low rating indicated the respondent judged the clothed figure to exemplify low dominance or self-esteem.

The respondents tended to score the in-fashion figures higher than the out-of-fashion figures on the dominance-esteem syndrome, as shown in Table 4. This was true for all of the figures except those wearing suits, illustrated in an office situation (Office IV and Office XI). The out-of-fashion figure received a higher rating for this pair of figures. Of all the pictures, the least distinction in rating was made between this pair.

The respondents tended to vary in the ratings they assigned the clothed figures. The majority rated the figures toward the middle of the range of scores; however, a number of scores varied considerably from the median. Most of the ranges approached a normal distribution. There was less agreement on the ratings for each out-of-fashion figure than there was for each in-fashion figure. The scores on the former tended to show greater variance on some of the pictures.

The difference between each respondent's scores on the in-fashion and out-of-fashion clothed figures was calculated for each of the six pairs of clothed figures to measure the degree of emphasis placed upon the fashion variable. The number and percentage distribution of these scores along with the median, range, and quartile deviation are presented in Table 5. A negative score is given when the out-of-fashion figure was given a higher rating than the in-fashion figure.
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<tr>
<th>Score</th>
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<th>Park I (Out of fashion)</th>
<th>Church II (In fashion)</th>
<th>Church VII (Out of fashion)</th>
<th>Library XII (In fashion)</th>
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| **Range** | **64** | **55** | **43** | **61** | **47** | **57** |
| **Median** | **67** | **33** | **68** | **52** | **65** | **34** |
| **Quartile deviation** | **6** | **7.5** | **6** | **7.5** | **6.5** | **7** |
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</table>

The table shows the number and percentage distribution of difference scores on a fashion response measure for different locations. The range of scores, median, and quartile deviation are also provided.
The emphasis placed upon the fashion element when according
estee to others varied considerably among the respondents. The ranges
of difference ratings for the six pairs of pictures extended between
seventy and ninety points when a few extreme scores were discounted. The
spread of scores tended to approach a normal distribution for most of
the pairs of pictures when these few extreme scores were not considered.

A composite score was calculated for the instrument by totaling
the difference scores for the six pairs of figures. Negative responses,
where the respondent rated the out-of-fashion figure higher than the
in-fashion figure, were subtracted from the total score. Considerable
variability also existed among the responses of the subjects, as
reported in Table 6. The spread of scores tended toward normalcy;
however, the distribution curve could be described as somewhat
platykurtic.

The Study of Values

All 227 participants completed the Study of Values. The
number and percentage of the sample whose highest relative interest
corresponded with each of the six basic interests or motives in
personality as measured by Allport, Vernon, and Lindzey's scale are
shown in Table 7. Three of the six basic interests—esthetic, social,
and religious—were found to be almost equally dominant among this
group of respondents. Over seventy per cent of the subjects' dominant

---

TABLE 6

NUMBER AND PERCENTAGE DISTRIBUTION OF COMPOSITE DIFFERENCE SCORES ON FASHION RESPONSE MEASURE

<table>
<thead>
<tr>
<th>Score</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-26 to -50</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td>-1 to -25</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>0 to 25</td>
<td>12</td>
<td>5.3</td>
</tr>
<tr>
<td>26 to 50</td>
<td>17</td>
<td>7.5</td>
</tr>
<tr>
<td>51 to 75</td>
<td>19</td>
<td>8.3</td>
</tr>
<tr>
<td>76 to 100</td>
<td>34</td>
<td>15.0</td>
</tr>
<tr>
<td>101 to 125</td>
<td>36</td>
<td>15.9</td>
</tr>
<tr>
<td>126 to 150</td>
<td>29</td>
<td>12.8</td>
</tr>
<tr>
<td>151 to 175</td>
<td>29</td>
<td>12.8</td>
</tr>
<tr>
<td>176 to 200</td>
<td>30</td>
<td>13.2</td>
</tr>
<tr>
<td>201 to 225</td>
<td>11</td>
<td>4.9</td>
</tr>
<tr>
<td>226 to 250</td>
<td>6</td>
<td>2.6</td>
</tr>
<tr>
<td>251 to 275</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td>276 to 300</td>
<td>2</td>
<td>.9</td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Range 342
Median 121.5
Quartile deviation 46.5

interests corresponded with one of these three categories. The fewest number indicated a dominant theoretical interest.

The S-I Inventory

The norms for the interpretation of scores on The S-I Inventory are included in the Manual for the Security-Insecurity Inventory (see Table 8). Responses were obtained from 225 participants who completed The S-I Inventory. The distribution of scores from these subjects is

### TABLE 7

<table>
<thead>
<tr>
<th>Dominant Interest</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical</td>
<td>5</td>
<td>2.2</td>
</tr>
<tr>
<td>Economic</td>
<td>25</td>
<td>11.1</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>53</td>
<td>23.3</td>
</tr>
<tr>
<td>Social</td>
<td>55</td>
<td>24.2</td>
</tr>
<tr>
<td>Political</td>
<td>21</td>
<td>9.3</td>
</tr>
<tr>
<td>Religious</td>
<td>52</td>
<td>22.9</td>
</tr>
<tr>
<td>Scores tied among two or more dominant interests</td>
<td>16</td>
<td>7.0</td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### TABLE 8

**NORMS FOR INTERPRETATION OF THE S-I INVENTORY SCORES**

<table>
<thead>
<tr>
<th>Deciles</th>
<th>Scores</th>
<th>Security-Insecurity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>39-69</td>
<td>Very insecure</td>
</tr>
<tr>
<td>2</td>
<td>31-38</td>
<td>Insecure</td>
</tr>
<tr>
<td>3</td>
<td>25-30</td>
<td>Tendency to be insecure</td>
</tr>
<tr>
<td>4</td>
<td>21-24</td>
<td>Average</td>
</tr>
<tr>
<td>5</td>
<td>18-20</td>
<td>Average</td>
</tr>
<tr>
<td>6</td>
<td>15-17</td>
<td>Average</td>
</tr>
<tr>
<td>7</td>
<td>12-14</td>
<td>Average</td>
</tr>
<tr>
<td>8</td>
<td>9-11</td>
<td>Tendency to be secure</td>
</tr>
<tr>
<td>9</td>
<td>6-8</td>
<td>Secure</td>
</tr>
<tr>
<td>10</td>
<td>0-5</td>
<td>Very secure</td>
</tr>
</tbody>
</table>

Range of scores 69  
Mean 19.5  
Median 17.5  
Sigma 12.7  
Number 2,020
reported in Table 9. Interpretation of the scores is based upon the
norms presented in Table 8. The scores of the women in this study
covered a wide range. These respondents, however, tended to be more
insecure than the subjects on which the norms were based.

