

VALUES GIVEN IMPORTANCE  
IN THE SELECTION OF OUTER GARMENTS  
BY A RANDOM SAMPLE OF STEPHENS COLLEGE WOMEN

by

DOROTHY CLAIRE RUNBECK

B. S., Kansas State College  
of Agriculture and Applied Science, 1954

---

A THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Clothing and Textiles

KANSAS STATE COLLEGE  
OF AGRICULTURE AND APPLIED SCIENCE

1956



LD  
2668  
T4  
1956  
R85  
c.2  
documents

TABLE OF CONTENTS

	Page
INTRODUCTION . . . . .	1
REVIEW OF LITERATURE . . . . .	7
METHOD OF PROCEDURE . . . . .	11
DISCUSSION. . . . .	16
Discussion of Sample. . . . .	16
Discussion of Important Factors in the Choice of a Garment . . . . .	24
Discussion of Seventeen Questions Concerning the Selection of Clothing and its Social Signi- ficance . . . . .	35
Discussion of Ranking Questions Concerning Colors, Fabric, Style, and Values Considered Important in the Choice of Clothing . . . . .	43
SUMMARY. . . . .	47
ACKNOWLEDGMENT . . . . .	51
LITERATURE CITED . . . . .	52
APPENDICES . . . . .	54

## INTRODUCTION

Youth dominates the fashions of today. People of all age groups seem to have an interest in clothing and fashion, but it is during the period of early adulthood when the emphasis on clothing reaches its greatest importance. Hurlock says,

At no other time in life does the problem of dress become so all-absorbing, and at no other time is the individual so willing to sacrifice comforts and necessities for the satisfaction of being fashionably garbed. With the exception of the bare necessities of life, everything which the individual buys goes to the enhancement of personality.<sup>1</sup>

Writers on clothing, psychology and anthropology have advanced different reasons for the wearing of clothes. Some of them are modesty, protection or comfort, need for pockets, decoration, magic, display of conspicuous consumption, and the fear of women. Hartman says that there are only varying degrees of ignorance on the subject.<sup>2</sup>

Until a hundred years ago, only two reasons for wearing clothes were recognized. One was that clothes were worn because the lack of them was objectionable to both God and man. The other was that clothes were worn because the climate made them necessary for comfort.<sup>3</sup>

The very fact that humans wear clothes is important. Man is the only animal in creation that wears clothes. Man is also

---

<sup>1</sup>Elizabeth B. Hurlock, The Psychology of Dress, p. 177.

<sup>2</sup>George W. Hartman, "Clothing: Personal Problem and Social Issue," Journal of Home Economics, 1949, Vol. 41, No. 6, pp. 295.

<sup>3</sup>James Laver, Clothes, p. 1.

God's highest creation. Perhaps the oldest theory comes from the Bible. It is found in Genesis 3:6-11, 21.

So when the woman saw that the tree was good for food, and that it was a delight to the eyes, and that the tree was to be desired to make one wise, she took of its fruit and ate; and she also gave some to her husband, and he ate. Then the eyes of both were opened, and they knew that they were naked; and they sewed fig leaves together and made themselves aprons. And they heard the sound of the Lord God walking in the garden in the cool of the day, and the man and his wife hid themselves from the presence of the Lord God among the trees of the garden. But the Lord God called to the man, and said to him, "Where are you?" and he said, "I heard the sound of Thee in the garden, and I was afraid, because I was naked; and I hid myself." He said, "Who told you that you were naked? Have you eaten of the tree which I commanded you not to eat?" . . . And the Lord God made for Adam and for his wife garments of skins, and clothed them.<sup>1</sup>

Because of his fall into sin, Man, created in the image of God Himself, realized that he was naked, and it became necessary for him to wear clothes. This was a beginning of the theory of modesty.

Anthropology provides many examples of modesty. Modesty seems to vary greatly from place to place and from time to time. Arab women caught bathing by strangers are much embarrassed, but they do not cover their bodies: they cover their faces. In China until quite recently it was thought highly indecent to expose the feet to public gaze. The African tribes which wear the most clothes are not necessarily the most moral or modest. Many wear their clothing in a way which could have nothing to do with the modesty we know, and the quantity of clothing worn often seems

---

<sup>1</sup>The Holy Bible, Genesis 3:6-11, 21.

to be in inverse ratio to modesty and morals.<sup>1</sup> Modesty often seems to be the result of clothing rather than the cause. Some writers on Sociology point out that modesty is a much later development than the desire for clothing. They feel that modesty had nothing to do with the origin of clothing, but that ornament came first, protection second, and when clothes became customary, to go without them caused the rise of feelings of immodesty.<sup>2</sup> Modesty, in this sense, was a very late development in the history even of civilized people. In Egypt it was the custom for the lower classes and slaves to go completely naked. The upper class women wore revealing gowns. Clothes seemed to be more of a badge of distinction than an expression of modesty.

Equally confusing is the evidence in regard to clothing used as a protection against the weather. Some tribes in rather cool climates wear little or no clothing. Until men were forced to migrate to more extreme climates, protection seemed to play little part in the development of clothes. Therefore, some writers declare that protection from the bites of insects was more important than protection from the elements. When one thinks of himself, he is not very consistent in his attitude towards protection. People leave their faces entirely unprotected while it is recognized that the face is one of the most sensitive parts of the body.

Another reason for wearing clothes was the need for pockets.

---

<sup>1</sup>Hilaire Hiler, From Nudity to Raiment, p. 5.

<sup>2</sup>Paul Nystrom, Economics of Fashion, p. 143.

