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CONSUMER KNOWLEDGE OF, ATTITUDES TOWARD AND PRACTICES  
CONCERNING HOSIERY OF A SELECTED GROUP OF  
HOME ECONOMICS TEACHERS

by

465

BEVERLY KAY REHKOP

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## INTRODUCTION

When buying hosiery, there are many decisions that must be made. The buyer must be concerned with various factors related to style, wear and price. Home economics teachers should be aware of the various choices available and probably would have done some personal experimentation by wearing and comparing variations of hosiery on the market. This investigation of the knowledge, attitudes and practices of home economics teachers as consumers of hosiery was made to reveal knowledge these teachers have acquired about hosiery and to ascertain whether this knowledge affects their attitudes and consumer practices concerning hosiery. The study was designed also to disclose whether these teachers have studied factors to consider when purchasing hosiery and whether they are keeping informed about the current developments in the field of hosiery so that they may relay this information to their students.

The purpose of this study was to investigate through a questionnaire (1) knowledge of home economics teachers about hosiery presently on the market; (2) practices of home economics teachers in wearing hosiery; (3) practices of home economics teachers in purchasing hosiery; and (4) attitudes of home economics teachers about hosiery available on the market.

Homemaking teachers can have a great deal of influence on the teen-age consumer of hosiery who will probably continue to be a hosiery consumer all of her adult life. Since hosiery is worn by most women throughout life and the cost of hosiery is high, it is important that home economics teachers and other home economists include in their educational programs some information about factors to consider when buying hosiery. A study revealing the knowledge, attitudes and practices of home economics teachers about hosiery might help the manufacturers know what steps may be taken to give better information concerning their product. The study may also suggest possible improvements in products or changes in marketing practices which might increase hosiery consumption.

The following are definitions of some terms that were used in the study.

Consumer. "A person who uses goods or services to satisfy his needs rather than to resell them or produce other goods with them." (4, p. 31)

Attitude. A manner of acting, feeling or thinking that reveals one's opinion. (4, p. 95)

Practice. A frequent or usual action or habit. (4, p. 1146)

Knowledge. "Acquaintance with facts; range of information, awareness or understanding." (4, p. 809)

Full-fashioned hosiery. Hosiery knitted to conform to the shape of leg and foot and seamed up the back. (2, p. 400).

Seamless hosiery. Hosiery knitted in a tubular form and shaped by tightening or loosening the knit as the stocking is being made and/or by heat-setting after construction. (3 and 9)

Semi-fashioned hosiery. Hosiery knitted by starting at the toe and finishing at the welt, adding stitches as the stocking is knit. Stitches meet in the form of a V at the back of the leg without a seam. (2, p. 404)

Conventional elasticity. (non-stretch). The amount of stretch and recovery present in the knit construction of hosiery other than stretch and support hosiery.

Stretch hosiery. Hosiery knit with yarn which is subjected to special processes to give it lasting stretchability. The stretchability may be due to the fiber used or the construction of the yarn itself. Each stretch size is capable of adjusting to several sizes and shapes of legs. (3, p. 15)

Mesh hosiery. Hosiery knitted in an interlocking pattern of tiny loops to help prevent runs although a snag generally leaves a hole. (3, p. 8)

Micro-mesh hosiery. Hosiery knitted so that loops are locked in one direction making it impossible for a run



to go down. A run will go from the foot upward. (3, p. 8)

Run-resistant or runproof hosiery. Hosiery knitted by a double locking action which interlocks unlike stitches to prevent any stitch which may be broken from releasing the stitch either above or below it. (9)

Stretch welt. A welt to which an additional amount of stretch has been added by using nylon covered elastic yarns to give more freedom of movement. This welt is especially good for the heavier leg because with the stretch welt there is no binding when stooping or sitting and the hose require no garters for support. (1 and 2)

Support hose. Hosiery of a construction similar to that of stretch hosiery but made of firmer and less elastic filaments of nylon, spandex or rubber. The firmness of these hose helps to relieve tired legs.

Irregulars. Stockings in which there are irregularities in dimensions, size, color or knit without the presence of any mends, runs, tears or breaks in the fabric of the hose or of any substantial damage to the yarn or fabric itself. (2, p. 411)

Agilon. Trademark for a textured nylon yarn which is made by deforming a monofilament yarn into a series of spirals to impart elasticity. This yarn, which is used in both seamless and full-fashioned hosiery, makes possible an elastic hose which fits well and gives a pleasing matt

appearance. (12)

Cantrece. A stretch yarn used in hosiery which is made by combining two types of nylon, one of which shrinks more than the other during processing and as the nylon shrinks it pulls the whole yarn into a crimped form. This crimp, which allows the yarn to stretch, will readily go back to its original shape when it is released. (8)



## REVIEW OF LITERATURE

No current research was found concerning the opinions and habits of home economists as hosiery consumers or as teachers of hosiery. Information was located concerning the history and production of hosiery.

Since World War I women have worn attractive well-fitted hose. By 1917 working men's wives had begun to purchase silk stockings. (11) From 1934-1936 women were purchasing an average of ten pairs of silk stockings, the cost of which represented about 13.7 per cent of women's clothing expenditures. (11) In 1950 women were buying from seven to thirteen pairs of nylon stockings, the cost of which represented 7.8 per cent of women's clothing expenditures. (11)

According to the United States Department of Commerce Business Statistics 1963 (13) the monthly average hosiery shipments in 1939 were 11,395 thousand dozen pairs, and by 1950 this monthly average had increased to 13,390 thousand dozen pairs. In 1956 the monthly average decreased to 12,279 thousand dozen pairs. (13) In 1963, however, the monthly average hosiery shipments increased to 14,965 thousand dozen pairs. (14) In 1965 the average shipment for January was 16,350 thousand dozen pairs. (15) Chambers and Moulton state that "It has been estimated that the average American woman buys a pair of stockings every three

weeks." (2, p. 400) They also state that hosiery wardrobes vary from large ones with different types of stockings for different occasions, activities and costumes to no wardrobe in some climates and social groups where hose are not worn. According to Tate and Glisson (11) the "bare-leg" style may be the reason for the decrease in the per capita consumption of women's hosiery between 1947 and 1956. The total consumption in this period increased only three per cent while the number of women 15 years of age and over increased twelve per cent. (11)

As hosiery manufacturers have developed new variations in hosiery, some innovations have been well-accepted by consumers and other innovations have not. One of the most universally accepted changes has been from full-fashioned hosiery to seamless. Ten years ago full-fashioned hosiery represented 85.5 per cent of hosiery shipments. In 1963, however, full-fashioned hosiery accounted for only 15.1 per cent of total hosiery shipments. The small percentage of women who have clung to full-fashioned hose tend to be older women who have not felt "dressed" in the bare-leg look and have depended on their own fashion judgment rather than the dictates of the current fashion magazines. (10) Textured or patterned hosiery has increased in popularity during 1964. In an article by Milton C. May (6) concerning the production of textured hosiery at the Mauney

Hosiery Mills, ladies textured hose were estimated to represent one to two per cent of 1964 total hosiery sales. At the time the article was written the Mauney Hosiery Mills produced approximately 2000 dozen pairs patterned hose a week; it was anticipated that the weekly output would soon be raised to 3000 dozen pairs. (6)

Some women have been hesitant to try innovations of hosiery because they knew nothing about them. Some modifications of hosiery may not have been used, even though they could have solved some hosiery problems, because women have not known that such variations existed. (16)

In her study on the Clothing Expenditures of a Group of Business and Professional Women completed in 1939, Dora Gilmore (5) found that of forty-eight women having training in home economics, 100 per cent purchased hosiery. The average number of pairs of hosiery owned by each woman was 19.9 and the mean expenditure per item was eighty-nine cents. In a group of forty-one women having no home economics training, 100 per cent purchased hose.

The average number of pairs of hosiery owned by the women of this group was lower than the average number owned by women who had had home economics training; the mean expenditure per pair of women who had had no home economics training was higher than for those women who had had some training. The group having training in home economics



tended to buy more pairs at a time and seldom bought a single pair. It must be remembered that nylon hosiery was introduced on the market in 1939. None of the women in these two groups used nylon hose. (5)

J. M. Mecredy (7) investigated the modern hosiery consumer by means of a national survey which he conducted. The results of the survey indicated to Mecredy that women were reasonably well satisfied with the hosiery they purchased. Women were primarily interested in style, price, weight, color and size. Every woman wanted attractive long-wearing hosiery which fit smoothly and made her feel well dressed, but women differed in the values they expected from hosiery and the attributes they looked for.

Mecredy's study concerned women between the ages of 18 and 55 living in urban United States. He defined urban as all places of 2500 or more inhabitants and the densely populated fringe areas around cities of 50,000 or more. Mecredy felt that women could be divided into three groups according to their views or feelings about what was important to consider in the purchase of hosiery.

Some women (about 20 per cent) have a conservative practical viewpoint in purchasing hosiery. A typical response from a woman with this point of view was, "I am forced to be quite practical in stockings because in the wintertime I wear them constantly . . . and the mesh are very good for me now." Another group of women (just over 20 per cent), who are more self-confident about the appearance and shape of their legs, tend to think of hosiery as a cosmetic for their

legs . . . . The majority (almost 60 per cent) of women are more inclined to think of hosiery as part of their dress. To them wearing stockings is part of being properly dressed. (7, p. 3)

Mecredy also stated that the distinction between these groups of women with different viewpoints on choice of hosiery was only approximate because there were differences of degree in each group. The main distinction in the groups seemed to be age. The "conservative" group was composed primarily of women in the 45-55 age group; the "self-confident" women were more likely to be in the 18-34 age group. The "conservative" women were usually in professional or managerial positions of employment while the "self-confident" and "fashionable" women were more likely to be in clerical work.

Figure 4, page 58, from Mecredy's study shows the importance the women surveyed placed on various hosiery features or values and Fig. 5, page 60, from the same study, shows the degree of satisfaction the women expressed about the various features that could be found in hosiery. The most desired feature was long wear; only twenty per cent of the women felt they were receiving it. The second most important feature was smooth fit; only twenty-two per cent felt they were getting this attribute. Some of the complaints were about not getting hosiery in the right lengths. These complaints indicated to Mecredy that these women were



not aware of the hosiery proportioned to various leg lengths. The women seemed to be relatively satisfied with other hosiery features. (?)

Figure 6, page 62, shows the differences in the importance placed on each of the hosiery values by the three "social groups" in Mecredy's study. The "conservatives" were most interested in longer wear, a natural or neutral shade, medium sheerness, a bargain and conservative hosiery. The "fashionable" group was more interested in hosiery that made them look and feel well dressed as well as hosiery that they felt was in good taste. The "self-confident" women who wanted to attract attention to their legs were most interested in hosiery that was sheer, flattering and gave a bare-legged look. They were also interested in luscious colors and a high sheen. The values in Figure 4, p. 58, which were not included in Figure 6, page 62, were those which were agreed upon by all three groups.