TABLE 9

DISTRIBUTION AND INTERPRETATION OF RESPONDENTS' SCORES BY NORMS OF THE S-I INVENTORY

<table>
<thead>
<tr>
<th>Score</th>
<th>Number</th>
<th>Per Cent</th>
<th>Security-Insecurity</th>
</tr>
</thead>
<tbody>
<tr>
<td>39-59</td>
<td>29</td>
<td>12.9</td>
<td>Very insecure</td>
</tr>
<tr>
<td>31-38</td>
<td>23</td>
<td>10.2</td>
<td>Insecure</td>
</tr>
<tr>
<td>25-30</td>
<td>37</td>
<td>16.4</td>
<td>Tendency to be insecure</td>
</tr>
<tr>
<td>12-24</td>
<td>92</td>
<td>40.9</td>
<td>Average</td>
</tr>
<tr>
<td>9-11</td>
<td>19</td>
<td>8.5</td>
<td>Tendency to be secure</td>
</tr>
<tr>
<td>6-8</td>
<td>18</td>
<td>8.0</td>
<td>Secure</td>
</tr>
<tr>
<td>1-5</td>
<td>7</td>
<td>3.1</td>
<td>Very secure</td>
</tr>
<tr>
<td>Total</td>
<td>225</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td>59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>22.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Fashion Interest Inventory

All 227 college students completed the Fashion Interest Inventory. Scores on this instrument ranged from seventeen, denoting low fashion interest, to ninety-five, indicating a high interest in fashion. The distribution of the scores on this instrument is presented in Table 10. On the basis of the resultant distribution of scores the variable under study, fashion interest, was in general normally distributed in this population. The participants were relatively heterogeneous with respect to this variable.
TABLE 10
NUMBER AND PERCENTAGE DISTRIBUTION OF SCORES ON THE FASHION INTEREST INVENTORY

<table>
<thead>
<tr>
<th>Score</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-20</td>
<td>2</td>
<td>.9</td>
</tr>
<tr>
<td>21-25</td>
<td>3</td>
<td>1.3</td>
</tr>
<tr>
<td>26-30</td>
<td>7</td>
<td>3.1</td>
</tr>
<tr>
<td>31-35</td>
<td>17</td>
<td>7.5</td>
</tr>
<tr>
<td>36-40</td>
<td>19</td>
<td>8.4</td>
</tr>
<tr>
<td>41-45</td>
<td>21</td>
<td>9.3</td>
</tr>
<tr>
<td>46-50</td>
<td>25</td>
<td>11.0</td>
</tr>
<tr>
<td>51-55</td>
<td>29</td>
<td>12.8</td>
</tr>
<tr>
<td>56-60</td>
<td>26</td>
<td>11.4</td>
</tr>
<tr>
<td>61-65</td>
<td>28</td>
<td>12.3</td>
</tr>
<tr>
<td>66-70</td>
<td>19</td>
<td>8.4</td>
</tr>
<tr>
<td>71-75</td>
<td>15</td>
<td>6.6</td>
</tr>
<tr>
<td>76-80</td>
<td>8</td>
<td>3.5</td>
</tr>
<tr>
<td>81-85</td>
<td>5</td>
<td>2.2</td>
</tr>
<tr>
<td>86-90</td>
<td>2</td>
<td>.9</td>
</tr>
<tr>
<td>91-95</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mean 53.7
Median 54
Mode 54
Range 78
Quartile 11

Findings Related to Reliability and Validity of Fashion Response Measure

Reliability

Two procedures were followed to determine the reliability of the Fashion Response Measure. A retest was administered to a portion of the respondents. In addition, a split-half correlation, using a sample of the original scales, was computed for six of the pictures.
Test-retest findings

Forty-nine retest schedules were useable for computing a test-retest correlation on the Fashion Response Measure. A Pearson product-moment correlation coefficient computed between the two sets of scores yielded the coefficients of stability presented in Table 11. The derived coefficients for the twelve pictures ranged from +.130 to +.720. Each r coefficient was converted to its respective Z and averaged. The averaged Z converted back to an r yielded an average stability coefficient of +.506. This is significant beyond the .001 level.

<table>
<thead>
<tr>
<th>Clothed Figure</th>
<th>r</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Park I</td>
<td>.205</td>
<td>n.s.</td>
</tr>
<tr>
<td>Church II</td>
<td>.617</td>
<td>.001</td>
</tr>
<tr>
<td>Library III</td>
<td>.527</td>
<td>.001</td>
</tr>
<tr>
<td>Office IV</td>
<td>.130</td>
<td>n.s.</td>
</tr>
<tr>
<td>Beach V</td>
<td>.624</td>
<td>.001</td>
</tr>
<tr>
<td>Drug Store VI</td>
<td>.340</td>
<td>.02</td>
</tr>
<tr>
<td>Church VII</td>
<td>.625</td>
<td>.001</td>
</tr>
<tr>
<td>Park VIII</td>
<td>.392</td>
<td>.01</td>
</tr>
<tr>
<td>Grocery Store IX</td>
<td>.615</td>
<td>.001</td>
</tr>
<tr>
<td>Beach X</td>
<td>.451</td>
<td>.01</td>
</tr>
<tr>
<td>Office XI</td>
<td>.544</td>
<td>.001</td>
</tr>
<tr>
<td>Library XII</td>
<td>.720</td>
<td>.001</td>
</tr>
<tr>
<td>Average</td>
<td>.506</td>
<td>.001</td>
</tr>
</tbody>
</table>

Split-half findings

A coefficient of internal consistency was computed for six of the pictures comprising the Fashion Response Measure. Ratings on the
odd and even items on the scale were totaled separately for forty-nine of the schedules from the initial administration of the instrument. A Pearson product-moment correlation coefficient was computed between the two sets of scores for each of the six pictures selected for the analysis. The Spearman-Brown prophecy formula was then applied to predict the reliability coefficient for the full scale. The results of these computations are given in Table 12.

**TABLE 12**

**COEFFICIENTS OF INTERNAL CONSISTENCY FOR FASHION RESPONSE MEASURE (N=49)**

<table>
<thead>
<tr>
<th>Clothed Figure</th>
<th>roe</th>
<th>rtt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Park I</td>
<td>.902</td>
<td>.948*</td>
</tr>
<tr>
<td>Church II</td>
<td>.809</td>
<td>.894*</td>
</tr>
<tr>
<td>Library III</td>
<td>.922</td>
<td>.959*</td>
</tr>
<tr>
<td>Beach V</td>
<td>.796</td>
<td>.886*</td>
</tr>
<tr>
<td>Church VII</td>
<td>.882</td>
<td>.934*</td>
</tr>
<tr>
<td>Grocery Store IX</td>
<td>.898</td>
<td>.946*</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>.933*</td>
</tr>
</tbody>
</table>

*Significant beyond the .001 level.

The split-half coefficients computed ranged from +.796 to +.922. Corrected to predict the reliability of the full scale, they ranged from +.886 to +.959. All were significant beyond the .001 probability level. Each rtt was converted to its respective Z value. The six Z values were averaged. The average, converted back to an rtt, yielded a coefficient of internal consistency of +.933.
Validity

The validity of the Fashion Response Measure was indicated in several ways. The positive relationship between the scores on the Fashion Interest Inventory and the magnitude of the difference scores on the Fashion Response Measure tends to uphold the validity of both instruments.