Early men found it more convenient to tie things to the body rather than to carry them in the hands. The most convenient place to tie them seemed to be around the waist. It was not until the seventeenth century that the pocket moved to its present position inside the clothes.<sup>1</sup>

Another theory stresses human vanity, improving on nature, or decoration. In this case we seem to be ambivalent, on the one hand displaying our attractions, and on the other hiding our shame. This fact seems to account for some of the reasons behind our constantly changing fashions. Flugel mentions nine aspects of decoration: the sexual element, the trophy element, the terrorizing element, the carrying of essential articles element, the extension of bodily-self element, and clothing used as signs of rank, locality, and wealth. He believes that it is the conscious purpose to add to the sexual attractiveness of the wearer and to stimulate the interest of the opposite sex and the envy of the same sex. By the extension of bodily-self, he means that by adding to the apparent size of the wearer, clothing gives an increased sense of power.<sup>2</sup>

It was not until the development of anthropology as a science, that we became aware of some of the more remote notions involved in the origin of clothes. Clothes could provide protection for elements other than weather and insects. Clothes could protect from enemies both human and animal. This led to the

---

<sup>1</sup>Laver, *op. cit.*, p. 7.

<sup>2</sup>John Carl Flugel, The Psychology of Clothes, pp. 25-38.

development of armour. Clothes could also protect from imaginary or psychological dangers. Magic and spirits were important in the lives of the primitives. The only protection from these was counter magic. For this purpose various properties were hung or attached to the body. The view is widely held by anthropologists that the earliest forms of art served utilitarian or magical purposes rather than purely aesthetic ends.<sup>1</sup>

Veblen sees clothes in a different light. He finds their origin in class distinction. Conspicuous waste and leisure are the motivations for everything. Since apparel is always in evidence, it is a ready indication of the pecuniary standing of a person. People will deny themselves many comforts in order to be able to afford a more "decent" amount of wasteful consumption. Thus the canons of decency are shaped. Evidences of social worth and success are those that show that the wearer is not engaged in productive labor. Fashions change to conform to the ideals of waste. The prevailing fashion is thought to be beautiful, not because of its appearance, but because of its expensiveness. The marks of expensiveness become accepted as beautiful features. The features of the clothing of the leisured class are imitated by the lower classes.<sup>2</sup>

Bergler sees clothes from a definite Freudian viewpoint. He believes that clothes were invented by men because of their unconscious fear of women which comes from unresolved baby-fears

---

<sup>1</sup>Ibid., pp. 169-173.

<sup>2</sup>Thorstein Veblen, The Theory of the Leisure Class, pp. 167-187.

of their mothers. The man was looking frantically for the inner reassurance that he was the He-Man. Therefore, although he dressed women, he indulged in mental undressing of women. If man were to completely disguise women, the mode of dress would be much more similar. However, men have been consistent in maintaining the differentiation in dress between the sexes. Bergler, however, admits that feminine clothes have become independent from this origin, and now seem to have a life of their own. He does point out, however, that there are an extraordinary number of male homosexuals involved in fashion-creation. He believes that they take out their unconscious hatred of women in endless creation of freakish styles to torture them. Women look to their bitterest enemies for the fashions that they believe make them beautiful.<sup>1</sup>

This study focused its attention on a group of young women in their early adulthood. It sought to shed some light on the values that these young women think are important in the selection of clothes, values such as the enhancement of the wearer, enjoyment gained from the feelings derived from wearing the garment, versatility, and the more objective values such as fit, style, color and price. The objectives of this study were to obtain information concerning values affecting the choice of clothing, and to attempt to relate certain factors, namely courses in Fashion and Retailing, the number of brothers and

---

<sup>1</sup>Edmund Bergler, Fashion and the Unconscious, pp. 5-98.

sisters in the family, and the size of the home town to the data obtained on the values given importance in clothing selection.

#### REVIEW OF LITERATURE

Much has been said on the importance of clothing to human life; however, most of this literature is of a reflective nature and little scientific research has been done on the values given importance in the selection of clothing. Hartman recognized the absence of information in this field when he said,

In seeking to reorganize research on a broader basis as a sober professional center of investigation, the home economics clothing and textiles specialists at the college level may have opened a relatively new area of scholarly inquiry of far more fundamental significance than they themselves have hitherto realized.<sup>1</sup>

Values have been defined by Newman, Nickerson, and Bryer as generalized dynamic dispositions of personality which direct and determine the type of response which an individual will make to the varied situations confronting him in his daily life.<sup>2</sup> Clothes must satisfy both physical and psychological needs in the individual. Hartman expressed the idea that clothes are important to the individual only to the degree that they enhance the value experiences of the person who wears them or the others who are otherwise affected by them. He also believed that as a result of insight gained from research that an effort should be

---

<sup>1</sup>Hartman, op. cit., p. 295.

<sup>2</sup>D. A. Newman, H. G. Nickerson, and E. Bryer, In Cantril and Allport, "Recent Applications of Study of Values," Journal of Abnormal and Social Psychology, 1933, Vol. 28, pp. 259-273.

made to form an optimal value pattern, a structure of choice determinants or principles that jointly produce the maximum good that any situation permits.<sup>1</sup>

Stepat stated that clothing represents what people do rather than what they are, and that clothing must be thought of as an extension of the self and not as an identity. Clothing behavior is a response to a stimulus characterized by individual variation. Some people assign great importance to clothing whereas others give it a more remote position in their lives.<sup>2</sup>

Rosencranz in a study of women's interest in clothing found that women with high aesthetic and economic values had a greater interest in clothing, whereas women with high theoretic and religious values had relatively low interest in clothing. Men's interest seemed to have no relation to personal values. Rosencranz also found that age, rural or urban background, occupation, and income had a positive significant relation to the women's total interest scores, and that education, marital status, number of children in the family, and membership in organizations also had a positive relation to the interest scores, but to a lesser degree.<sup>3</sup> Ryan found that the high school girl had a greater interest in clothing than the college girl, although the college

---

<sup>1</sup>Hartman, *op. cit.*, pp. 295-296.