About ninety per cent of the women surveyed by Mecredy (?) had heard of stretch hose and thirty per cent wore them but only six per cent wore them most of the time. The women felt that stretch hose were lacking in four of the six most important features desired in hosiery--the "well-dressed" look, "good taste," attractiveness and the feeling of being well dressed. One out of ten stated she

wanted hosiery that gave some support but only half of the group wore support stockings. Service weight was popular with eight per cent because this weight was long wearing; one-half of these women were in the "conservative" group. Over seventy-five per cent of the "fashionable" and "self-confident" group wore seamless hose. The most important reason for this choice was that there were no seams to keep straight. Of the "conservatives" about forty per cent were still wearing full-fashioned hose. (7)

#### Summary

According to the United States Department of Commerce Business Statistics 1963 (13) the monthly average hosiery shipments increased from 11,395 thousand dozen pairs in 1939 to 13,390 thousand dozen pairs in 1950. March 1964 Survey of Current Business (14) related that in 1963, the monthly average hosiery shipments had increased to 14,965 thousand dozen pairs (14) and in 1965 the average shipment for January was 16,350 thousand dozen pairs. (15)

Hosiery manufacturers have developed new variations of hosiery. Chambers and Moulton (2) observed that these hosiery modifications have allowed women to have hosiery wardrobes with different types of stockings for different occasions, activities and costumes. One of the most universally accepted innovations in hosiery, the seamless hose,

caused a decline in the use of full-fashioned hosiery. Full-fashioned hosiery accounted for 85.5 per cent of hosiery shipments in 1953 but for only 15.1 per cent of hosiery shipments in 1963. (10) Milton C. May (6) reports that textured or patterned hosiery increased in popularity during 1964 and was estimated to represent one to two per cent of 1964 total hosiery sales. May informed us that production of ladies textured hosiery was expected to continue to increase.

Gilmore (5) in 1939 found that forty-eight women who had training in home economics owned an average of 19.9 pairs of hose and the mean expenditure per item was 89 cents while forty-one women who had no home economics training owned 18.5 pairs of hosiery and the mean expenditure per pair was 91 cents. The group that had home economics training tended to buy more hose at a time than did the women who had no home economics training and seldom bought a single pair.

Mecredy (7) found that women were primarily interested in style, price, weight, color and size in the hosiery they purchased. They wanted attractive long-wearing hosiery which fitted smoothly and made them feel well dressed. Mecredy felt that women could be divided into three groups according to their feelings about the features they considered to be important in purchasing hosiery. The

"conservative" group, who tended to be in the 45-55 age group in professional or managerial positions of employment, was interested in practical hose. The "self-confident" group of women, usually in the 18-34 age group and usually clerical workers, thought of hosiery as a cosmetic for their legs and were interested in hosiery which beautified their legs. About sixty per cent of the women surveyed by Mecredy were in the "fashionable" group. The women in this group were usually clerical workers and felt hosiery was necessary to be well dressed and were interested in stylish, appropriate hose to complement their clothing.



## PROCEDURES

In order to investigate the knowledge, attitudes and practices concerning hosiery, questionnaires were mailed to a group of twenty-four home economics teachers in the Shawnee Mission, Kansas School District. All of the women taught in junior or senior high schools. Since this was the school district in which the writer was teaching, names and addresses were easily procured from the Shawnee Mission District Teachers' Directory.

The questionnaire was made up of forty-seven questions which were predominantly objective questions. Objective questions were used to facilitate answering the questionnaire in as short a period of time as possible. When it was difficult for the writer to list on the questionnaire all possible answers to a question or when the participant's candid answer was desired, subjective questions were used. The survey was divided into five sections: extent and source of education received concerning hosiery, present practices in wearing hosiery, present practices in buying hosiery, attitudes about variations of hosiery on the market, and miscellaneous personal and teaching information which might have significantly affected answers given to other questions.

The first three pages of the questionnaire were



devoted to definitions of some terms in the questionnaire in order to be certain all participants had the same concepts. Since the information was confidential, no names were used on the questionnaires.

The questionnaire, as it was being developed, was answered by friends of the writer who had had some college training in home economics but did not qualify for participation in the final study. The approximate length of time required to answer the questionnaire was determined and it was ascertained whether the meaning of each question was easily understood as the writer intended it to be. Minor changes were made in the wording of various questions before the final form of the questionnaire was typed and duplicated.

The questionnaire was mailed with a letter of explanation (Appendix E) and a self-addressed, stamped envelope the last week of school, May, 1964. The writer asked that the survey be answered either the week it was received or the week after school was out. After seventeen days only fourteen questionnaires were returned. All teachers who had not responded were contacted by telephone with the exception of one who was not found at home. A few days later those who had still not responded were sent new copies of the questionnaires in case the original copies had been misplaced. After approximately five weeks, twenty of the twenty-four questionnaires were returned.

Tabulation of the answers to the questions was done in several ways. For most of the questions simple arithmetic tabulations were made.

## FINDINGS

Of the twenty-four questionnaires sent out, twenty were returned. Two of the four who did not return the questionnaire were in summer school and did not find time to answer the questions; one of the four was ill; one of the four could not be reached to ascertain why her questionnaire was not returned.

Some of the questionnaires were returned with various questions or parts of questions unanswered. It is not known whether the respondents did not read the question carefully, did not understand the question or did not know the answer.

Of the twenty who returned the questionnaire eleven were under 30 years of age and nine were over 30 as shown in Table I.

TABLE I  
NUMBER OF RESPONDENTS IN EACH AGE GROUP

	Range of Ages in Years			
	20-30	30-40	40-50	50-60
Number of Respondents	11	4	3	2

Since it has been in the last ten years that many of the new developments in hosiery have been introduced, this age

division has been used for comparisons throughout the paper. It must be remembered that the sample was very small and few conclusions may be drawn.

Educational Background and Teaching Practices Concerning Selection of Hosiery

Sixteen of the twenty respondents had taught at least one clothing class in the last year and they were designated throughout the remainder of this study as clothing teachers in contrast to the four who had taught no clothing classes. Nine clothing teachers were teaching in junior high schools and seven were in senior high schools.

Figure 1, page 20, indicates that a larger percentage of junior high school clothing teachers taught clothing and/or hosiery selection than did those in senior high schools. Six of the nine junior high school teachers were under 30 years of age and had received fairly recent training in clothing selection. Table II illustrates that there tended to be a trend toward teaching hosiery selection.

TABLE II

YEARS SINCE TEACHERS HAD HAD FORMAL EDUCATION  
IN CLOTHING AND/OR HOSIERY SELECTION

	Number of Years				Total
	0-5	6-15	16-25	Over 25	
Clothing Selection	9	9	1	1	20
Hosiery Selection	7	3			10



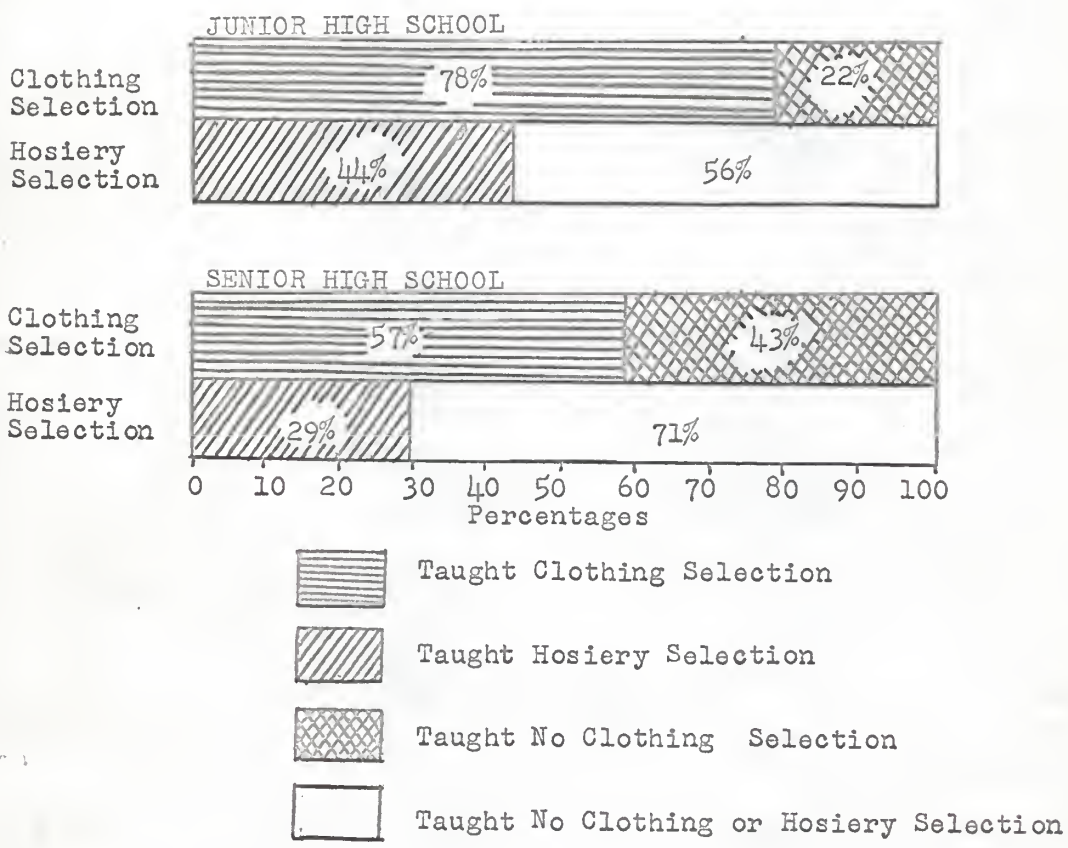


FIGURE 1  
PERCENTAGE OF THE SIXTEEN JUNIOR AND SENIOR HIGH SCHOOL  
CLOTHING TEACHERS WHO TAUGHT CLOTHING  
AND/OR HOSIERY SELECTION



Questions were asked to find out if the extent and area of education might have something to do with whether or not clothing and hosiery selection was taught. Table III, page 22, shows that the teachers who had majored in Home Economics Education tended to teach clothing and/or hosiery selection more than did those majoring in Clothing-Textiles and other areas. Four of the six teachers with Master of Science degrees had taught some clothing and/or hosiery selection in their clothing classes.

All of the teachers who taught no clothing or hosiery selection had had training in clothing selection, but it had been at least six years since the last course work was taken. Of those who taught clothing selection, but no hosiery selection, three of the five had had instruction in hosiery selection. Of the six who taught hosiery selection four had had education in hosiery selection.

Fifteen respondents had had some training in clothing selection in undergraduate years in college. Six had received this education in senior high school, five in post-graduate college, two in junior high school, one in extension education and one in training for retailing. One of the respondents who had a Bachelor of Arts degree in General Home Economics and a Master of Science degree in Clothing-Textiles reported no college training in clothing selection, but had studied clothing and hosiery selection in high

TABLE III

COMPARISON OF TEACHERS' EDUCATIONAL BACKGROUNDS AND NUMBER OF TEACHERS WHO TAUGHT CLOTHING AND HOSIERY SELECTION IN JUNIOR AND SENIOR HIGH SCHOOL

College degree(s) earned and home economics major	Number of Teachers						Total
	Taught Clothing Selection but No Hosiery Selection		Taught Both Clothing and Hosiery Selection		Taught Neither Clothing or Hosiery Selection		
	Junior High	Senior High	Junior High	Senior High	Junior High	Senior High	
B. A. in Clothing-Textiles		1			1		2
M. S. in Clothing-Textiles	1					1	3
B. S. or B. A. in Education		2	4		1		7
A. B. and M. S. in Education						1	1
B. A. or B. S. in other areas						1	1
B. A. and M. S. in other areas						1	2
Total teachers	1	4	4	2	2	3	16

school. This person taught clothing in high school, but taught no clothing or hosiery selection.