The participants were asked to indicate which picture of each pair they considered to be the more fashionable. The distribution of responses is presented in Table 13. The respondents as a group gave the figures they judged to be the more fashionable of the pair a higher esteem rating than those considered to be the least fashionable for five of the six pairs of figures. The office situation was the exception. The out-of-fashion figure of this pair was given a higher esteem rating than the in-fashion figure; yet most respondents agreed with the panel of judges that the in-fashion figure was the more fashionable of the two. It is believed that the fact that participants gave the figures they believed to be the more fashionable the higher esteem rating in the majority of the circumstances supports the validity of the findings drawn from the instrument.

Replies from questions asked the respondents in both the pretest sessions and at the time of the final administration of the instrument led to some of the strongest feelings by the researcher regarding the validity of the measure. A discussion of factors which influenced the ratings of the figures was held with two of the groups after the pretesting. Reasons given by the participants were related
TABLE 13

DISTRIBUTION OF RESPONSES BY FIGURE OF PAIR JUDGED TO BE MORE FASHIONABLE BY RESPONDENTS (N=227)

<table>
<thead>
<tr>
<th>In-fashion Figure</th>
<th>Number</th>
<th>Out-of-fashion Figure</th>
<th>Number</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Park VIII</td>
<td>189</td>
<td>Park I</td>
<td>2</td>
<td>36</td>
</tr>
<tr>
<td>Church II</td>
<td>200</td>
<td>Church VII</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>Library XIII</td>
<td>183</td>
<td>Library III</td>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>Office XI</td>
<td>159</td>
<td>Office IV</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>Beach V</td>
<td>195</td>
<td>Beach X</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>Store IX</td>
<td>200</td>
<td>Store VI</td>
<td>1</td>
<td>26</td>
</tr>
</tbody>
</table>

...to the fashionableness of the clothing in the pictures. The investigator also talked with some of the participants in the final sample of students after they completed rating the figures. No systematic record was kept of these discussions, but such comments as the following were typical:

The clothes of the figures caused me to think the way I did about them.

Some of the people in the drawings were dressed in up-to-date fashions, while the clothes on others were so out of it.

The type of clothes on the figures made me think of people I knew who wore similar clothing.

Face validity was accepted for this instrument. It is believed, however, that these findings strengthen the validity of the instrument.

**Findings from Testing the Hypotheses**

Nonparametric statistical tests were utilized to determine the significance of the findings related to the four hypotheses.
formulated for testing. The findings from these tests are presented and discussed under each hypothesis.

**Hypothesis 1**

A significantly greater number of respondents will rate the in-fashion figure higher than the out-of-fashion figure on the dominance-esteem syndrome.

The sign test\(^4\) was used to determine if there was a significant difference between the ratings on these pairs of figures. A plus (+) was assigned to the rating of each respondent for each pair of pictures where the in-fashion figure was rated higher than the out-of-fashion figure. If the opposite occurred a minus (-) was assigned to the rating. Tie ratings were assigned a zero (0) and were eliminated from the analysis. Because of this latter factor, the number of cases in each analysis varied. A summary of the signs, the number of cases in each analysis, and the calculated \(z\) values, the statistical values associated with this test, are presented in Table 14.

All of the derived \(z\) values were significant beyond the .001 level of probability. Therefore, the null hypothesis, that there would be no significant difference in the ratings, was rejected for all six pairs of figures since significant differences were found in the ratings. The directional hypothesis was accepted for five pairs of pictures: park, church, library, beach, and store. For the pair of figures representing the office situation the out-of-fashion figure received a significantly higher rating than the in-fashion figure, the opposite of

TABLE 14

FREQUENCY OF SIGNS FOR EACH PAIR OF PICTURES, NUMBER OF CASES IN EACH ANALYSIS, Z VALUES, AND PROBABILITY LEVEL

<table>
<thead>
<tr>
<th>Pair of Pictures</th>
<th>Sign</th>
<th>Number of Cases</th>
<th>z Value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Plus</td>
<td>Minus</td>
<td>Zero</td>
<td></td>
</tr>
<tr>
<td>Park</td>
<td>220</td>
<td>5</td>
<td>2</td>
<td>225</td>
</tr>
<tr>
<td>Church</td>
<td>200</td>
<td>22</td>
<td>5</td>
<td>222</td>
</tr>
<tr>
<td>Library</td>
<td>219</td>
<td>6</td>
<td>2</td>
<td>225</td>
</tr>
<tr>
<td>Office</td>
<td>92</td>
<td>130</td>
<td>5</td>
<td>222</td>
</tr>
<tr>
<td>Beach</td>
<td>205</td>
<td>21</td>
<td>1</td>
<td>226</td>
</tr>
<tr>
<td>Store</td>
<td>219</td>
<td>7</td>
<td>1</td>
<td>226</td>
</tr>
</tbody>
</table>

*This value is in the opposite direction from that predicted in the hypothesis.

the direction predicted in the hypothesis. Consequently, hypothesis one was not confirmed in its entirety.

**Hypothesis 2**

The emphasis placed upon fashion, when rating the similarly dressed pairs of clothed figures on the dominance-esteem syndrome will vary among those with different basic values or dominant interests.

To test this hypothesis the participants' difference scores on the Fashion Response Measure were examined in relation to their relatively high value scores on the Study of Values. Those who had tie scores for two or more relatively high values were eliminated from the analysis. The Kruskal-Wallis one-way analysis of variance by ranks was then used to determine if those who differed in their relatively high values differed in the emphasis they placed upon fashion when bestowing

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5Siegel, Nonparametric Statistics, p. 185.
esteem to the clothed figures. Difference scores for each pair of pictures were ranked and the ranks for each value group were summed. Following this the H value was computed and significance was determined. As shown in Table 15, only one H value was found to be significant.

**TABLE 15**

<table>
<thead>
<tr>
<th>Pair of Pictures</th>
<th>H Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Park</td>
<td>5.204</td>
</tr>
<tr>
<td>Church</td>
<td>2.504</td>
</tr>
<tr>
<td>Library</td>
<td>16.928*</td>
</tr>
<tr>
<td>Office</td>
<td>7.063</td>
</tr>
<tr>
<td>Beach</td>
<td>10.710</td>
</tr>
<tr>
<td>Store</td>
<td>4.655</td>
</tr>
<tr>
<td>Composite</td>
<td>8.499</td>
</tr>
</tbody>
</table>

*Significant beyond the .01 level.

The critical value of chi square with five degrees of freedom at the .05 probability level, the significance level set for this study, is 11.07. The H value for the difference scores derived from the beach situation, 10.71, did approach the .05 level of significance.

There was no significant difference in the ratings of the groups for six of the seven situations. Therefore, the null hypothesis could not be rejected. This is accounted for by the fact that the groups who scored relatively high on various dominant interests, as measured by the Study of Values, did not differ significantly in their perception of
clothed figures when bestowing esteem on the basis of the fashionable-ness of the costume in this investigation.