<sup>2</sup>Dorothy L. Stepat, "Study of Clothing and Appearance Problems in Relation to Some Aspects of Personality and Some Cultural Patterns in a Group of College Freshman Girls," Ph. D. Thesis, New York University, 1949, p. 12.

<sup>3</sup>Mary Lou Lerch Rosencranz, "A Study of Women's Interest in Clothing," Journal of Home Economics, 1949, Vol. 41, pp. 460-462.

girl reported that she was conscious of her clothes more of the time than was the high school girl.<sup>1</sup>

Cannon, Staples, and Carlson found in their study of personal appearance as a factor in social acceptance that the girls scored higher than boys in their personal appearance at all grade levels and that they showed consistent improvement in dress and grooming with age. A significant relationship between personal appearance and popularity existed for the high school girls, but not for the elementary school girl, nor for boys.<sup>2</sup> Anastasi and Miller found that high school girls in the upper socio-economic levels attributed higher prestige value to "being a good dresser" as contrasted to "neat and clean" than did boys or did girls in the lower levels.<sup>3</sup>

Pearson asked high school girls to describe the characteristics of a favorite childhood dress, a favorite dress owned now, and a desired dress if no restrictions limited its purchase. Color was the outstanding characteristic mentioned by girls to describe the past or present favorite dress, whereas line was mentioned first in the desired dress.<sup>4</sup> When asked to describe

---

<sup>1</sup>Mary S. Ryan, "Psychological Effects of Clothing, Comparison of College Students with High School Students, Rural with Urban Students, and Boys with Girls," Cornell University Agricultural Experiment Station, Bulletin No. 898, July 1953, p. 27.

<sup>2</sup>Kenneth L. Cannon, Ruth Staples, Irene Carlson, "Personal Appearance as a Factor in Social Acceptance," Journal of Home Economics, 1942, Vol. 44, pp. 710-713.

<sup>3</sup>Ann Anastasi and Shirley Miller, "Adolescent Prestige Factors in Relation to Scholastic and Socio-economic Variables," Journal of Social Psychology, 1949, Vol. 29, pp. 43-80.

<sup>4</sup>Lois Helman Pearson, "Teenagers' Preferences in Clothes," Journal of Home Economics, 1950, Vol. 42, pp. 460-462.

the clothing in which they felt the greatest confidence, Ryan found that college girls mentioned becomingness and fit most often and then the adaptability of a dress. An adaptable dress could be of two sorts: a basic dress, which might be changed by a change of accessories, or a dress which, without a change, would be appropriate for a variety of occasions.<sup>1</sup>

Form and Stone in their study of the social significance of clothing in occupational life, found that most men are satisfied with their work clothing, and that only the white collar workers appraised their clothes in terms of their potential for favorably impressing other people with whom they come in contact at work.<sup>2</sup> They observed that dress was most effective for creating impressions on others in relatively impersonal and non-intimate situations.<sup>3</sup>

Ryan in her survey of college girls found that those girls who always chose their own clothes were more apt to feel well-dressed than those who have their clothing chosen for them, and that those girls who had the greatest interest in clothing tended to be those who felt that they were better dressed than the average. The degree of the girl's interest was found to be related to her attitude towards the importance of being well-dressed. The student with the greatest interest tended to think

---

<sup>1</sup>Mary S. Ryan, "Psychological Effects of Clothing, Report of Interviews with a Selected Sample of College Women," Cornell Univ. Agri. Experiment Station, Bul. No. 900, August 1953, p. 22.

<sup>2</sup>William H. Form and Gregory P. Stone, "The Social Significance of Clothing in Occupational Life," Michigan State College Agri. Experiment Station, Tech. Bul. No. 247, June 1955, pp. 13-14.

<sup>3</sup>Ibid., p. 27.

it was important for the social advantages it gave her and for her own emotional satisfactions to clothing.<sup>1</sup>

#### METHOD OF PROCEDURE

A questionnaire was formulated from the results of a preliminary study made of 30 Kansas State College women in the summer of 1955. These women were asked to think in terms of a recent purchase of a suit or a dress and to try to express (1) what it was that made them decide to purchase this particular garment rather than some others that were available to them in the stores, and (2) what it was that they wanted this garment to do for them personally. The answers to the first question were expected to express the objective values in clothing selection such as price, quality, fit, color, style, and so on, whereas the answers to the second question were expected to express the more subjective values in clothing selection such as prestige and social factors.

From the answers to these questions a long list was compiled concerning the values sought and the practices followed in purchasing clothing. By grouping and eliminating irrelevant questions, the questions used in the final instrument were formulated from the original list. The questionnaire used can be found in Appendix A.

---

<sup>1</sup>Mary S. Ryan, "Psychological Effects of Clothing, Survey of the Opinions of College Girls," Cornell University Agri. Experiment Station, Bul. No. 882, September 1952, pp. 30-31.

The interview method was used to obtain the data. Each interview required approximately 15 minutes to complete. After an initial conversation, it was explained to the interviewee that the interviewer was trying to get some of her ideas on clothes and buying clothes, and that the interviewee should answer in a way that she thought applied to herself, not what she thought applied to other people.