The survey indicated that the percentage of students who wore hosiery to school may have made some difference among junior high school teachers as to whether or not hosiery selection was taught but seemed to have made no difference among senior high school teachers. The five junior high teachers who taught no hosiery selection estimated that an average of twenty-six per cent of their students wore hosiery to school with the individual estimates ranging from three per cent to fifty per cent. The average of the estimates made by junior high teachers who taught hosiery selection was seventy per cent. The average of the estimates made by high school teachers who taught hosiery selection was seventy per cent; the same percentage was the average of the estimates made by high school teachers who did not teach hosiery selection. It must be remembered that the figures on the percentage of students wearing hosiery to school were based on teachers' estimates.

Twelve of the twenty teachers had received some training or information on hosiery selection in the last ten years. Figure 2, page 24, illustrates that publishers and advertisers along with college teachers have made an effort to do some informing concerning hosiery.

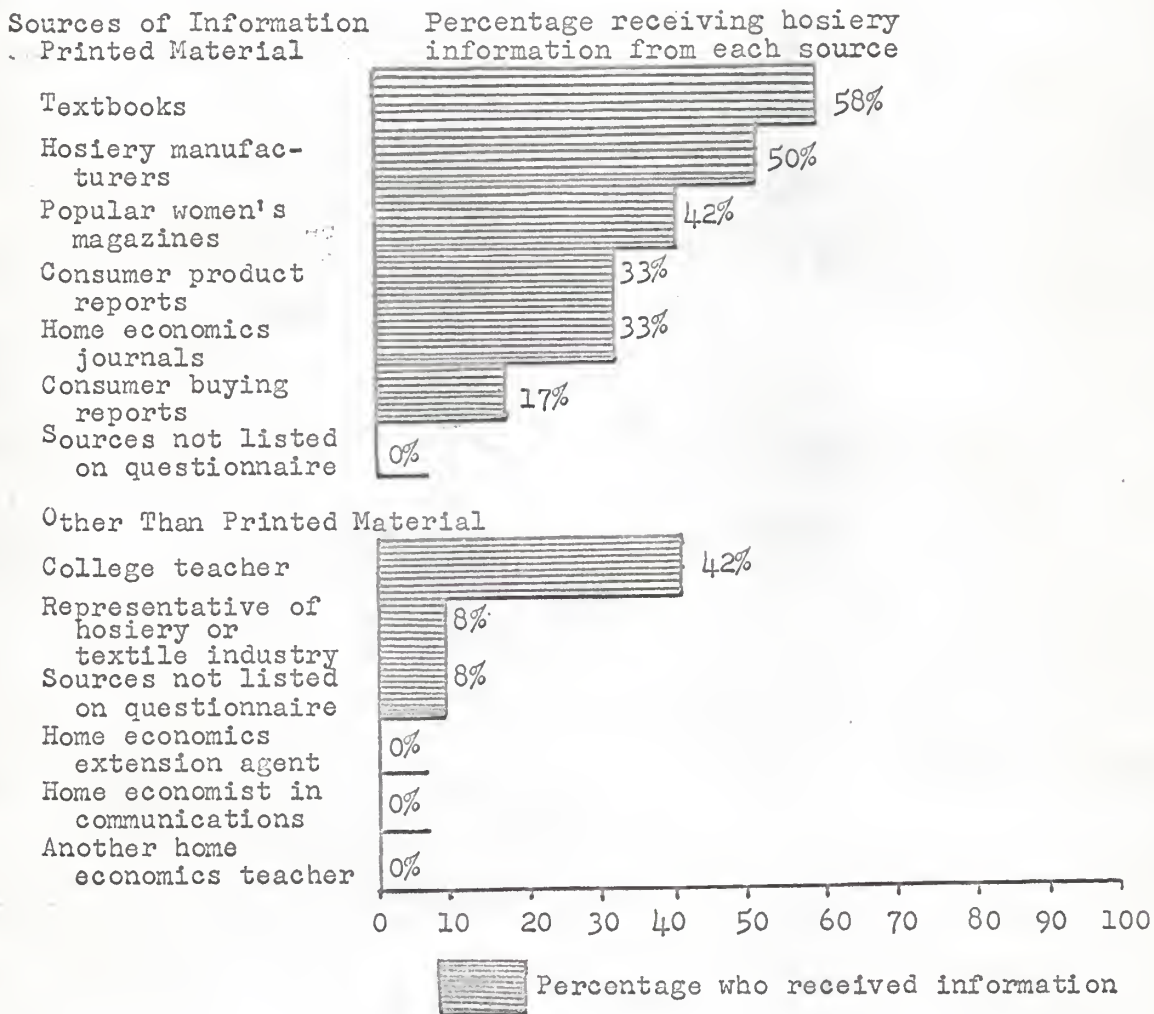


FIGURE 2

PERCENTAGE OF TWELVE TEACHERS WHO HAD RECEIVED  
 HOSIERY INFORMATION FROM PRINTED MATERIAL AND  
 SOURCES OTHER THAN PRINTED MATERIAL  
 IN THE LAST TEN YEARS



### Practices Concerning Wearing of Hosiery

Figure 3, page 26, illustrates that teachers under thirty gave more reasons for wearing hosiery than did those over thirty. This finding was indicated by the fact that, in most cases, a higher percentage of teachers under thirty than over thirty listed each reason.

Occasions to which hose were worn most frequently were teaching, shopping downtown and most social occasions as is indicated by Table IV, page 27. Hosiery was worn around the house very little. This data seemed to be concurrent with the reasons given for wearing hose in Figure 3, page 26, in which those reasons which had the highest total percentages checked were the following: "To be more well-dressed" and "For social or occupational pressures." Age seemed to make little difference in the occasions upon which hosiery was worn.

Most of the respondents had some sort of hosiery wardrobe--those hose worn to school and those worn for other social occasions. The greatest variations in hosiery worn to various occasions were found to be in type, kind of knit, weight or yarn size, and price of hosiery.

There was little variance in the style of hosiery worn to school and the style worn for other social occasions as is shown in Table V, page 28. There was a definite trend toward wearing tubular hosiery especially among the group

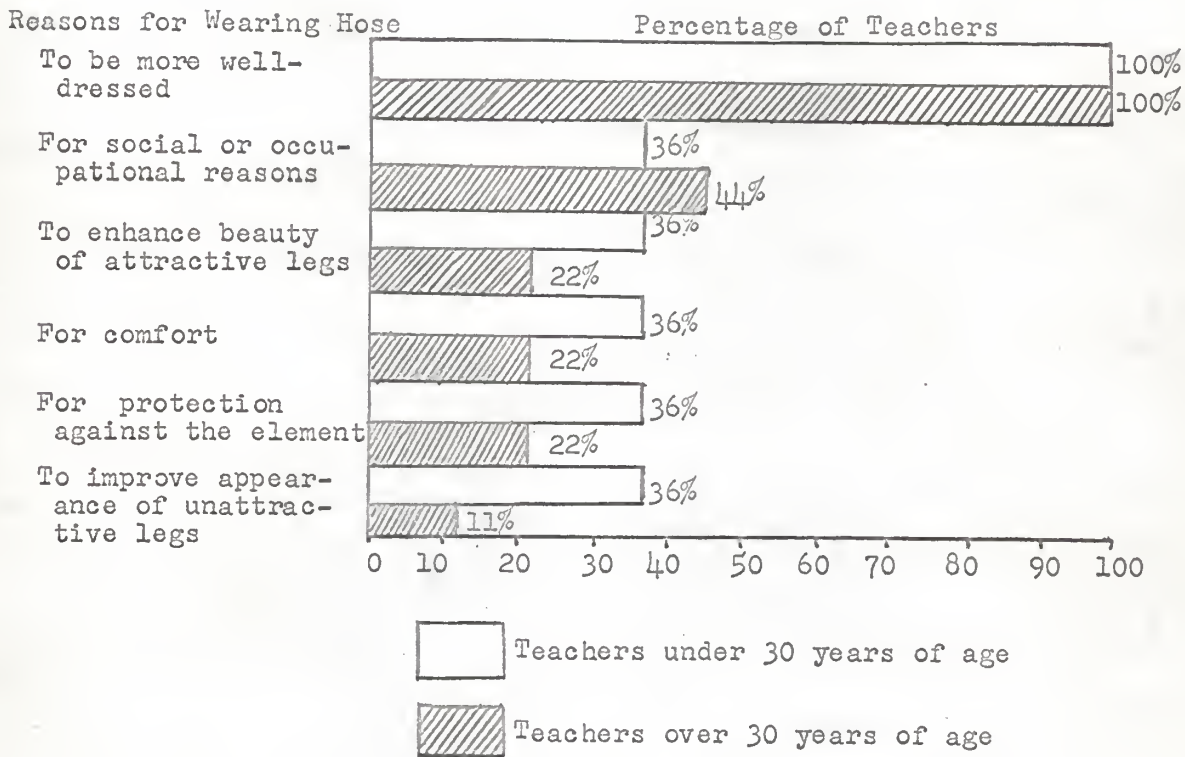


FIGURE 3

REASONS FOR WEARING HOSIERY CHECKED BY ELEVEN TEACHERS UNDER  
30 YEARS OF AGE AND NINE OVER 30 YEARS OF AGE

TABLE IV

FREQUENCY WITH WHICH HOSIERY WAS REPORTED TO BE WORN BY  
TEACHERS UNDER AND OVER 30 YEARS OF AGE

Occasions for which Hosiery was Worn	Age Groups (Years of Age)	Frequency with which Hosiery was Worn			
		Always	Usually	Seldom	Never
Teaching at school	Under 30	9	1		
	Over 30	9	1		
Doing daily tasks at home	Under 30		1	5	5
	Over 30			4	4
Doing daily tasks outside the home	Under 30		5	5	
	Over 30	2	4	4	
Shopping at shopping center	Under 30		9	2	
	Over 30	2	7		
Shopping downtown	Under 30	10	1		
	Over 30	8	1		
Attending most social occasions	Under 30	11			
	Over 30	7	2		

under 30 years of age.

TABLE V  
STYLES OF HOSIERY WORN TO SCHOOL AND FOR OTHER SOCIAL OCCASIONS BY TEACHERS UNDER AND OVER 30 YEARS OF AGE

Styles of Hosiery Worn	School		Other Social Occasions	
	Age Groups of Respondents (Years of Age)			
	Under 30	Over 30	Under 30	Over 30
Full-fashioned		3		2
Tubular	11	4	10	4
Semi-fashioned		1	1	1

Although there was a great deal of variance in the types of hosiery worn, age seemed to have made little difference in this variance as is shown in Table XI, page 64. Ten of the group surveyed wore the conventional non-stretch hosiery to school and for other social occasions. Three teachers wore stretch hosiery to school and non-stretch for other social occasions. Two wore stretch hose to school and also for other social occasions. One participant wore non-stretch hosiery and stretch hosiery to school and checked nothing for other social occasions; one wore support hose to school and checked nothing for other social occasions. One respondent wore support hose only when pregnant.