**Hypothesis 3**

The median for the difference scores on the Fashion Response Measure will be significantly higher in the socially insecure group of respondents than the median for the difference scores in the socially secure group.

Difference scores on the Fashion Response Measure of those who scored high and low on the S-I Inventory were examined to determine if those who gave evidence of being socially insecure placed greater emphasis upon the fashion variable when perceiving the clothed figures than those who gave evidence of being socially secure. Difference scores of those who were classed as either insecure or very insecure (N=52) were compared with those classed as secure or very secure (N=25). The median test\(^6\) was used to test the hypothesis. Scores which were at the median were not included in the analysis; therefore, the number in the different analyses varied (Table 16).

There were more difference scores above the median than below for the socially secure individuals except for the figures portrayed in the office situation. The number below the median exceeded that above in this instance. In turn, more of those in the insecure group had difference scores below the median except for the figures portrayed in the office situation. The scores were in the opposite direction from that hypothesized with the exception of the one group of scores.

\(^6\) A chi square formula is used for this test (Siegel, Non-parametric Statistics, p. 107).
<table>
<thead>
<tr>
<th>Pair of Pictures</th>
<th>Scores Above Median</th>
<th>Scores Below Median</th>
<th>Number in Analysis</th>
<th>Chi Square Value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Park</td>
<td>38</td>
<td>36</td>
<td>74</td>
<td>.66</td>
<td>n.s.</td>
</tr>
<tr>
<td>Secure</td>
<td>15</td>
<td>10</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insecure</td>
<td>23</td>
<td>26</td>
<td>49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church</td>
<td>37</td>
<td>35</td>
<td>72</td>
<td>1.83</td>
<td>n.s.</td>
</tr>
<tr>
<td>Secure</td>
<td>15</td>
<td>8</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insecure</td>
<td>22</td>
<td>27</td>
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<tr>
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<td>23</td>
<td>28</td>
<td>51</td>
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A critical chi square value of 2.71 is required at the .05 probability level to be a significant finding with a directional hypothesis. None of the derived chi square values approached this level; therefore, the null hypothesis that there would be no difference in the medians of the two groups could not be rejected. Apparently those who are insecure do not differ from secure individuals in the emphasis placed upon the fashion variable in clothing when bestowing esteem on other persons in a first impression situation.

**Hypothesis 4**

The median for the difference scores on the Fashion Response Measure will be significantly higher for the high fashion interest group than for the low.

Data for the median test were obtained from the difference scores of those who scored above the third quartile point (N=56) and below the first quartile point (N=53) on the Fashion Interest Inventory to determine if the findings supported this hypothesis. Scores which fell at the median were eliminated from the data analysis. More difference scores fell above the median than below for the individuals with high fashion interest in every situation as shown in Table 17. The opposite occurred for individuals with low fashion interest. The scores fell in the direction predicted in the hypothesis.

Since the hypothesis tested predicted that the median for the difference scores for the high fashion interest group would be significantly higher than the median for the difference scores for the low fashion interest group a one-tailed region of rejection was appropriate. Values derived for five of the six situations and the composite scores
<table>
<thead>
<tr>
<th>Pair of Pictures</th>
<th>Scores Above Median</th>
<th>Scores Below Median</th>
<th>Number in Analysis</th>
<th>Chi Square Value</th>
<th>P</th>
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<td>Low</td>
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<tr>
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<td>54</td>
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<td>.84</td>
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</tr>
<tr>
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<td>Low</td>
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<tr>
<td>Beach</td>
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<td>106</td>
<td>8.62</td>
<td>.001</td>
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<td>Low</td>
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<td>Store</td>
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<td>37</td>
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</tbody>
</table>
were significant beyond the .05 confidence level. The office situation was the exception.

It was strongly indicated by the findings that fashion interest is directly related to the emphasis placed upon the fashionableness of one's clothing when appraising the personality of an unknown individual in a first contact situation on the dominance-esteem syndrome. Those who scored high on the Fashion Interest Inventory made significantly greater difference than those who scored low on fashion interest in rating the in-fashion and out-of-fashion clothed figures in all but one situation. Consequently, hypothesis four was confirmed in its greatest part.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter the investigation is summarized, conclusions are drawn from the study, and recommendations for uses of the findings and for further research are made.

Summary

This research was undertaken to determine (1) if clothing varies in its communicativeness with variance in fashionableness when it is used as a media for according esteem to others, and (2) if viewers who differed on certain variables differed in their perception of clothing as a media for according esteem to others when fashion was the clothing variable. The perceiver variables considered were (1) basic values or dominant interests, (2) level of security-insecurity, and (3) level of interest in fashion.

The findings generally resulted in an endorsement of a relationship between the level of esteem accorded another individual and the fashionableness of the clothing. The more fashionably clothed figures received a higher esteem rating in five out of six paired situations. In only one of the six circumstances was a relationship found between the basic values or dominant interests of the perceiver and the perception of the clothed figures. No relationship occurred between the
security-insecurity level of the participants and the emphasis placed upon the fashionableness of the clothing when according esteem to others. Therefore, fashion interest did seem, in general, to be related to the emphasis placed upon fashion when according esteem to others. Those with high fashion interest made significantly greater difference between their esteem ratings of the in-fashion and out-of-fashion figures than did the subjects with low fashion interest in five out of six circumstances and for the instrument as a whole.

Four instruments were used in the study. These included (1) a measure for according esteem to in-fashion and out-of-fashion clothed figures depicted in a social situation (Fashion Response Measure), (2) a scale for measuring basic values or dominant interests (Study of Values by Allport, Vernon and Lindzey), (3) an inventory for assessing security-insecurity (The S-I Inventory by Maslow and others), and (4) a measure for determining fashion interest (Fashion Interest Inventory).

Both the Fashion Response Measure and the Fashion Interest Inventory were developed for the investigation and pretested to establish needed modifications. A Fashion Interest Inventory retest was administered to part of the pretest sample. Reliability coefficients of stability and internal consistency were computed on this pretested instrument. A retest on the Fashion Response Measure was administered to a portion of the group who supplied the data for the final study. Coefficients of stability and internal consistency were computed on the scores of this test-retest group. In general, the reliability of both measures was statistically good.
Face validity was assumed for these instruments due to their dimensions and construction. In addition, certain other methods were considered to further strengthen the validity of these two measures. Many of the items on the Fashion Interest Inventory had been validated previously by other researchers. The scores of a pretest group on the inventory complied, in general, with their instructor's impression of their fashion interest. A panel of judges, knowledgeable in the field of textiles and clothing, also indicated that they believed the items were valid for the intended purpose of the instrument.

The fact that the participants gave the figures they believed to be the more fashionable the higher esteem rating in the majority of circumstances lends support to the validity of the Fashion Response Measure. In addition, discussions with students after both the pretest and final data collection sessions yielded replies which indicated their ratings were related to the fashionableness of the clothing pictured. Support was also given to the validity of both measures by the positive relationship between the scores on the Fashion Interest Inventory and the magnitude of the difference scores on the Fashion Response Measure. The authors of the value scale and the security-insecurity inventory reported satisfactory reliability and validity for these instruments.