The questionnaire was administered to the interviewee in four parts. In the first part she was asked to recall one of her more recent purchases of a suit or dress, and to describe it briefly. Then, she was asked to express what it was that made her decide to purchase this particular garment, rather than some other that was available to her in the stores at that time. Next she was asked to express what it was that she wanted this garment to do for her personally. Sometimes, it was necessary to ask the interviewee what it was that the dress actually did for her when she wore it, and how she felt when she wore it.

The next part of the interview consisted of seventeen questions concerned with the selection of clothing and its social significance. The answers to these questions were "always," "usually," "sometimes," "seldom," and "never." It was explained to the interviewee that "sometimes" meant approximately half of the time, that "usually" meant more than half or about three quarters of the time, that "seldom" meant less than half or about one quarter of the time, and that it was expected that she knew what "always" and "never" meant. The 17 questions were asked by the interviewer and the answers recorded on the answer sheet.

The third part of the interview consisted of four questions in which the interviewee was expected to rank in the order of importance a number of statements concerned with color, fabric, style, and clothes. This part was given in written form. The interviewee read it and recorded her own answers on the sheet.

The fourth part of the interview consisted of a group of short questions concerning some of the personal background of the interviewee. This, too, was given in written form and she recorded her own answers.

The interviewees were obtained from a random sample of students enrolled in Stephens College during the second semester, 1956. The random sample was made in this way: numbers, taken from a table of random numbers were placed in numerical order starting with the smallest. The numbers were matched with an alphabetical list of students currently enrolled in Stephens College. Only the names which fell in the same order as the random number were taken. The name and the random number were placed on cards.

The sample consisted of two groups, 50 who, according to college records, had been enrolled in previous semesters in at least one Fashion or Retailing course, and 50 who had never been enrolled in such courses.

Each group of name cards was again sorted into the random order and the first 55 names were drawn from each of the groups. Letters of explanation were sent to these students. This letter may be found in Appendix B. It was explained to the subject that she would be interviewed in the near future, that it would take

approximately 15 minutes of her time, and that it would be advantageous to her to return a list of times when she was available. About 35 girls responded.

The appointments were made by sending official college call slips to the student by inter-office mail. Those students who had returned their schedules were contacted first and asked to come to the interviewer's office at a specified time. When it was found that co-operation was dwindling, another plan was used. The remaining subjects were divided into groups according to their place of residence. Arrangements were made with the Hall Councilor for the interviewer to come to the hall in the evening. The plan resulted in approximately 90 per cent success. The remaining subjects were reached by an assistant who was hired to complete the interviews.

When all of the interviews were completed, the questionnaires were divided into two equal groups of 50, one of students who had had Fashion or Retailing courses, and one of students who had had no such courses. All of the information on the questionnaires was tabulated.

The questionnaires were grouped a second time. Those interviewees who had no brothers or sisters, or those who had only one brother or sister were placed in one group, whereas those who had more than one brother or sister were placed in another. This information was gained from the answers to questions found in Form IV of the questionnaire. All of the information on the questionnaires was tabulated a second time in this grouping.

A third grouping was made by dividing the interviewees on the basis of the size of their home town. Those who were from towns with a population of less than 25,000 were placed in one group, and those who were from towns with a population larger than 25,000 were placed in another. The information on the questionnaires was tabulated a third time in this grouping.

The tabulations were assembled so that they could be analyzed statistically. The Chi-square test was used as a test of significance. Chi-square is a convenient method for determining the significance of a relationship when frequencies are involved. Chi-square is defined as the sum of the squared differences between observed and expected frequencies, each divided by the expected frequency. By comparing this to a table of values of Chi-square at the correct number of degrees of freedom, one is able to find the significance of this number. If it is found to be significant at the 0.05 level of confidence, it means that the relationship studied could happen by chance no more than five times in a hundred, and that it is reasonable to assume that the groups studied are different. The 0.05 level of significance will be used in this study.<sup>1</sup>

The information obtained from the questionnaires was assembled, summarized, and arranged in tables.

---

<sup>1</sup>George W. Snedecor, Statistical Methods, pp. 188-213.

## DISCUSSION

## Discussion of Sample

The values given importance in the selection of clothing by 100 junior college women currently enrolled in Stephens College, Columbia, Missouri, during the second semester, 1956, were studied. At that time approximately 1,470 students were enrolled in Stephens College.

Within the sample of students, i.e., 50 who had enrolled in one or more Fashion or Retailing courses, and 50 who had not, it was found that the individuals in the groups were almost equally divided between the junior and senior classes in the college. At Stephens College, first year students are called "juniors," and second year students, "seniors." However, within the group which had had no Fashion or Retailing courses, 62 per cent were juniors, and only 38 per cent seniors; whereas in the group who had had at least one Fashion or Retailing course only 36 per cent were juniors, and 64 per cent were seniors. This would indicate that the Fashion and Retailing courses are primarily taken by second year students.

The ages of the interviewees ranged from 17 to 21 with the majority in the 18 and 19 year old groups. In harmony with the predominance of seniors in the Fashion and Retailing group, it was also found that there were a greater number of older girls in this group. A summary of the ages and college classifications of the interviewees is found in Table 1.

The interviewees came from towns all over the United States.

Table 1. The ages and academic classifications of interviewees.

Group	No. of Students		
	: Age	: Junior	: Senior
Having no Fashion or Retailing courses	17	2	0
	18	21	1
	19	7	13
	20	1	5
Total		31	19
Having Fashion or Retailing courses	17	0	0
	18	10	7
	19	8	21
	20	0	5
	21	0	1
Total		18	32

A total of 31 states and 88 towns were represented. There was a concentration of girls from California and Texas which corresponds with the total enrollment in the college. The state with the greatest number of students at Stephens College is California, with Texas second. For a complete list of the home towns of interviewees see Appendix C, and for the location of the towns see Plate I.