According to Table XII, page 64, mesh knits were just as popular as plain knits for school, but were worn very little for other social occasions. There was little age difference in the selection of the types of knits worn for school or for other social occasions. Four of the teachers wore mesh and plain knit to school; three wore mesh to school and plain knit for other social occasions. One wore mesh and runproof to school. Mesh hosiery was worn exclusively by one respondent in each of the age groups.

Five of the participants in the survey did not answer the question about heel and toe reinforcements. Fourteen of the fifteen who did respond wore both heel and toe reinforced hose to school and for other social occasions. Four of the fourteen respondents, all under 30 years of age, wore hose with only the toe reinforcement for some other social occasions. One of the four above also wore hose which had neither heel nor toe reinforcement for some social occasions. Two teachers wore both heel and toe reinforced hose for school and hose with only the toe reinforcement for other social occasions. One wore heel and toe reinforced hose for other social occasions and listed nothing for school. Table XIII, page 65, shows that a larger variety of foot reinforcements was worn for other social occasions than was worn for school.

Only four teachers answered the question about the type of welt worn and all said that they wore the conventional welt. Perhaps the reason that this part of the question was not answered by more respondents was because it was not separated from the question concerning foot reinforcements or because the respondents did not know the meaning of the welt of hose.

Seventeen teachers--then under 30 years of age and seven over 30--wore hosiery made of nylon to school and for other social occasions. One teacher, over 30, wore nylon and nylon upper with cotton sole hosiery for school and for other social occasions. One, over 30, wore nylon for school and listed nothing for other social occasions. One did not answer the question.

Weight is the variant in hosiery in which age seemed to make the greatest difference as illustrated by Table XIV, page 65. Teachers under 30 years of age tended to wear sheerer hose for all occasions than those over 30. Most teachers wore heavier hosiery to school than for other social occasions. One of the respondents wore luxury sheer hosiery for school and for other social occasions; five wore luxury sheer hose for other social occasions and daytime sheer for some social occasions and for school. Daytime sheer hose were worn for school and other social occasions by six teachers and two of these also wore

walking weight to school and daytime sheer for other social occasions; one wore walking weight to school and luxury sheer for other social occasions. Walking weight hose were worn by two teachers for school and for other social occasions. One did not answer the question.

Table XV, page 66, indicates that the majority of teachers paid from 50 cents to \$1.50 for their hose. Age seemed to make little difference in the price that was paid for hose, and, furthermore, the occasions to which the hose were worn seemed to be of little consequence to the price that was paid. Four of the teachers wore hose which cost 50 cents to \$1.00 to school and for other social occasions. One of these also wore hose which cost below fifty cents for school and for other social occasions. One respondent wore hose which cost 50 cents to \$1.00 to school and \$1.50 to \$2.00 hose for other social occasions. Nine teachers paid \$1.00 to \$1.50 for hose worn to school and for other social occasions. Of the nine teachers mentioned previously one paid over \$2.00 for hose worn for other social occasions, and one paid 50 cents to \$1.00 for school hose. Another of the nine wore \$1.50 to \$2.00 hose to school and for other social occasions. One teacher wore \$1.00 to \$1.50 hose to school and \$1.50 to \$2.00 hose for other social occasions; another paid \$1.00 to \$1.50 for hose for school and listed nothing for other social



occasions. One teacher paid \$1.00 to \$1.50 for hose for other social occasions and listed nothing for school. One participant wore \$1.50 to \$2.00 hose to school and also for other social occasions. One wore \$1.50 to \$2.00 hose to school and listed nothing for other social occasions.

The majority of the teachers wore first quality hosiery for school and for other social occasions; one of these wore irregulars for school. One wore both first quality and irregulars for school and listed nothing for other social occasions. One respondent wore first quality hose for other social occasions and irregulars for school; two wore irregulars to school and for other social occasions. Three did not answer this part of the questionnaire.

Runs were the principal reason for discarding hose for ten respondents and four discarded hose because of holes and runs. One teacher discarded hose for each of the following reasons: because of runs and snags, because of holes and snags, because of holes and poor shape retention. One did not respond.

#### Practices Concerning Selection of Hosiery

Age seemed to make a great difference in the number of pairs of hosiery purchased per year. The average number of pairs of hosiery purchased per year by respondents under thirty years of age was reported to be 23 while the average



number of pairs of hosiery said to be purchased per year by respondents over 30 was 16. Three teachers under 30 and one over 30 said they purchased from 3 to 6 pairs once a month. Five teachers under 30 purchased 2 to 3 pairs of hosiery every three months and one under 30 years of age purchased 6 pairs every three months. Three teachers over 30 purchased approximately 3 pairs of hose every three months and one teacher purchased 6 pairs every three months. One teacher over 30 purchased from 6 to 9 pairs twice a year. One teacher under 30 years of age purchased 6 pairs once a year. Three respondents over 30 purchased hose once a year, one 2 pairs, another 6 pairs and a third purchased 6 to 12 pairs a year.

It should be noted that the majority of respondents purchased their hose in multiples of three. Reasons given for this were that matching odd hose was easier and hose were less expensive when purchased by the box. Reasons given for buying six pairs or more in addition to the ease of matching odd hose were that hosiery purchases need not be made so often and that more pairs were bought to take advantage of sales. The reason given for purchasing two pairs at a time was to have a spare pair.

The percentage of hosiery acquired by gift ranged from zero to 75 per cent. Six respondents received no gifts of hosiery, three received approximately 2 per cent

of their hosiery by gift, one received 5 per cent, five received 10 per cent, one received 25 per cent, one received 50 per cent, one received 75 per cent and one did not answer the question.

Only six of the nineteen respondents who answered the question had purchased the same brand or brands of hosiery for the last four or five years. Reasons given for purchasing the same brand(s) were: all of the desired qualities had been found, more of the desired qualities were found in this brand than other brands, they knew what they were getting. Reasons given for not buying the same brand for the last four or five years were: still trying to find desired qualities, bought the brand which was on sale, changed type of hose worn and changed brand, desired better quality or found better buy, purchased same brand for last three years.

Fifteen of the twenty respondents purchased their hose at the hosiery or shoe departments of department stores. Reasons for buying there were: brand (indicated by ten respondents), convenience (checked by eight respondents), price and confidence in establishment (listed by four respondents each).

Three teachers who bought hosiery at the basement or first floor of department stores listed brand, confidence in establishment and price as reasons. Of the above

respondents one also bought hose at discount stores and listed price as the main reason for buying hose where she did. One respondent bought hosiery at all areas of department stores that sold hosiery to find the brand(s) desired. One teacher purchased hose at a variety store and listed convenience and price as the reasons. One purchased her hose at all areas of department stores and at shoe stores and checked all four reasons--brand, convenience, confidence in establishment and price.

Size of hose was determined by seven respondents from shoe size; four determined size of hose from the length of the foot plus one-half inch. Size was determined for four respondents by a salesperson; one knew her size "from experience." One teacher determined her size by trial and one did not remember how her size was determined. All checked that they purchased hose according to leg length.

According to Table VI, page 36, long wear was considered to be more important for hose worn to school than for hose worn for other social occasions and was the attribute most desired in hose worn to school. Long wear seemed to be slightly more important to those under 30 years of age than those over 30 for hose worn to school. Correct weight or sheerness seemed to be much more important for those teachers under 30 in hose worn for other social



TABLE VI

ATTRIBUTES DESIRED IN HOSIERY WORN TO SCHOOL AND FOR  
OTHER SOCIAL OCCASIONS BY NUMBER AND PERCENTAGE OF  
TEACHERS UNDER AND OVER 30 YEARS OF AGE

Hosiery Attributes	School				Other Social Occasions			
	Age Groups of Respondents in Years							
	Under 30		Over 30		Under 30		Over 30	
	No.	%	No.	%	No.	%	No.	%
Long wear	11	100	8	89	5	45	4	49
Right weight or sheerness	5	45	4	49	9	82	5	56
Right color or shade	8	73	6	67	10	91	9	100
Smooth fit	8	73	7	71	10	91	8	89
Comfortable fit	7	64	6	67	7	64	5	56
Price	7	64	4	49	3	27	5	56



occasions than those over 30. Correct color or shade was the attribute most desired in hose to be worn for other social occasions; smooth fit was the second most desired characteristic. Each of the two previous attributes was more important in hose worn for other social occasions than for hose worn to school. Age seemed to make little difference in the desirability of these attributes indicated by the respondents. Comfortable fit was desired in hosiery worn both for school and social occasions by both age groups. Correct price was more important to teachers under 30 years of age in hose worn to school than to those over 30; price was slightly more important for hose worn for social occasions to teachers over 30 than to those under 30.

Eight of the respondents stated that they had some trouble finding one or a combination of the following attributes: long wear, right weight or sheerness, right color or shade, smooth fit, comfortable fit, right price. Five had difficulty finding hose that wore the length of time that they would like to have them wear. Of the five who had trouble finding long wear in hose two purchased about 12 pairs of hose per year, two purchased 36 pairs per year and one bought 72 pairs of hose per year. Of the five who had trouble finding long wear, three wore mesh knit or micro-mesh knit some of the time, one wore stretch

hose part of the time, and all wore daytime sheer and/or walking weight. One of the five wore luxury sheer part of the time. Of the five who desired longer wear in their hose than they had previously had, two paid 50 cents to \$1.00 for their hose, two paid \$1.00 to \$1.50 and one paid \$1.00 to \$2.00 for her hose. Two respondents who had difficulty finding long wear in hose felt stretch hose were more resistant to snags, holes and runs, but felt that stretch hose were objectionable in texture.

Two respondents said that they had trouble finding smooth fit around the ankle in their hose although both stated later in the questionnaire that they liked the fit of the hose they wore. One of the two respondents who had trouble finding smooth fit around the ankle wore tubular hosiery and one wore full-fashioned hose; one had tried stretch hose but objected to their texture.

Two respondents stated that they had difficulty finding smooth fit in leg length although both indicated that they purchased hose according to leg length. One said that if she purchased the short length of hose the welt could be seen when she sat down while wearing a slim skirt and if she purchased medium length she had to fasten her supporters below the welt.

One teacher indicated that she had difficulty finding a combination of right weight, long wear and right price.

### Attitudes Concerning Hosiery

Eight of the eleven respondents under 30 years of age and seven of the nine respondents over 30 indicated that they had worn full-fashioned hosiery, ten of the eleven teachers under 30 and seven of the nine teachers over 30 stated that they had worn tubular and one (under 30) had worn semi-fashioned hosiery. According to Table VII, page 40, the "Under 30" group seemed to be slightly more dissatisfied with full-fashioned hosiery than those teachers over 30 years of age. Twelve of the teachers who had worn full-fashioned hose felt that the seams were bothersome to keep straight; only one stated that she did not mind keeping seams straight. The teachers under 30 were more in favor of tubular hose than were those over 30; they indicated that they felt that tubular hose were more flattering to the legs and that they felt more well-dressed without seams than with seams.