The universe for the study was 227 women students, enrolled as juniors at Indiana University of Pennsylvania during the spring of 1968. These students ranged from eighteen to twenty-two years of age, and only four were married. They were enrolled in five schools of the University and represented twenty different major areas of study. The majority of
the subjects were studying for careers in either elementary or secondary education.

Findings from the Instruments

The respondents tended to vary in the ratings they assigned to the clothed figures on the Fashion Response Measure. The majority rated the figures toward the middle of the range of scores; however, a number of scores varied considerably from the median. Most of the ranges approached a normal distribution. The scores for the out-of-fashion figures tended to vary more than the in-fashion figure scores. Considerable variability also existed in the emphasis placed upon the fashion variable among the respondents in this investigation.

The following distribution of relatively dominant interests occurred among the respondents when the data for Study of Values were analyzed: Social, 55 (24.2%); Aesthetic, 53 (23.3%); Religious, 52 (22.9%); Economic, 25 (11.1%); Political, 21 (9.3%); Theoretical, 5 (2%). Sixteen of the respondents (7%) had tie scores among two or more dominant interests.

The research population ranged from very secure to very insecure on the basis of the findings from The S-I Inventory. Compared to the norms for interpreting the scores, the number in the study who were average on this variable was normal. A greater number of the respondents in the present investigation either were insecure or tended toward this direction with approximately twice as many scoring in the insecure and very insecure categories as in the secure and very secure.
Respondents were found to be relatively heterogeneous with respect to fashion interest so that the variable was, in general, normally distributed among this population. The scores varied from seventeen, indicating low fashion interest, to ninety-five, indicative of the opposite.

The Hypotheses

Four hypotheses were established for this study. In the following discussion the data will be related to the hypotheses and their interpretation and possible implication presented.

Hypothesis 1

A significantly greater number of respondents will rate the in-fashion figure higher than the out-of-fashion figure on the dominance-esteem syndrome.

The z values for the sign test were significant beyond the .001 probability level for five of the six pairs of figures: the park, church, library, beach, and store. Findings were directly opposite the predicted direction for the office situation. This hypothesis was supported generally, but not conclusively.

Apparently viewers do take the fashionableness of the other's clothing into consideration when appraising the personality of unknown persons in first contact situations. Other factors being equal or nonevident, a person wearing fashionable clothing is likely to be accorded a higher esteem rating than one wearing out-of-fashion clothing. This is important because the esteem rating given the other on first contact is commonly believed to play a major role in determining the extent and direction of further social interaction that may take
place. Thus, the fashionableness of the attire plays a role in influencing the communicative or symbolic value of the clothing, and consequently is a factor related to its use.

Hypothesis 2

The emphasis placed upon fashion when rating the similarly dressed pairs of clothed figures on the dominance-esteeem syndrome will vary among those with different basic values or dominant interests.

Only one of the six H values derived proved to be significant when the Kruskal-Wallis one-way analysis of variance by ranks was applied to determine significance when the scores were grouped according to the respondents relatively highest value. For the library situation an H value of 16.928 (p < .01) was obtained. One of the other parts of the measure, the beach situation, approached the .05 level of significance. The composite scores were not significantly different.

The findings in this investigation led to the rejection of this hypothesis. They did not support the proposal that differences in emphasis placed upon fashion when perceiving others may be based upon different dominant interests or values of the perceiver. In some situations perception of others might be influenced by the dominant interests of the perceiver since a significant finding was attained for one circumstance and a second finding approached the significance level. More conclusive findings are needed.

Hypothesis 3

The median for the difference scores on the Fashion Response Measure will be significantly higher in the socially insecure group of respondents than the median for the difference scores in the socially secure group.
No significant differences in the emphasis upon fashion were found between those who scored as very insecure or insecure (N=52) and those who scored as secure or very secure (N=25). Although the differences were very minor, more individuals in the secure group had difference scores above the median than individuals in the insecure group for five of the six parts of the instrument and for the instrument as a single measure. (A score above the median was indicative of greater emphasis upon fashion when appraising others.) The only exception was the office situation where the reverse scoring distribution resulted. The pattern of scores was directly opposite to that predicted in the hypothesis with the exception of the office situation.

Possible explanation for the results in this study are that some of the socially secure may have assimilated factors of clothing behavior related to social success, and therefore, as secure individuals, use these factors in perceiving others. Some of the insecure group may not have yet learned these behaviors, and they therefore do not take them into consideration when interpreting the behavior of others.

The findings from the data in this study made it necessary to reject the hypothesis that socially insecure individuals would place greater emphasis on the fashion variable by making greater distinction between the esteem ratings accorded the in-fashion and out-of-fashion clothed figures than would the socially secure individuals.
Hypothesis 4

The median for the difference scores on the Fashion Response Measure will be significantly higher in the high fashion interest group of respondents than the median for the difference scores in the low fashion interest group.

A significant difference resulted in the direction predicted in the hypothesis for five of the six parts of the Fashion Response Measure and for the instrument as a whole when scores of those above the third quartile point (N=56) were compared with those whose scores were below the first quartile point (N=53) on the Fashion Interest Inventory. Thus, this hypothesis was confirmed in its greatest part. The office situation was the one section of the instrument where the differences were not significant. This was the only component of the instrument where the out-of-fashion figure was given a higher esteem rating than the in-fashion figure.

Attention is called to the fact that the respondents were given no clue that fashion was a variable in the study until they responded to the questions on the Fashion Interest Inventory. It was the last instrument to be completed. Thus, the ratings of the clothed figures should not have been affected by the respondent's knowledge that a purpose of the investigation was to relate fashion interest to the esteem ratings.

On the basis of the findings from testing this hypothesis the level of fashion interest of the perceiver could be conceived as a factor in modifying the communicative or symbolic value of clothing. Those with different levels of fashion interest could attach different meanings to the interpretation of the clothing viewed. As a result of
the findings support was given to the view that what is perceived is within one's own frame of reference, and that the perceiver's characteristics affect the selection and organization of cues from others.

The relationship found between fashion interest and the esteem rating accorded the clothed figures might be helpful in providing a partial answer to the following question posed by Ryan:¹

What is the influence of the viewer on the perception of others or how do individuals differ in their perception of a person, and does this differ with the clothing of the subject being viewed?

The findings from testing this hypothesis support Ryan's contention that the frame of reference of the perceiver may interfere with some clothing communication processes.

Conclusions

The findings from this study make it possible to summarize the following conclusions, subject to the limitations of this investigation:²

1. College women differ widely in their perception of others when measured by esteem ratings accorded on the basis of the fashionableness of the clothing viewed. Apparently clothing varies in its communicativeness according to the frame of reference of the perceiver.

2. In general, those attired in in-fashion clothing tend to be accorded higher esteem levels than those attired in out-of-fashion clothing, other factors being equal.