The sizes of the home towns ranged from that of Chicago, Illinois, whose population in the 1950 census was over 3,600,000, to Waverly, Ohio, whose population was found to be 100. The home towns of the interviewees are grouped according to population in Table 2.

Table 2. Classification of home towns of interviewees according to population.

Size of Towns	Number of Towns	
	: Having no Fashion or : Retailing courses	: Having Fashion or : Retailing courses
0-2,500	6	9
2,500-5,000	2	3
5,000-10,000	4	8
10,000-25,000	11	5
25,000-50,000	7	6
50,000-100,000	6	3
100,000-500,000	10	9
500,000 plus	4	6
No home town	0	1
Total	50	50

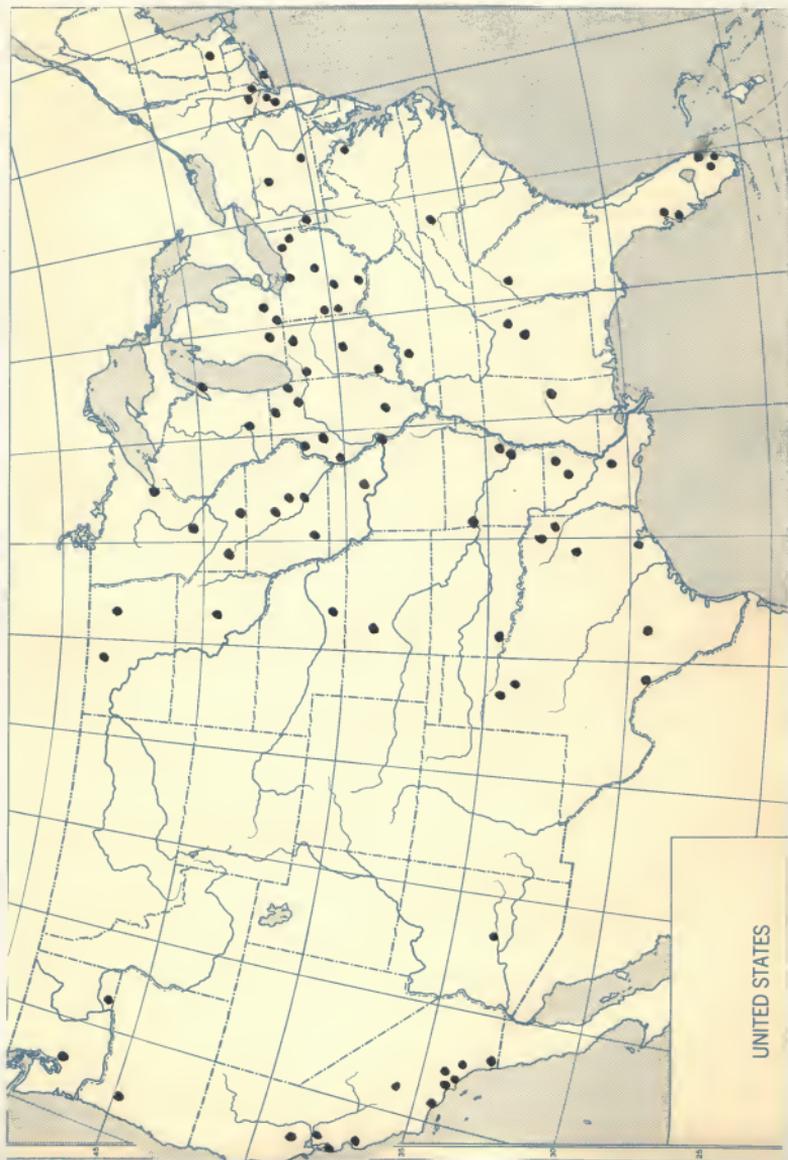
It is difficult to infer anything about the social and economic backgrounds of a group such as this. One index that may be used is the occupations and educational levels of the parents. It was found that most of the fathers were in salaried positions, although some professional and business men were in the group. Most of the mothers were housewives and only a few had other positions. It may be inferred from this that the interviewees came from middle and upper-middle class homes. For a list of the occupations of parents as stated by the interviewees see Appendix D.

It was found that 65 per cent of the fathers attended college and that 49 per cent graduated, whereas 57 per cent of the mothers attended college with 40 per cent graduating. This showed a much higher percentage of parents attending and graduating from college in the group than is supposed for the total population of the United States. It was found that there was a higher percentage of parents attending and graduating from

EXPLANATION OF PLATE I

Location of the home towns of the interviewees

PLATE I



college in the group of interviewees who had had no Fashion or Retailing courses. The same could be said of those who were from smaller families, and those who were from larger towns. An exception was that in the case of mothers of the group from smaller towns, a greater percentage graduated from college than fathers. Table 3 contains information on the educational level of the parents of the interviewees in the various categories.

Table 3. The educational level of parents of interviewees in the following named categories expressed in percentages.