Although the majority of the respondents usually wore conventional non-stretch hose, eleven teachers felt that the lack of elasticity caused runs and nine felt that their freedom of movement was hampered. One teacher felt that non-stretch hose were unsatisfactory because they "became baggy." Ten teachers objected to the texture of stretch hose and four teachers objected to their appearance. Seven respondents felt that stretch hose were more



TABLE VII

ATTITUDES ABOUT STYLES OF HOSIERY WORN BY NUMBER OF  
TEACHERS UNDER AND OVER 30 YEARS OF AGE

Attitudes	Full-fashioned		Tubular		Semi-fashioned	
	Age Groups of Respondents in Years					
	Under 30	Over 30	Under 30	Over 30	Under 30	Over 30
Liked fit	4	4	7	4		
Disliked fit	2		3			
Liked shape retention	4	4	7	4		
Disliked shape retention	2		3			
Felt seams were bothersome to keep straight	7	5				
Felt seams were not bothersome to keep straight		1				
Felt seams were flattering to legs	1	2				
Felt seamless hose were flat- tering to legs			10	4	1	
Felt well- dressed with seams	2	1				
Felt well- dressed without seams			8	6	1	



comfortable because of stretch; seven teachers felt that stretch hosiery was more resistant to runs, snags and holes than non-stretch hose. One teacher felt that stretch hose were not more comfortable because of stretch and one stated that stretch hose cramped her foot. Two teachers felt that stretch hose were too stretchy because they got longer and longer.

Eight of the respondents indicated that they would like to have their hose fit snugly enough to give some support, but only two of these teachers stated that they had ever worn support hosiery. Of the two who had worn them, one objected to the appearance of support hose and one objected to the texture. Both teachers felt that support hose were resistant to runs, snags and holes and that they relieved tiredness in legs. One teacher expressed satisfaction with the shape retention of support hose and one respondent indicated that she believed the seams caused callouses on the soles of the feet. One teacher indicated that she did not desire support in her hosiery and expressed no other feelings about support hose except that they did not relieve tiredness in legs.

Most of the respondents indicated, as shown in Table VIII, page 42, that they were satisfied with all aspects of both heel and toe reinforcements but were quite dissatisfied with the length of wear when one or both of

TABLE VIII

SATISFACTIONS AND DISSATISFACTIONS WITH LENGTH OF WEAR  
AND APPEARANCE OF FOOT REINFORCEMENTS OF HOSIERY WORN  
BY NUMBER OF TEACHERS UNDER AND OVER 30 YEARS OF AGE

Satisfactions and Dissatisfactions	Heel and Toe		Toe Only		No Heel or Toe	
	Age Groups of Respondents in Years					
	Under 30	Over 30	Under 30	Over 30	Under 30	Over 30
Satisfaction with length of wear	9	6	1			
Dissatisfaction with length of wear		1	6	1	4	
Satisfaction with appearance	9	4	6	1	3	
Dissatisfaction with appearance		2				

these reinforcements were removed.

Only one person checked an opinion about the stretch welt; she stated that the welt was comfortable because of its elasticity.

Nylon hosiery and nylon upper with cotton sole hosiery were the only fibers about which opinions were expressed to any extent. These opinions are shown in Table IX, page 44. Only one teacher indicated that she had worn olefin hosiery; she expressed satisfaction with all aspects of hosiery made of olefin, but did not usually wear hosiery of this fiber. Table XV indicates that the majority of the respondents were satisfied with hose made of nylon; the only dissatisfaction expressed to any extent was with the length of wear. Only three teachers indicated that they had worn hosiery made of nylon with cotton soles.

Table X, page 45, indicates that the sheerer hose were purchased more for appearance and less for comfort and utility. Four respondents each expressed dissatisfactions with luxury sheer hose, and ultra-daytime sheer hose all of which had to do with the fact that the respondents did not feel these weights of hose lasted long enough to merit their cost. One respondent stated that she was dissatisfied with the appearance of walking weight and another expressed dissatisfaction with the appearance of service weight.

Of the eleven teachers who indicated that they had

TABLE IX

SATISFACTIONS AND DISSATISFACTIONS WITH APPEARANCE,  
 LENGTH OF WEAR, COMFORT, FEEL OF NYLON OR NYLON  
 WITH COTTON SOLE HOSIERY BY NUMBER OF TEACHERS

Satisfactions and Dissatisfactions	Nylon	Nylon Upper Cotton Sole
Satisfaction with appearance	19	1
Dissatisfaction with appearance	0	2
Satisfaction with length of wear	11	1
Dissatisfaction with length of wear	5	1
Satisfaction with comfort	16	1
Dissatisfaction with comfort	1	1
Satisfaction with feel	16	1
Dissatisfaction with feel	1	1



TABLE X

REASONS INDICATED FOR WEARING VARIOUS WEIGHTS OF HOSIERY BY NUMBER OF TEACHERS UNDER AND OVER 30 YEARS OF AGE

Reasons	Luxury Sheer		Daytime Sheer		Walking Weight		Service Weight	
	Under 30	Over 30	Under 30	Over 30	Under 30	Over 30	Under 30	Over 30
	Age Groups of Respondents in Years							
Serviceability			2		6	7	2	1
Comfort			1		1	2		1
Appearance	10		7	5				

worn irregular hosiery, six expressed satisfaction with appearance of irregular hose, five expressed satisfaction with serviceability, nine felt that they were, in general, satisfactory for the price paid and only two felt that irregular hose were not satisfactory.

None of the respondents had worn Cantrece hosiery; only one teacher had worn Agilon about which she expressed satisfaction.

## SUMMARY OF FINDINGS

Eleven of the twenty teachers who returned the questionnaire were under 30 years of age and nine were over 30 years of age. All of the respondents had had some training in clothing selection, but only ten remembered receiving any education in hosiery selection. Seven of the teachers had had their training in hosiery selection in the last five years. Fifteen of the twenty respondents received this training in clothing selection in their undergraduate college years. Although teachers considered hosiery an important item of clothing, only slightly more than one-third of the teachers taught information concerning the purchasing of hose. Forty-four per cent of the nine junior high school clothing teachers and twenty-nine per cent of the seven high school clothing teachers taught hosiery selection. Five of the six teachers who taught hosiery selection had majored in Home Economics Education in undergraduate and/or graduate courses. The percentage of students that, according to the teachers' estimates, wore hosiery to school seemed to make some difference in junior high school teachers as to whether hosiery selection was taught. Of the junior high school teachers who taught no hosiery selection, the estimates of the number of students who wore hosiery to school averaged twenty-six per cent. The average of the

estimates of high school teachers was seventy per cent for the teachers who did teach hosiery selection and was also seventy per cent for those who did not teach hosiery selection.

Textbooks, hosiery manufacturers, popular women's magazines and college teachers seemed to have been the best sources of additional hosiery information in the last ten years, but none of the sources reached more than one-third of the respondents and information from hosiery manufacturers reached only six of the twenty.

The primary reason that the respondents listed for wearing hose was "To be well-dressed" with 100 per cent of the respondents giving this reason. "Social or occupational pressures" was the second most important reason checked; forty per cent checked this item. The occasions for which hose were most frequently worn were teaching, shopping downtown and for most social occasions; hosiery was worn around the house very little.

Many of the respondents indicated that they wore a more durable, conservative hose to school than for social occasions. Age made little difference in hosiery that was selected with the exception of weight of hose. Tubular hosiery had gained popularity over full-fashioned hose in the group of teachers studied, primarily because there was no seam to keep straight in tubular hosiery. Conventional



non-stretch hosiery was worn more than stretch and support hose principally because of the objection to the appearance and texture of stretch and support hosiery. Stretch hose were satisfactory for some school wear, however. Mesh knit hose were worn to school as much as were the plain knit, but mesh knit was worn very little for other social occasions. Hosiery with both heel and toe reinforcements was worn exclusively for school and predominantly for other social occasions because these hose were said to last longer than other reinforcements and their appearance was satisfactory. Nylon hosiery was worn almost exclusively by the respondents and was reported to be satisfactory. Daytime sheer and walking weight hose were worn almost exclusively to school while luxury sheer and daytime sheer weights were the most popular hose for other social occasions. The teachers over 30 tended to wear slightly heavier hose than those under 30. The most popular price for hose was \$1.00 to \$1.50 both for school and for social occasions. The majority of teachers wore first quality hose, but most of those who had worn irregulars felt that they were satisfactory for the price paid. Holes and runs were the principal reasons for discarding hose.

Age made a great deal of difference in the average number of pairs of hose purchased per year. The respondents under 30 years of age purchased an average of twenty-three

pairs of hose per year and those over 30 bought sixteen pairs. The majority of the survey participants purchased their hose in multiples of three because the hose were cheaper by the box in which there are three pairs of hose; matching of odd hose was another reason for purchasing in multiples of three. Only six of the respondents had purchased the same brand of hose for the last four or five years. Many of the teachers were still looking for one brand that had all the qualities they desired, and some bought the brand that was on sale. Eighteen of the teachers purchased their hose at department stores. The reasons given for purchasing at department stores were these: brand, convenience and confidence in establishment.

The most desired attributes in hosiery for school were long wear, smooth fit and right shade or color. The attributes most desired in hose for social occasions were right shade or color and smooth fit. Age seemed to make some difference in the hosiery attributes which were desired. Eight teachers indicated that they had trouble finding some of the attributes they desired in hosiery; long-wearing and smooth-fitting hose were the most troublesome to find. Leg length seemed to be the problem in fit though all teachers stated that they purchased hose according to leg lengths.

## CONCLUSIONS AND RECOMMENDATIONS

There seemed to be an apathy among many of the teachers surveyed about their hosiery. The teachers did not seem to be interested in learning about or trying new variations which have been placed on the retail market. Most of the teachers knew basic information about hosiery and seemed to realize that their needs in hose for school were different than were their needs in hose worn for other social occasions. Many teachers had made some attempt to meet these needs but many of the variations in hosiery, especially the newest ones had never been tried indicating either that they were satisfied with what they had been wearing, that they did not know about the new developments in hosiery on the market or that they had no interest or curiosity in trying something new. Age seemed to make little difference in the attitudes and buying and wearing practices of these teachers concerning hosiery even though more of the group under 30 years of age had had some training in hosiery selection.

Apparently, this lack of interest in hosiery and new hosiery variations carried over into their teaching since only six of the twenty teachers taught hosiery selection despite the fact that their estimates of the percentage of students who wore hosiery to school ranged from three per



cent to ninety-five per cent. The average of these estimates was sixty per cent and the median estimate was fifty-five per cent. The writer recommends that hosiery selection be taught as soon as students begin wearing hosiery. Perhaps the lack of interest of the teachers is partially the fault of the hosiery manufacturers who do not send information about new advances in hosiery manufacture and other pertinent information to stimulate the teachers' interest.