3. The security-insecurity level of the perceiver does not appear to be a significant factor in determining the emphasis

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¹Ryan, Clothing: A Study in Human Behavior, p. 28.
²See page 41 for a list of limitations of this study.
placed upon the fashionableness of the other's clothing when according esteem in a first contact situation.

4. The basic values or dominant interests of the perceiver seemingly are not significant in determining the emphasis placed upon the fashionableness of the other's clothing when according esteem in a first contact situation.

5. The level of fashion interest of the perceiver does appear to be a significant factor in determining the emphasis placed upon the fashionableness of the other's clothing when according esteem in a first contact situation.

6. On the basis of the test-retest correlation, stable factors appear to exist in the perceiver's perception of others.

Clothing which is used as a media for according esteem to others does vary in its communicativeness with variance in fashionableness. Fashion interest is one of the perceiver variables which causes viewers to differ in the interpretation of what is perceived.

**Recommendations**

**Uses of the present study**

As a result of this study some empirical evidence is provided to support the generalization, "Associations made with clothing cues depend to a fairly large extent upon the perceiver's unique frame of reference."³ This evidence can be helpful in teaching the meanings associated with clothing selection. The findings can be used to strengthen discussions related to the different uses or functions of clothing.

Hastorf and associates⁴ reported the existence of some empirical evidence indicative of a strong positive relationship between the

categories people use to describe others and the categories they use to describe themselves. Assuming that people project their own behaviors into interpretation of others, it can be reasonably implied from the findings in this investigation that individuals do use fashionable clothing to raise their own prestige and esteem levels. This implication is in accordance with the previous works of Hurlock, Barr, and Silverman and the thinking of Nystrom. Apparently the greater the fashion interest the more the individual will use the fashion element in clothing to raise the ego or self-esteem level. Thus, contribution is made by the findings to the understanding of motives for the use of clothing.

Maslow asserted that all people have a need for the esteem of others: for reputation, appreciation, and prestige. Without this esteem, satisfactory self-esteem cannot be achieved which leads to feelings of inferiority or weakness and helplessness. It has been shown by this investigation that the way clothing varies in fashionableness can affect the esteem rating accorded by others. The choice of clothing worn can, therefore, affect the esteem rating. This reality deserves consideration as a factor in the selection of clothing and in wardrobe planning. Counseling about clothing choice with regard to what it

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6 Barr, *Psychological Analysis of Fashion Motivation.*
7 Silverman, *Clothing and Appearance.*
8 Nystrom, *Economics of Fashion.*
communicates to different groups of others could perhaps lead to personality improvement, particularly in cases where some maladjustment exists, and, in turn, lead to better social orientation.

**Suggestions for further research**

This study may best be categorized as an exploratory investigation into the area of how the perceiver determines the interpretation of clothing cues. Worthwhile knowledge would be added by investigations to determine if and how different socioeconomic, educational, and occupational groups agree or differ in their clothing perception. A study encompassing sex, age, and/or place of residence differences to determine the extent of agreement and disagreement among the perceivers would also seem desirable.

It also seems important to continue to research how personality variables within one social group relate to ways which clothing cues are interpreted. Several variables which might be investigated are (1) the perceiver's level of self-esteem, (2) the perceiver's relatively important clothing behaviors, and (3) the dominant interests of the perceiver as determined by a different personality scale. With regard to the latter suggested variable, a scale which would differentiate respondents with different vocational or recreational interests might provide informative findings relating to how perceivers differ in their interpretation of clothing cues.

The findings in this investigation are the bases for proposing the advisability of re-examining some of the ideas in the field relating
to the theory that the socially insecure individual places greater importance upon clothing than the socially secure. Further research seems to be needed on this topic. Both secure individuals and insecure individuals differed widely within their groups, and the groups tended to be more alike than different on their ratings in this research. This suggests that other factors acting concurrently with the secure and insecure variables might be determining factors concerned with behavioral differences related to clothing. This personality aspect could be examined in relation to other personality variables and to different clothing behaviors.

Both the Fashion Response Measure and the Fashion Interest Inventory developed for this research should be useful for further investigations. Though design elements dealing directly with fashions of a period would require change, the format of both instruments could serve as a guide for measuring fashion interest and fashion perception in future studies.

The figures used in the office situation should be reevaluated. In too many instances the findings from this part of the instrument were not in accord with those from other sections. Several reasons which might prove helpful in designing future research can be suggested as to why the out-of-fashion figure wearing the suit in the office situation received the higher rating than the similarly attired in-fashion figure. An intervening variable, such as posture, may have affected the outcome of this portion of the measure. The in-fashion drawing itself apparently needs to be improved. A second reason could be that suits of the type illustrated are not a part of the college girl's basic
wardrobe. Therefore, she may not be as familiar with fashions for this type of garment; consequently, she does not interpret them in the same way when perceiving her peer group. Thirdly, since suits are basic and relatively more expensive items they may be worn over a longer time span; therefore, they may not be considered as being out-of-fashion as quickly as the garments featured in the other situations. Because of relative expensiveness as well as somewhat classic style, fashion may be somewhat less of a factor in esteem accordance with this type of garment. Finally, the out-of-fashion design was simpler than the in-fashion design. Dickey\textsuperscript{10} found the college women in her study had a preference for the models wearing the simpler garments of the pair. This possibly could have been an intervening factor in this investigation.

The Fashion Interest Inventory proved to be a discriminating instrument. Further validation of this instrument could be attempted. The ideal situation would be to observe actual behavior of participants following completion of the interest inventory.

In conclusion, the writer believes that this is an area of study worthy of continued investigation. At present the manner in which perceivers differ in their interpretation of clothing is a relatively uninvestigated area of clothing behavior. Much still needs to be learned with regard to what clothing communicates to others with whom the wearer interacts.

APPENDIX A

PICTURES INCLUDED IN THE FASHION RESPONSE MEASURE
The Park I
The Library III
The Beach V
The Park VIII
Beach Party
The Office XI
The Library XII
APPENDIX B

RATING SCALE FOR FASHION RESPONSE MEASURE
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<thead>
<tr>
<th>Score</th>
<th>Trait Description</th>
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<tr>
<td>3</td>
<td>Introverted</td>
</tr>
<tr>
<td>4</td>
<td>Self-conscious</td>
</tr>
<tr>
<td>5</td>
<td>Inferiority feeling</td>
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<tr>
<td>6 - 7</td>
<td>Fearful, uneasy</td>
</tr>
<tr>
<td></td>
<td>Uninhibited</td>
</tr>
<tr>
<td>1 - 2</td>
<td>Self-confident</td>
</tr>
<tr>
<td>3</td>
<td>Adventurous, daring</td>
</tr>
<tr>
<td>4</td>
<td>Socially secure</td>
</tr>
<tr>
<td>5</td>
<td>Low self-esteem</td>
</tr>
<tr>
<td>6 - 7</td>
<td>Extroverted</td>
</tr>
<tr>
<td></td>
<td>Socially poised</td>
</tr>
<tr>
<td>1 - 2</td>
<td>Independent</td>
</tr>
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<td>3</td>
<td>Fearless, relaxed</td>
</tr>
<tr>
<td>4</td>
<td>Outspoken, talkative</td>
</tr>
<tr>
<td>5</td>
<td>High self-esteem</td>
</tr>
<tr>
<td>6 - 7</td>
<td>Socially insecure</td>
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<td></td>
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<tr>
<td></td>
<td>Dependent</td>
</tr>
<tr>
<td></td>
<td>Unsure of self</td>
</tr>
</tbody>
</table>

Your name: __________________________
APPENDIX C

FASHION INTEREST INVENTORY
INVENTORY

Please answer the following questions. Do not take time to deliberate. Do not skip any questions.