No. in Category	Name of Category					
	:having :Fashion :or Re- :tailing :courses :	:having no :lon or :Retail- :ing :	:having :more :than 1 :brother :or sis- :ter :	:having :more :0 or 1 :brother :or sis- :ter :	:home :town :pop. 0- :25,000 :	:home :town :pop. :25,000 :plus :
	: 50	: 50	: 35	: 65	: 48	: 52
% fathers attending college	62	68	71.4	61.5	52.1	76.9
% fathers graduating from college	46	52	51.4	47.7	35.4	61.5
% fathers attending college that graduated	74.2	76.5	72	77.5	68	80
% fathers not attending college	38	32	28.6	38.5	47.9	23.1
Total % fathers not graduating	54	48	48.6	52.3	64.5	38.5
% mothers attending college	54	60	54.3	58.4	56.3	57.7
% mothers graduating from college	44	36	34.3	43.1	45.8	34.6
% mothers attending college that graduated	81.5	60	63.2	72.7	81.5	60
% mothers not attending college	46	20	45.7	41.6	43.7	42.3
Total % mothers not graduating	56	64	65.7	57	54.1	65.3

It is believed that the size of the family influences the economic and social level of the interviewees. It was found that most of the girls were from small families. A study of the number of brothers and sisters in the families of the interviewees showed that there was a total of 131 brothers and sisters, or an average of 1.3 per girl. Twenty-eight girls had no brothers or sisters, and 37 had only one. The largest family contained four sisters and three brothers. Information on the number of brothers and sisters of the interviewees is found in Table 4.

Table 4. The number of brothers and sisters in the families of interviewees.

No. of brothers and sisters	No. in Category:	Name of Category	
		: Having no Fashion : or Retailing : courses	: Having Fashion or Retailing courses
		50	50
0 sisters, 0 brothers		14	14
1 sister, 0 brother		15	9
2 sisters, 0 brothers		3	3
0 sisters, 1 brother		4	9
1 sister, 1 brother		3	4
2 sisters, 1 brother		0	1
3 sisters, 1 brother		2	1
4 sisters, 1 brother		1	0
0 sisters, 2 brothers		2	5
1 sister, 2 brothers		2	3
2 sisters, 2 brothers		1	0
3 sisters, 2 brothers		0	1
0 sisters, 3 brothers		1	1
1 sister, 3 brothers		1	0
4 sisters, 3 brothers		1	0
Total		43 sisters 26 brothers	27 sisters 35 brothers

There were few other adults living in the households of the interviewees. Most of these seemed to be aged relatives such as

grandfathers and grandmothers. Only four families had servants. A list of the other adults living in the households of the interviewees is found in Table 5.

Table 5. The number and name of other adults living in the households of interviewees.

Name of Category	
Having no Fashion or Retailing courses	Having Fashion or Retailing courses
4 Grandmother	3 Grandmother
2 Grandfather	1 Grandfather
1 Woman Friend	1 Great Aunt
	1 Maid
	1 Colored Mammy
	German Nurse and Chauffeur
	Housekeeper and House Man

In summary, it may be said of the interviewees enrolled in Stephens College during the second semester, 1956, that they were equally divided between the two college classes, that half of them had had at least one Fashion or Retailing course, that they were from 31 states, that they were from towns of all sizes, that most of their fathers were in salaried positions and most of their mothers were housewives, that their parents were relatively well educated, that they were from relatively small families, and that they had few other adults living in their households.

## Discussion of Important Factors in the Choice of a Garment

The interviewees were asked to express what they thought were the important factors in the choice of a garment that they had recently selected. They were asked to think in terms of a suit or a dress that they had purchased recently and to express (1) what it was that had made them decide on this particular garment rather than others that were available to them in the stores at that time, and (2) what it was that they wanted this garment to do for them personally. Some of the girls were quite fluent in answering and seemed to know the factors that had determined their choice, while others said that they had just liked it. This, however, is descriptive of different types of buyers and the values that they consider in the purchasing situation.

The interviewees mentioned many things. Statements were made frequently in relation to the following: price, color, fabric, fit, durability, ease of care, versatility, meeting need, personal preference, wardrobe, style, fashion, influence of others, distinction, improvement of appearance of figure, personal motives, and feelings desired from wearing the garment. A list of the statements made in relation to these values is found in Appendix E. An attempt has been made to organize the statements in groups. In some cases it was difficult to decide in which group to place the statement as it seemed to fit into several. However, the statement was placed where the writer felt that the interviewee intended to place the greatest emphasis.

It was desired that expressions of both subjective and

objective values important in the selection of clothing would be made. A study of the statements shows that this resulted. An attempt has been made to place the relatively more objective statements at the beginning of the list.

Table 6. The number of responses in the following named categories to questions in Form II.

1. Do you choose your own clothes?

Table 6a.

No. involved in category	Frequency of response				
	: always	: usually	: sometimes	: seldom	: never
50 having Fashion or Retailing courses	34	14	1	1	0
50 having no Fashion or Retailing	28	19	3	0	0
35 having more than 1 brother or sister	22	13	0	0	0
65 having 0 or 1 brother or sister	40	20	4	1	0
48 population of home town 0-25,000	30	14	3	1	0
52 population of home town 25,000 plus	32	19	1	0	0

## 2. Do you feel well dressed?

Table 6b.

No. involved in category	Frequency of response				
	: always	: usually	: sometimes	: seldom	: never
50 having Fashion or Retailing courses	12	33	5	0	0
50 having no Fashion or Retailing	6	36	8	0	0
35 having more than 1 brother or sister	5	25	5	0	0
65 having 0 or 1 brother or sister	13	44	8	0	0
48 population of home town 0-25,000	8	35	5	0	0
52 population of home town 25,000 plus	10	34	8	0	0

## 3. Do you believe that clothing is an important way of expressing how you think and feel?

Table 6c.

No. involved in category	Frequency of response				
	: always	: usually	: sometimes	: seldom	: never
50 having Fashion or Retailing courses	20	21	7	2	0
50 having no Fashion or Retailing	22	13	13	2	0
35 having more than 1 brother or sister	16	11	8	0	0
65 having 0 or 1 brother or sister	26	23	12	4	0
48 population of home town 0-25,000	21	17	8	2	0
52 population of home town 25,000 plus	21	17	12	2	0

## 4. Do you notice the clothes that other people are wearing?

Table 6d.