It is the recommendation of the writer that the results of this survey be published in journals read by home economists to attempt to awaken all home economists, especially secondary and college level teachers to the indifference that exists and to stimulate an interest in doing something about this attitude. State and city supervisors should encourage the teaching of clothing and hosiery selection in schools. It is further recommended that there be additional studies to determine whether this seeming indifference exists among Home Economists and teachers in other geographic areas and if so to attempt to discover the reason for the existence of this lack of interest. The writer feels that those teachers who do not teach hosiery selection should be questioned to determine their attitudes about teaching hosiery selection. The writer suggests that in a similar study a question be included to determine



whether cost of hosiery was one reason that new variations were not tried. Perhaps studies should be made in college clothing classes to investigate whether clothing and/or hosiery selection is being taught on the college level. Studies should be made of teenage girls who have had training in hosiery selection to determine the benefit of teaching hosiery selection on the secondary level. It is also suggested by the writer that there be studies made to determine whether there is as little interest among home economists in learning about and teaching of other areas in clothing selection.

The results of this survey should be sent to hosiery manufacturers to encourage them to take a larger part in informing home economists about their products. Promotional materials about a new variation of their product might stimulate interest in wearing these new products. Free teaching aids for the teacher might inspire more classroom teaching about hosiery selection.

It is the opinion of the writer that home economists, when awakened to the facts and encouraged by college teachers, hosiery manufacturers and home economics journals, will become interested in learning more about hosiery and in passing this information on to others.

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APPENDIX



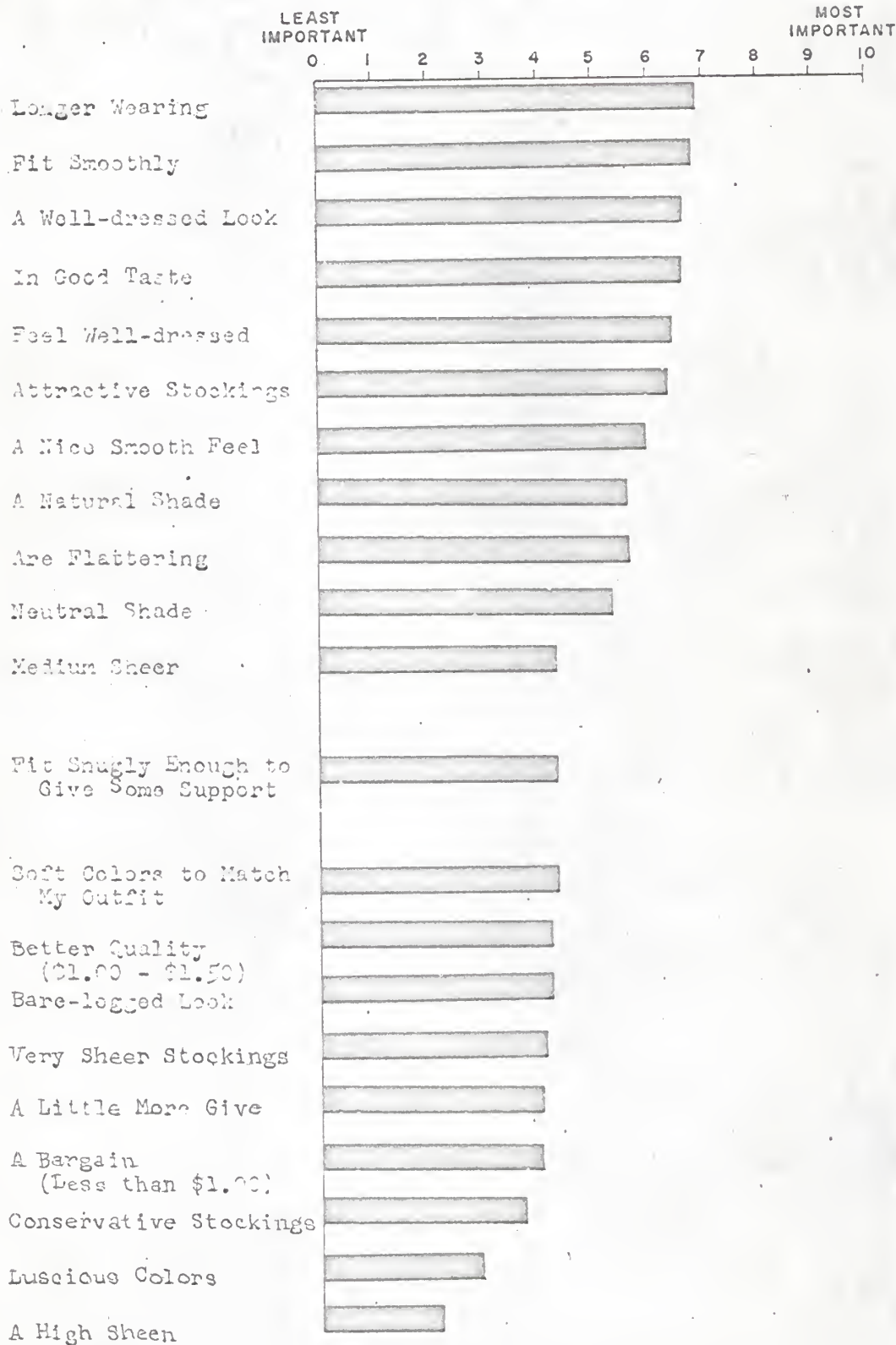
#### APPENDIX A

Figure 4. Illustration of the importance of hosiery values of 980 women living in urban United States.

This chart was reproduced from "Nylon Hosiery, A Psychological Study of Consumers," page 4. This was a marketing research report compiled by J. M. Mecredy for the E. I. DuPont de Nemours & Co. (Inc.) of Wilmington, Delaware and published in 1962.

IMPORTANT HOSIERY VALUES

58



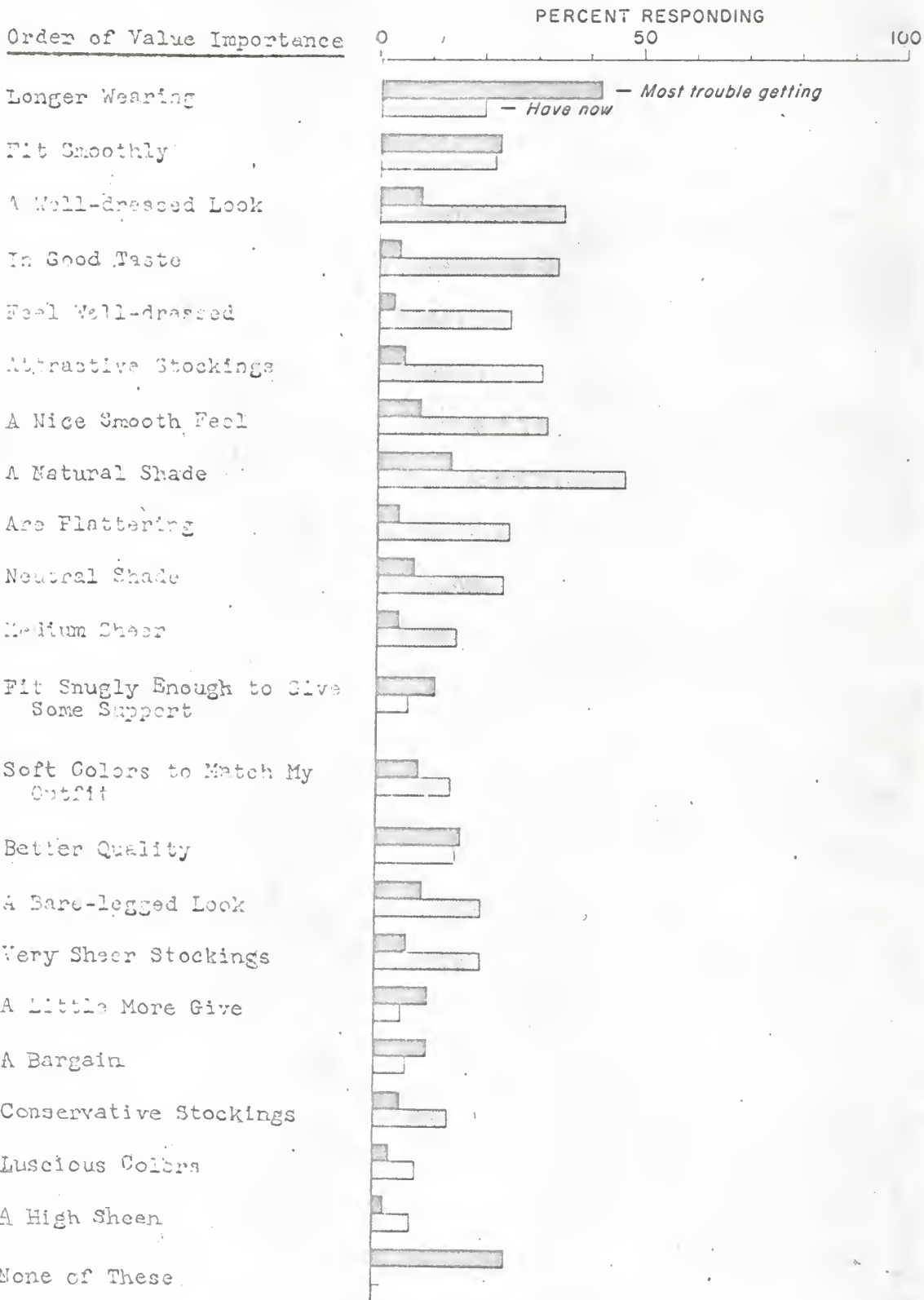
APPENDIX B

Figure 5. Illustration of the satisfaction expressed about hosiery features of 980 women living in urban United States.

This chart was reproduced from "Nylon Hosiery, A Psychological Study of Consumers," page 9. This was a marketing research report compiled by J. M. Mecredy for the E. I. DuPont de Nemours & Co. (Inc.) of Wilmington, Delaware and published in 1962.