1. If you had been away on a month’s vacation and hadn’t done any reading at all, and if you were waiting in a doctor’s office with the following magazines in front of you, which would you select to read? Indicate your first, second, and third choice.

   __ Seventeen  __ House Beautiful  __ Vogue
   __ Saturday Evening Post  __ Mademoiselle  __ Look
   __ Better Homes and Gardens  __ Glamour  __ Life
   __ U.S. News & World Report  __ Newsweek  __ Time

2. Have you within the past three months changed anything about your (1) hairdo, (2) type or style of clothing, (3) make-up in order to be more fashionable?

   Yes   No

3. If above answer was yes, underline those you have changed.

For the following questions check the one answer which most nearly represents your actions or feelings.

4. If you had the opportunity to attend a fashion show would you

   ___ make a special point to attend?
   ___ go if there were nothing more important or interesting to do?
   ___ go only to accompany a friend so she wouldn’t have to go alone?

5. Do you glance over or read fashion ads in the newspapers?

   ___ regularly  ___ about 50% of the time  ___ seldom, if ever
   ___ usually  ___ occasionally

6. Do you try to keep your wardrobe in line with the latest fashions?

   ___ very definitely  ___ somewhat  ___ not particularly

7. If you had some extra money to spend for clothing would you prefer to spend it for an item of clothing considered to be

   ___ quite fashionable?
   ___ moderately fashionable but somewhat basic in style?
   ___ basic in style?
8. If you received a subscription to a pattern or fashion magazine, such as Vogue, as a gift would you be

____very pleased?  ____moderately pleased?  ____disappointed?

9. Accounts of what people in the limelight are wearing are frequently given by the newspapers, radio and television. Do you

____pay particular attention to these accounts from the fashion standpoint?
____sometimes read or listen to them?
____think that they are boring and cease listening to them or skip over them?

10. Do you enjoy reading about current fashion trends?

____very much  ____somewhat  ____not at all

11. During the past month, have you discussed new fashions with anyone?

Yes ____  No ____

12. Do you make it a point to look at fashion magazines and/or pattern books?

____quite frequently  ____sometimes  ____seldom, if ever

13. Most newspapers carry fashion articles. Do you read these articles?

____seldom, if ever  ____most of the time
____sometimes  ____almost always

14. In relation to others in your class, do you think that your wardrobe consists of

____fewer fashionable items?
____about the same number of fashionable items?
____a greater number of fashionable items?

15. Do you make it a point to discuss fashion trends with your friends?

____seldom, if ever  ____sometimes  ____frequently

16. Do you think being in style is

____very important?  ____moderately important?
____of very little importance?
17. In comparison with most other college girls, do you think your interest in fashion is

___ much greater? ___ about the same? ___ much less?
___ somewhat greater? ___ somewhat less?

18. Before buying clothes do you try to learn features of the new style trends?

___ seldom, if ever ___ usually
___ once in a while ___ almost always

19. Of the people you observe in public places, such as in stores and on the streets, do you notice how their clothes compare to current fashions?

___ almost always ___ sometimes
___ most of the time ___ seldom, if ever

20. When you watch movies how often do you observe the names of costume designers?

___ almost always ___ sometimes
___ most of the time ___ seldom, if ever

21. If you heard that a movie was considered to be rather mediocre, but that the actresses wore beautiful new fashions, would you want to attend the movie?

___ definitely not ___ undecided ___ very definitely
___ probably not ___ probably

22. Providing you can take the time, do you stop to look at new fashions in store windows when walking along the street?

___ almost always ___ sometimes
___ most of the time ___ seldom, if ever

23. From the following names, check all those you recognize as names of fashion designers. (Please do not guess.)

Bill Blast __ Pauline Trigere __ Jardin Cort __ Anne Fogarty __ Andri Cortelle
Claire Bendel __ Geoffrey Beene __ Mia Ford __ Yves St. Laurent __ Koreen Holmes
Andre Courreges __ Carmelli Hudci __ Pierre Cardin __ Norman Norell __ Rudi Gernreich
24. Some of the phrases below are expected to characterize spring 1968 women's fashions. Check all those you feel will be characteristic of this spring's fashions. (Please do not guess.)

---

- The romantic look
- Patent shoes in a range of colors
- Cumberbunds
- Collars which extend over the sleeve top
- Berets
- Scroll designs of bias
- The "luggage look" in handbags
- Embroidery
- Pants dresses
- Six gore skirts
- Low cut necklines
- Basque bodices
- Bulky fabrics
- The military look
- Hardware on shoes
- Dark red lipstick
- Sleeves terminating just below the elbow
- Belts above or below the waist
- Stand up collars
- Ruffles
- Pointed toed shoes
- Wide belts
- Long sleeves gathered on band at wrist
- Sequins

25. Some of the names listed below are names of department stores who advertise in fashion magazines. Check all those you recognize, but please do not guess.

---

- Bonwit Teller
- Lord & Taylor
- J. Smith & Company
- Jonathan Clifton, Inc.
- Neiman-Marcus
- Joseph B. Hartman
- Betts & Rosenblatt
- Best & Co.
- I. Magnin & Co.
- Herbert Lauscher
- Nettie Carnegie
- Saks Fifth Avenue
- Bergdorf Goodman
- Julius Langner

26. Of the names listed below, check all those you recognize as brand names of fashion merchandise--clothing, accessories, cosmetics, and jewelry. (Please do not guess.)

---

- Olga
- Herbert Levine
- Estee Lauder
- Miss Mary
- Merle Norman
- Koret
- Abott
- Galantino
- Evan Picone
- Kimberly
- Vanity Fair
- Hanes
- Binet
- Monet
- Jonathan Logan
- Cora Lee
- Spring Fare
- Rose Marie Reid
- Donnine
- Davidow
- Denter Jordan
- R. & K. Originals
- Janes
- J. & M. Creations
27. Of the following magazines, check all those you read regularly.

- Seventeen
- Mademoiselle
- Glamour
- Vogue

Other fashion magazines (please specify.)