No. involved in category	Frequency of response				
	: always	: usually	: sometimes	: seldom	: never
50 having Fashion or Retailing courses	36	10	3	1	0
50 having no Fashion or Retailing	28	18	4	0	0
35 having more than 1 brother or sister	21	9	5	0	0
65 having 0 or 1 brother or sister	43	19	2	1	0
48 population of home town 0-25,000	25	21	1	1	0
52 population of home town 25,000 plus	39	7	6	0	0

## 5. If you do notice the clothes that other people are wearing, is it:

Table 6e.

No. involved in category	Total weights			
	:general impression:	: color	: fit	: style
50 having Fashion or Retailing courses	79	33	70	71
50 having no Fashion or Retailing	60	41	64	86
35 having more than 1 brother or sister	58	32	51	48
65 having 0 or 1 brother or sister	81	44	83	109
48 population of home town 0-25,000	79	40	63	69
52 population of home town 25,000 plus	60	34	71	88

Table 6e (concl.)

No. involved in category	: quality	Total weights	
		: fabric	: probable cost
50 having Fashion or Retailing courses	21	9	4
50 having no Fashion or Retailing	27	9	1
35 having more than 1 brother or sister	12	3	1
65 having 0 or 1 brother or sister	36	15	4
48 population of home town 0-25,000	17	14	4
52 population of home town 25,000 plus	31	4	1

6. Do you believe that others can judge your personality by what you are wearing?

Table 6f.

No. involved in category	Frequency of response				
	: always	: usually	: sometimes	: seldom	: never
50 having Fashion or Retailing courses	4	16	25	4	1
50 having no Fashion or Retailing	2	11	29	7	1
35 having more than 1 brother or sister	2	9	18	5	1
65 having 0 or 1 brother or sister	4	18	36	6	1
48 population of home town 0-25,000	4	11	27	5	1
52 population of home town 25,000 plus	2	16	27	6	1

7. Do you believe that you can recognize the social position of a person by the clothes he wears?

Table 6g.

No. involved in category	Frequency of response				
	: always	: usually	: sometimes	: seldom	: never
50 having Fashion or Retailing courses	1	17	17	14	1
50 having no Fashion or Retailing	1	15	22	10	2
35 having more than 1 brother or sister	2	6	14	12	1
65 having 0 or 1 brother or sister	0	26	25	12	2
48 population of home town 0-25,000	1	22	15	9	2
52 population of home town 25,000 plus	1	10	24	15	1

- 8a. Do you believe that attractive clothing is important in securing social recognition from other girls?

Table 6h.

No. involved in category	Frequency of response				
	: always	: usually	: sometimes	: seldom	: never
50 having Fashion or Retailing courses	6	23	16	3	2
50 having no Fashion or Retailing	6	21	14	9	0
35 having more than 1 brother or sister	3	20	11	1	0
65 having 0 or 1 brother or sister	9	24	19	11	2
48 population of home town 0-25,000	5	22	12	9	0
52 population of home town 25,000 plus	7	22	18	3	2

Bb. Do you believe that attractive clothing is important in securing social recognition from boys?

Table 6h (cont.)

No. involved in category	Frequency of response				
	: always	: usually	: sometimes	: seldom	: never
50 having Fashion or Retailing courses	6	23	17	2	2
50 having no Fashion or Retailing	1	22	19	6	2
35 having more than 1 brother or sister	3	16	14	1	1
65 having 0 or 1 brother or sister	4	29	22	7	3
48 population of home town 0-25,000	3	23	18	2	2
52 population of home town 25,000 plus	4	22	18	6	2

Bc. Do you believe that attractive clothing is important in securing social recognition from other adults?

Table 6h (cont.)

No. involved in category	Frequency of response				
	: always	: usually	: sometimes	: seldom	: never
50 having Fashion or Retailing courses	5	23	18	4	0
50 having no Fashion or Retailing	4	19	19	7	1
35 having more than 1 brother or sister	3	14	14	4	0
65 having 0 or 1 brother or sister	6	28	23	7	1
48 population of home town 0-25,000	2	19	21	5	1
52 population of home town 25,000 plus	7	23	16	6	0

9. Do you believe that the wearing of similar types of clothing is an important factor in being accepted by a group?

Table 6i.

No. involved in category	Frequency of response				
	: always	: usually	: sometimes	: seldom	: never
50 having Fashion or Retailing courses	5	14	17	11	3
50 having no Fashion or Retailing	2	18	18	8	4
35 having more than 1 brother or sister	2	11	9	8	5
65 having 0 or 1 brother or sister	5	21	26	11	2
48 population of home town 0-25,000	2	16	15	11	4
52 population of home town 25,000 plus	5	16	20	8	3

10. Do you believe that it is important to be fashionably dressed?

Table 6j.

No. involved in category	Frequency of response				
	: always	: usually	: sometimes	: seldom	: never
50 having Fashion or Retailing courses	13	20	15	1	1
50 having no Fashion or Retailing	12	22	14	2	0
35 having more than 1 brother or sister	12	10	12	1	0
65 having 0 or 1 brother or sister	13	32	17	2	1
48 population of home town 0-25,000	9	23	14	1	1
52 population of home town 25,000 plus	16	19	15	2	0

11. Do you believe that it is necessary to spend a great deal of money to dress well?

Table 6k.

No. involved in category	Frequency of response				
	: always	: usually	: sometimes	: seldom	: never
50 having Fashion or Retailing courses	0	1	20	21	8
50 having no Fashion or Retailing	0	1	18	17	14
35 having more than 1 brother or sister	0	1	11	15	8
65 having 0 or 1 brother or sister	0	1	27	23	14
48 population of home town 0-25,000	0	0	24	15	9
52 population of home town 25,000 plus	0	2	14	23	13

12. Do you believe it is important to consider the recent high fashion trends (New York--Paris) when selecting a style?

Table 6l.