# IMPORTANT HOSIERY FEATURES

Features



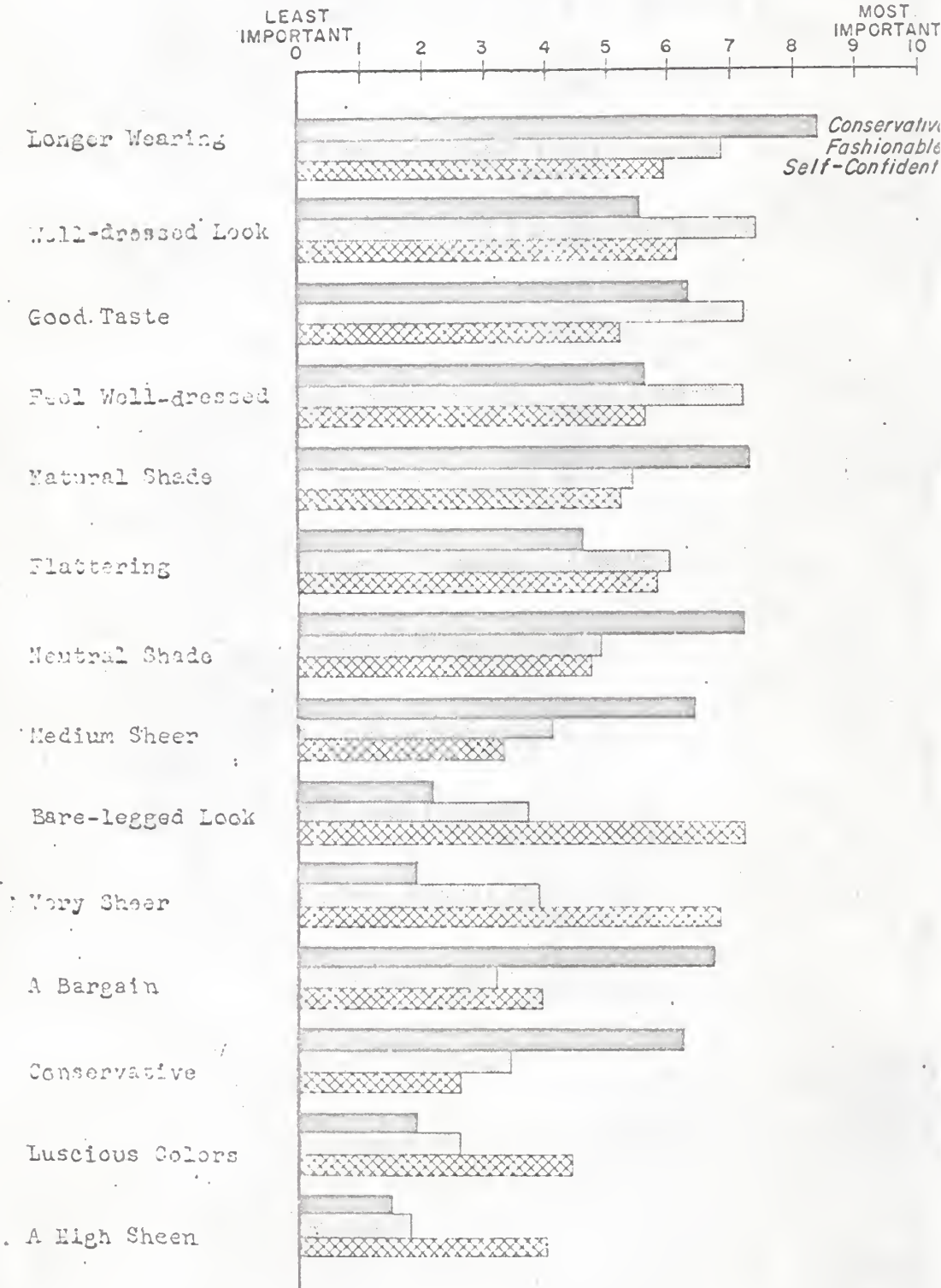


#### APPENDIX C

Figure 6. Illustration of the importance of hosiery values by "social groups" of 980 women living in urban United States.

This chart was reproduced from "Nylon Hosiery, A Psychological Study of Consumers," page 5. This was a marketing research report compiled by J. M. Mecredy for the E. I. DuPont de Nemours & Co. (Inc.) of Wilmington, Delaware and published in 1962.

# PROFILE OF IMPORTANT HOSIERY VALUES BY SOCIAL GROUP



APPENDIX D

Tables of variations of hosiery worn to school and for social occasions by teachers under and over 30 years of age.

TABLE XI

TYPES OF HOSIERY WORN TO SCHOOL AND FOR OTHER SOCIAL OCCASIONS BY TEACHERS UNDER AND OVER 30 YEARS OF AGE

Types of Hosiery Worn	School		Other Social Occasions	
	Age Groups of Respondents in Years			
	Under 30	Over 30	Under 30	Over 30
Non-stretch hose	6	5	8	6
Stretch hose	4	2	1	1
Support hose		1		

TABLE XII

TYPES OF KNIT HOSIERY WORN TO SCHOOL AND FOR OTHER SOCIAL OCCASIONS BY TEACHERS UNDER AND OVER 30 YEARS OF AGE

Types of Knit Worn	School		Other Social Occasions	
	Age Groups of Respondents in Years			
	Under 30	Over 30	Under 30	Over 30
Plain knit	6	4	7	6
Mesh knit	5	6	1	2
Micro-mesh knit		1		1
Runproof	2			



TABLE XIII

FOOT REINFORCEMENTS OF HOSIERY WORN TO SCHOOL AND FOR  
OTHER SOCIAL OCCASIONS BY TEACHERS UNDER AND OVER  
30 YEARS OF AGE

Type of foot Reinforcements	School		Other Social Occasions	
	Age Groups of Respondents in Years			
	Under 30	Over 30	Under 30	Over 30
Both heel and toe	10	6	9	6
Toe only			5	1
Neither heel nor toe			1	

TABLE XIV

WEIGHTS OF HOSIERY WORN TO SCHOOL AND FOR OTHER SOCIAL  
OCCASIONS BY TEACHERS UNDER AND OVER 30 YEARS OF AGE

Weight of Hose as determined by Denier	School		Other Social Occasions	
	Age Groups of Respondents in Years			
	Under 30	Over 30	Under 30	Over 30
Luxury Sheer (7-12 denier)	1		5	2
Daytime Sheer (15-20 denier)	8	3	7	5
Walking Weight (30-40 denier)	3	6		2
Service Weight (70 denier)				

TABLE XV

PRICES OF HOSIERY WORN TO SCHOOL AND FOR OTHER SOCIAL OCCASIONS BY TEACHERS UNDER AND OVER 30 YEARS OF AGE

Prices of Hosiery Worn	School		Other Social Occasions	
	Age Groups of Respondents in Years			
	Under 30	Over 30	Under 30	Over 30
Below 50 cents	1		1	
50 cents to \$1.00	4	2	2	2
\$1.00 to \$1.50	6	5	5	5
\$1.50 to \$2.00	2	1	1	2
Over \$2.00			1	

APPENDIX E

Explanatory letter which was sent to  
survey participants with questionnaire.

3110 South 11th Place  
Kansas City, Kansas  
May 26, 1964

Dear

There is an increasing number of variations in the hosiery found on the retail market today. As teachers of home economics, we are expected to keep abreast of these new developments. Are we, however, receiving sufficient education about these variations to know how to make the best use of them ourselves and pass this information on to others?

In partial fulfillment of the requirements for my Master of Science degree in Clothing and Textiles, I am conducting a survey among the twenty-four Home Economics teachers in our school district to investigate their consumer knowledge, attitudes and practices about the hosiery they wear. Will you help with this survey by answering the questions on the enclosed questionnaire? A self-addressed, stamped envelope is enclosed to facilitate the return of the questionnaire to me.

Since I hope to receive my degree in August, I would appreciate your returning the questionnaire to me at your earliest convenience.

Thank you for your co-operation and help. I hope that this study will in some way benefit you in the future.

Sincerely,

(Mrs.) Beverly Rehkop  
Clothing Teacher  
Hillcrest Junior High



APPENDIX F

Questionnaire which was sent to survey  
participants.

## QUESTIONNAIRE

Information obtained in this survey will be kept confidential and names or other identifying information will not be used in connection with the study.

Definitions of terms used in questionnaire.

Full-fashioned hosiery. Hosiery knitted to conform to the shape of leg and foot and seamed up the back.

Seamless hosiery. Hosiery knitted in a tubular form shaped by tightening or loosening the knit as the stocking is being made and/or by heat-setting after construction.

Semi-fashioned hosiery. Hosiery knitted by starting at toe and finishing at welt, adding stitches as the stocking is knit. Stitches meet in the form of a V at the back of the leg without a seam.

Conventional elasticity (non-stretch). The amount of stretch and recovery present in hosiery other than stretch and support hosiery.

Stretch hosiery. Hosiery knit with special yarn which is taken through special processes to give it lasting stretchability. The stretchability may be due to the fiber used or the construction of the yarn itself. Each stretch size is capable of adjusting to various sizes and shapes of legs.

Mesh hosiery. Hosiery knitted in an interlocking pattern of tiny loops which helps prevent runs although a snag generally will leave a hole.

Micro-mesh hosiery. Hosiery knitted so that loops are locked in one direction making it impossible for the stocking to run down. It will run from the foot upward.

Run-resistant or runproof hosiery. Hosiery knitted by a double-locking action which interlocks unlike stitches preventing any stitch which may be broken from releasing the stitch either above or below it.

Stretch welt. Welt to which an additional amount of stretch has been added by using nylon covered elastic yarns for more freedom of movement. This welt is especially good for the heavier leg because there is no binding when stooping or sitting and requires no garters for support.

Support hose. Hosiery of a construction similar to stretch-type construction but made of a firmer and less elastic nylon filament instead of a multifilament or of a spandex or rubber fiber covered with cotton. This firmness helps to relieve tired legs.

Outsize hosiery. Hosiery knitted on larger needle bars with more stitches per inch making them larger and more elastic for large thighs and calfs.

Irregulars. Stockings in which there are irregularities in dimensions, size, color, or weave, without the

presence in the hose of any mends, runs, tears or breaks in the fabric, or any substantial damage to the yarn or fabric itself.

Agilon. Trademark for a monofilament nylon yarn which has been deformed into a series of spirals making the yarn more elastic. Used in both seamless and full-fashioned hosiery, this yarn gives an elastic yarn which fits well and gives a pleasing matt appearance.

Cantrece. A stretch yarn used in hosiery which is made by combining two types of nylon, one of which shrinks more than the other and as it shrinks it pulls the whole yarn into a crimped form. This crimp allows the yarn to stretch and when relaxed will readily go back to its original shape.



- I. Extent and source of education received concerning hosiery.
1. Approximately how many years has it been since you had formal training in selecting or purchasing clothes?
    - a. 0-5 years
    - b. 6-15 years
    - c. 16-25 years
    - d. Over 25 years
    - e. Had no formal training
  
  2. If you have had formal training, what was the source of this training?
    - a. Junior high school
    - b. 4-H work
    - c. Senior high school
    - d. Undergraduate college
    - e. Post-graduate college
    - f. Extension education
    - g. Other \_\_\_\_\_
  
  3. Did you study factors to consider when purchasing hosiery?  
 Yes \_\_\_\_\_ No \_\_\_\_\_
  
  4. Have you in the last ten years received any additional training or information about the purchase of hosiery?  
 Yes \_\_\_\_\_ No \_\_\_\_\_
  
  5. If answer to No. 4 is Yes, which source provided printed information?
    - a. Textbooks
    - b. Consumer product reports
    - c. Consumer buying reports
    - d. Hosiery manufacturers
    - e. Home economics journals
    - f. Popular women's magazines
    - g. Other \_\_\_\_\_
  
  6. If printed information was not the only source of additional training or information, which of the following was the source?
    - a. College teacher
    - b. Representative of the hosiery or textile industries.
    - c. Home economics extension agent
    - d. Home economist in the communications media

- \_\_\_\_ e. Another home economics teacher on the secondary level  
 \_\_\_\_ f. Other \_\_\_\_\_

7. How would you rank your present knowledge of factors to consider when purchasing hosiery?  
 Good \_\_\_\_\_ Average \_\_\_\_\_ Poor \_\_\_\_\_

II. Present practices in wearing hosiery.

8. What are your reasons for wearing hosiery?  
 \_\_\_\_ a. Improves appearance of unattractive legs  
 \_\_\_\_ b. Enhances beauty of attractive legs  
 \_\_\_\_ c. To be more well-dressed  
 \_\_\_\_ d. Comfort  
 \_\_\_\_ e. Social or occupational pressures  
 \_\_\_\_ f. Medical reasons  
 \_\_\_\_ g. Protection against the elements  
 \_\_\_\_ h. Other \_\_\_\_\_

9. How often do you wear hose while:

Occasions for which hose are worn	Always	Usually	Seldom	Never
Teaching?				
Doing daily routine tasks at home?				
Doing daily routine tasks outside the home (grocery shopping, etc.)?				
Shopping at shopping center?				
Shopping downtown?				
Attending most social occasions?				
Other				

10. Check the variations of hosiery that you usually wear for teaching and for social occasions (church, clubs, parties).