28. Where do you get your information about new clothing styles? Check all the sources you usually use.

- Newspaper fashion columns
- Radio or TV programs featuring fashion news
- Advertisements and articles in fashion magazines
- Advertisements in newspapers
- Fashion shows
- Observing window or store displays
- Salespersons
- Newsphotos or articles about prominent young women
- Observing styles worn on TV or in the movies
- Observing styles worn by my peers in public places
- Observing styles worn by young women I meet socially or in class
- Conversation with friends and/or relatives
- Other sources—specify ________________________________
- None

29. Of the sources of fashion information listed above, double check the one you use most frequently to keep up with style trends. ____
APPENDIX D

PICTURE CHOICE AND PERSONAL DATA SHEET
PICTURE CHOICE

Looking at the pictures again, check (/) the one picture of each pair listed below which you consider to be the more fashionable or more "in" for your age group at the present time. Since your set of pictures may not be in the order they are listed below, please be certain that the title and number of the picture you check corresponds with your choice.

The Park I  The Park VIII
Church II  Church VII
The Library III  The Library XII
The Office IV  The Office XI
The Beach V  Beach Party X
Drug Store VI  Grocery Store IX

PERSONAL DATA

1. Your name ________________________________
2. School (Education, Liberal Arts, etc.) __________________
3. Major area of study (English, Secondary Ed., etc.) ________________
4. Married____  Single____
5. Age____

THE RESULTS

Thank you for participating in this research. Your cooperation is greatly appreciated. It is hoped that this study will be completed sometime next year. If you are interested in receiving an abstract of the findings, please check below.

I would like to receive an abstract of this study when it is available.

Yes____  No____
APPENDIX E

COVER LETTER AND SCHEDULE CARD

SENT TO PARTICIPANTS
March 25, 1968

Dear Miss Kathleen Jones, a member of the School of Home Economics faculty, is currently engaged in a doctoral research program focused upon studying college women's first impressions of other people. Your help is needed in order to collect the required information for this research.

Being a participant in this study involves your reacting to a series of pictures and completing several other forms which will take approximately one hour and fifteen minutes of your time. The information which you supply as a participant will be used in summarizing the findings of the research. It will not be associated with you personally in any way.

Your schedule on file in the Programming Center indicates that you will be free to participate in this research at the time and place designated on the enclosed card. If for some reason this is not a convenient time for you to be a participant please call the School of Home Economics, Ext. 400, and a time more suitable to you will be arranged.

For this research to be successful it is important that all women selected to be participants take part in the study. Therefore, I hope that you will be willing to give your time and effort toward this cause. I think that you will find this to be a pleasant and interesting experience, and your participation will be appreciated by both Miss Jones and the University.

Sincerely,

Ralph W. Cordier
Dean of Academic Affairs

RWC: mw
enclosure
Your schedule indicated that you are free to participate in this research program at ________ on __________. Please report to Room _____, Ackerman Hall, at this time. Please make an effort to be on time, that the group may start promptly.

Thank you,

Kathleen Jones
APPENDIX F

INSTRUCTIONS FOR COMPLETING THE INSTRUMENTS
INSTRUCTIONS

When most people meet a stranger they tend to form an almost instant opinion about the type of person they think the stranger is. Sometimes this opinion forming is a conscious process; at other times it is done in an almost unconscious manner. Frequently we are relatively unaware that we are forming these judgments; however, we do tend to form first impressions.

Though speech, gestures, mannerisms, and body movements provide us with cues to the personality, the first cue that is available as a basis for forming impressions in many instances is a person's appearance. From one's appearance we tend to make instant judgments about what type of person we think another individual will be. Our own actions toward the other person are then structured accordingly. If the first impression we receive is not to our liking it may be that no further social interaction takes place. If we do become further acquainted with the other individual, we may find that our first impression was wrong. Nevertheless, our first impression guides our subsequent actions.

In this folder are twelve pictures. Each picture depicts a young woman about your age, or say between the ages of 18 and 25, in a social situation. Imagine that in your activities during the next week you encounter these women. What type of persons do you think they would be?

To record your impressions of these people, words have been placed on continua. There are twelve continua for each picture. Before you attempt to record your impression look over the words. Then make your judgment by drawing on your past experiences with young women in this age group. Record your impression by placing an X any place on the continuum which most nearly reflects your judgment about the pictured person. One and seven represent the extreme ends while four represents the midpoint or average.

\[
\begin{array}{cccccc}
1 & 2 & 3 & 4 & 5 & 6 \\
\text{Independent} & \text{ } & \text{ } & \text{ } & \text{ } & \text{Dependent} \\
\end{array}
\]

Since the X is placed over the 6 in the above example it indicates that the person making the judgment feels the person being judged is quite dependent in relation to all the people in the 18 to 25 age group she is acquainted with.

Be certain to look at the location of each word on each continuum before making your decision, since some words may not be in the order you might anticipate them to be.

(continued)
An identical rating sheet is provided for each picture. To identify the picture you have judged it is important that the name and number of each picture be placed at the top of each rating page. Your pictures may not start with number one. Judge them in the order which they appear.

You may wonder why the people in the drawings have no facial features. These were omitted to prevent a particular expression from influencing you.

While you are completing this first exercise another folder will be distributed to you. Do not open it until you have completed rating the pictures. Then proceed by following the directions for each individual part. Complete each form in the order it appears in the folder.

Except for a very few questions, there are no right or wrong answers. It is only your opinion that is wanted. Therefore, feel free to convey your honest belief. It is important that you do this as this research is designed to determine if people are in agreement about their opinions of others and to discover differences which might exist.

Your name will not be used in any way when the results of this research are compiled. It is very necessary, however, that all forms from one person be kept together. Therefore, it would be quite helpful if you would put your name on each form in the designated place.

Please do not skip any parts or any particular questions. You may have as much time as you need; however, you probably will not want to deliberate very much about any particular question or part. If you have any questions while you are working raise your hand and they will be answered individually. Turn both folders in together when you are finished.
APPENDIX G

COVER LETTER FOR RETEST FOR RELIABILITY
April 22, 1968

Dear

For statistical purposes it is necessary for me to ask a certain number of students who participated in my doctoral research program to react to the enclosed pictures a second time. I hope that you will be willing to give a few minutes of your time for this purpose. To refresh your memory, the following portion of the original instructions are repeated.

These pictured young women are about your age. Imagine that during the next week you encounter them. Record your impression by placing an X any place on the continuum which most nearly reflects your judgment about the pictured person. Be certain to look at the location of each word on each continuum before making your decision, since some words might not be in the order you anticipate them to be. Place the name of each picture at the top of each rating page.

Please complete the ratings by yourself in the same manner you did them the first time. Place the enclosed label over your name on the envelope and return the enclosed material to me by April 27 by way of the campus mail. You may leave it in the main office in Ackerman Hall if this is more convenient for you.

Again, I want to express my appreciation to you for the time and effort you have given to this project. I am sorry that it is necessary to ask you to do this part a second time, but I hope that you will understand the importance of having certain students repeat this exercise. This is the last time I will need to contact you.

Sincerely,

Kathleen Jones

Enclosures
BIBLIOGRAPHY

Books


Periodicals


Unpublished Materials


Bulletins


Miscellaneous