Variations considered in choosing hosiery	Occasions	
	School	Social Occasions
Style		
Full-fashioned		
Tubular		
Semi-fashioned		
Type		
Conventional elasticity		
Stretch hose		
Support hose		

Variations considered in choosing hosiery	Occasions	
	School	Social Occasions
Knit		
Plain knit		
Mesh knit		
Micro-mesh knit		
Runproof		
Reinforcements		
Both heel and toe		
Toe only		
Neither heel nor toe		
Conventional welt		
Stretch welt		
Fiber(s)		
Nylon		
Nylon upper and cotton foot		
Spandex		
Rubber (Lastex)		
Olefin (Polypropylene)		
Other		
Weight		
Luxury sheer (7, 10, 12 denier)		
Ultra-daytime sheer (15 or 20 denier)		
Walking weight (30 to 40 denier)		
Heavier service weight (70 denier)		
Price		
Below 50¢		
50¢ to \$1.00		
\$1.00 to \$1.50		
\$1.50 to \$2.00		
Over \$2.00		
Quality		
First quality		
Irregulars		

11. For which of the following reasons do you usually discard your hose?

- Fading color  
 Holes  
 Runs  
 Poor shape retention  
 Snags  
 Splitting seams  
 Pilling  
 Other \_\_\_\_\_



### III. Present practices in buying hosiery.

12. Approximately how often do you buy hose?  
 a. Twice a month or oftener  
 b. Once a month  
 c. Every three months  
 d. Once a year or less  
 e. Other \_\_\_\_\_
13. About what percentage of your hosiery is acquired by gift?  
 \_\_\_\_\_ %
14. How many pair of hosiery do you usually buy at a time?  
 \_\_\_\_\_
15. What is your reason for buying this number?
16. Have you purchased the same brand of hosiery for the last four or five years?  
 Yes  No
17. What is the reason for your answer to No. 16?
18. Where do you usually purchase your hosiery?  
 a. Department store (basement or first floor)  
 b. Department store (hosiery or shoe department)  
 c. Shoe store  
 d. Ladies' specialty shop  
 e. Variety store  
 f. Discount store  
 g. Grocery store  
 h. Mail order  
 i. Other \_\_\_\_\_
19. What is your reason for buying hosiery at the location checked in No. 18?  
 a. Convenience  
 b. Price  
 c. Brand  
 d. Confidence in establishment  
 e. Other \_\_\_\_\_



20. How did you determine the foot length you wear?  
 a. Shoe size  
 b. Length of foot plus one-half inch  
 c. Determined by salesperson  
 d. Other \_\_\_\_\_
21. Do you purchase hose according to the length of your leg? (Short, medium, long)  
 Yes \_\_\_\_\_ No \_\_\_\_\_

IV. Attitudes about variations of hose on the market.

22. Please check the hosiery attributes which are most important to you in hosiery worn to school.  
 Long wear  
 Right weight or sheerness  
 Right color or shade  
 Perfectly smooth fit  
 Comfortable fit  
 Price you want to pay
23. Please check the hosiery attributes which are most important to you in hosiery worn for social occasions.  
 Long wear  
 Right weight or sheerness  
 Right color or shade  
 Perfectly smooth fit  
 Comfortable fit  
 Price you want to pay
24. Do you have trouble finding any of the attributes or any combination of the attributes listed in No. 23?  
 Yes \_\_\_\_\_ No \_\_\_\_\_

If the answer is Yes, which ones do you have trouble finding?

Please answer only the parts of the following questions about variations of hosiery that you have worn at some time.

25. Check the characteristics which best describe your feelings about the styles of hosiery that you have worn.

Characteristics	Full-fashioned	Tubular	Semi-fashioned
Fit--Like			
Dislike			
Shape retention--Like			
Dislike			
More flattering appearance to leg--With seam			
Without seam			
Seams bothersome to keep straight			
Seams no bother to keep straight			
Feel more well-dressed--With seams			
Without seams			
Other			

26. If you have worn hose with the conventional amount of elasticity (non-stretch), did you find any of the following to be true?
- \_\_\_ a. The lack of elasticity caused runs frequently?
- \_\_\_ b. Your freedom of movement was hampered?
- \_\_\_ c. Other \_\_\_\_\_
27. If you have ever bought and worn stretch hosiery, did you find any of the following to be true?
- \_\_\_ a. They were objectionable in appearance?
- \_\_\_ b. They were objectionable in texture?
- \_\_\_ c. They were more resistant to snags, holes and runs than other hose?
- \_\_\_ d. They were comfortable because of stretch?
- \_\_\_ e. Other \_\_\_\_\_
28. Would you like for your hose to fit snugly enough to give some support?
- Yes \_\_\_\_\_ No \_\_\_\_\_
29. If you have ever bought and worn support hosiery, did you find any of the following to be true?
- \_\_\_ a. They were objectionable in appearance?
- \_\_\_ b. They were objectionable in texture?
- \_\_\_ c. They were more resistant to snags, holes and runs than other hose?

- \_\_\_ d. They relieved tiredness in legs or kept legs from becoming tired?  
 \_\_\_ e. You were satisfied with shape retention?  
 \_\_\_ f. Other \_\_\_\_\_

30. Please check the best description of your feelings about the following reinforcements in hosiery made without stretch yarns that you have tried.

Characteristics	Both heel and toe	Toe Only	Neither heel nor toe
Length of wear--Satisfied			
Dissatisfied			
Appearance--Satisfied			
Dissatisfied			

31. If you have ever worn hose with a stretch welt, did you find any of the following to be true?

- \_\_\_ a. You were more comfortable because of the elasticity?  
 \_\_\_ b. The hose stayed up satisfactorily without support?  
 \_\_\_ c. There was less tendency to run because of elasticity?  
 \_\_\_ d. Other \_\_\_\_\_

32. Please check the best description of your feelings about the following fibers or combinations of fibers you have tried in your hosiery.

	Nylon	Nylon upper-Cotton foot	Spandex	Rubber	Olefin
Appearance					
Satisfied					
Dissatisfied					
Length of wear					
Satisfied					
Dissatisfied					
Comfort					
Satisfied					
Dissatisfied					
Feel					
Satisfied					
Dissatisfied					



33. If you have worn luxury sheer hosiery, did you wear them for:
- a. Utility
  - b. Comfort
  - c. Appearance
  - d. Other \_\_\_\_\_

If the hose were not satisfactory, give the reason.

34. If you have worn ultra daytime sheer weight, did you wear them for:
- a. Utility
  - b. Comfort
  - c. Appearance
  - d. Other \_\_\_\_\_

If the hose were not satisfactory, give the reason.

35. If you have worn walking weight hosiery, did you wear them for:
- a. Utility
  - b. Comfort
  - c. Appearance
  - d. Other \_\_\_\_\_

If the hose were not satisfactory, give the reason.

36. If you have worn heavier service weight hosiery, did you wear them for:
- a. Utility
  - b. Comfort
  - c. Appearance
  - d. Other \_\_\_\_\_

If the hose were not satisfactory, give the reason.

37. If you have ever bought and worn irregulars, did you find any of the following to be true?
- a. They were as satisfactory in appearance as regularly priced hose.
  - b. They were as satisfactory in service-ability as regularly priced hose?



- \_\_\_ c. They were, in general, satisfactory  
 considering the price paid?  
 \_\_\_ d. Other \_\_\_\_\_

38. If you have worn Cantreze nylon hose, please give your reaction to them.

39. If you have worn Agilon hose, please give your reaction to them.

#### IV. Miscellaneous Personal and Teaching Information

40. What college degrees do you hold? \_\_\_\_\_

41. In what area of home economics did you major?  
 \_\_\_\_\_

42. What areas of home economics do you teach?  
 \_\_\_\_\_

43. What grade level(s) do you teach? \_\_\_\_\_

44. Do you teach a unit on clothing selection?  
 Yes \_\_\_ No \_\_\_

45. If so, do you include hosiery selection?  
 Yes \_\_\_ No \_\_\_

46. Approximately what per cent of your students usually wear hose to school? \_\_\_\_\_

47. Into what age group may I classify you?  
 \_\_\_ a. 20-30                      \_\_\_ d. 50-60  
 \_\_\_ b. 30-40                      \_\_\_ e. 60-70  
 \_\_\_ c. 40-50

CONSUMER KNOWLEDGE OF, ATTITUDES TOWARD AND PRACTICES  
CONCERNING HOSIERY OF A SELECTED GROUP OF  
HOME ECONOMICS TEACHERS

by

BEVERLY KAY REHKOP

B. S., Kansas State University, 1960

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Clothing and Textiles

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1965

The purposes of this study were to determine the knowledge, attitudes and practices concerning hosiery of a selected group of home economics teachers. A review of literature revealed that some current research had been done to learn more about women as hosiery consumers, but no current data was found concerning home economics teachers as hosiery consumers and as teachers of hosiery selection.

A questionnaire, made up of forty-seven subjective and objective questions, was sent to twenty-four home economics teachers in the Shawnee Mission, Kansas School District. Simple arithmetic tabulations of the results were made.

Eleven of the twenty teachers who returned the questionnaire were under 30 years of age and nine were over 30 years of age. Only seven of the twenty teachers remembered having training in hosiery selection although all of the respondents indicated that they had had training in clothing selection. Only six of the teachers remembered receiving any information from hosiery manufacturers in the last ten years.

Although all twenty of the teachers felt that hosiery was important to be well-dressed, only six of the sixteen teachers taught hosiery selection in their clothing classes.

Age seemed to make little difference in the teachers' hosiery selection practices; however, the teachers over 30

years of age tended to wear a slightly heavier hose and purchased, on the average, fewer hose per year than did the group under 30 years of age.

Many of the respondents indicated that they wore more durable, conservative hose to school than for other social occasions.

Occasions to which hose were worn most frequently were teaching, shopping downtown and to most other social occasions. The most desired attributes in hosiery for school were long wear, smooth fit and right shade or color and the attributes for other social occasions were right shade or color and smooth fit. Eight teachers indicated that they had trouble finding some of the characteristics they desired in hose. Long-wearing and smooth-fitting hose were the most difficult to find.

Only two of the teachers indicated that they had tried any of the recent developments in hosiery such as Agilon, Cantreace and polypropylene (olefin) hosiery. Although fifteen of the teachers indicated that they had tried stretch hosiery, ten of the fifteen objected to either the texture or the appearance of stretch hose. Eight of the respondents indicated that they would like to have their hose give some support, but only two of these teachers stated that they had ever worn support hosiery.