No. involved in category	Frequency of response				
	: always	: usually	: sometimes	: seldom	: never
50 having Fashion or Retailing	3	9	15	17	6
50 having Fashion or Retailing	2	11	17	16	4
35 having more than 1 brother or sister	2	6	7	17	3
65 having 0 or 1 brother or sister	3	14	25	16	7
48 population of home town 0-25,000	3	8	20	12	5
52 population of home town 25,000 plus	2	12	12	21	5

13. Do you believe it is necessary to consider the amount of money required to care for the garment properly before purchasing it?

Table 6m.

No. involved in category	Frequency of response				
	: always	: usually	: sometimes	: seldom	: never
50 having Fashion or Retailing courses	20	20	6	3	1
50 having no Fashion or Retailing courses	23	20	3	3	1
35 having more than 1 brother or sister	12	15	4	4	0
65 having 0 or 1 brother or sister	31	25	5	2	2
48 population of home town 0-25,000	24	17	5	1	1
52 population of home town 25,000 plus	19	23	4	5	1

14. Do you believe it is necessary to consider the amount of time and effort required to care for the garment properly before purchasing it?

Table 6n.

No. involved in category	Frequency of response				
	: always	: usually	: sometimes	: seldom	: never
50 having Fashion or Retailing courses	16	18	10	4	2
50 having no Fashion or Retailing courses	14	19	11	4	2
35 having more than 1 brother or sister	11	15	4	4	1
65 having 0 or 1 brother or sister	20	21	17	4	3
48 population of home town 0-25,000	19	16	8	4	1
52 population of home town 25,000 plus	11	21	13	4	3

15. Do you believe that it is important to select clothes that can be used in a number of combinations for different occasions?

Table 6o.

No. involved in category	Frequency of response				
	: always	: usually	: sometimes	: seldom	: never
50 having Fashion or Retailing courses	25	22	3	0	0
50 having no Fashion or Retailing	25	24	1	0	0
35 having more than 1 brother or sister	15	17	3	0	0
65 having 0 or 1 brother or sister	35	29	1	0	0
48 population of home town 0-25,000	21	24	3	0	0
52 population of home town 25,000 plus	29	22	1	0	0

16. Do you believe that it is important to consider the length of time a garment can be worn?

Table 6p.

No. involved in category	Frequency of response				
	: always	: usually	: sometimes	: seldom	: never
50 having Fashion or Retailing courses	17	26	7	0	0
50 having no Fashion or Retailing	16	23	11	0	0
35 having more than 1 brother or sister	10	17	8	0	0
65 having 0 or 1 brother or sister	23	32	10	0	0
48 population of home town 0-25,000	20	21	7	0	0
52 population of home town 25,000 plus	13	28	11	0	0

17. Do you believe it is important to consider the quality of workmanship and construction when choosing a garment?

Table 6q.

No. involved in category	Frequency of response				
	: always :	usually:	sometimes:	seldom :	never
50 having Fashion or Retailing courses	28	16	6	0	0
50 having no Fashion or Retailing	34	15	1	0	0
35 having more than 1 brother or sister	24	10	1	0	0
65 having 0 or 1 brother or sister	38	21	6	0	0
48 population of home town 0-25,000	34	12	2	0	0
52 population of home town 25,000 plus	28	19	5	0	0

Discussion of Seventeen Questions Concerning  
The Selection of Clothing and its Social Significance

Form II contained 17 questions concerning the selection of clothing and its social significance. The answers were "always" "usually," "sometimes," seldom," and "never." It was explained to the interviewees that "sometimes" meant about half of the time, that "usually" meant more than half of the time or about three quarters, and that "seldom" meant less than half of the time or about one quarter. The frequencies of the answers may be found in Table 6.

It may be noted that most of the girls chose their own clothing, and that most of them felt well dressed. Ryan in her study of women at Cornell University found that those who always chose

their own clothes were more apt to feel well dressed than those that had their clothes chosen for them.<sup>1</sup>

Most of the girls believed that clothing was an important way of expressing how they think and feel. Most of them stated that they believed that only sometimes others could judge their personality by the clothes they were wearing.

Most girls said that they noticed the clothes that other people were wearing. When they were asked to express what were the first three things that they did notice in the clothes of others, general impression and style were the first choices mentioned most frequently, fit and style were the second choices most frequently mentioned, and color and style were the most frequent third choices. A weight of 3 was assigned to each first choice, 2 to each second choice, and 1 to each third choice. When the weights were totaled, it was found that general impression had the greatest weight, style next, fit third, and then color, quality, fabric, and probable cost.

Most girls believed that only sometimes were you able to recognize the social position of a person by the clothes he wears, and that only sometimes the wearing of similar types of clothing was an important factor in being accepted by a group.

There was no striking difference in the importance placed on attractive clothing in securing social recognition from girls,

---

<sup>1</sup>Mary S. Ryan, "Psychological Effects of Clothing, Survey of the Opinions of College Girls," Cornell University Agri. Experiment Station, Bul. No. 882, September 1952, p. 11.

from boys, or from adults. Most of the girls thought that it was usually or sometimes important, and there was a slight tendency to rank the importance of clothes higher in the case of securing social recognition from other girls.

Most of the girls thought that it was usually important to be fashionably dressed; however they believed that it was only sometimes or never important to consider the recent high fashion trends when selecting a style. These results seem to contradict each other; however, it may have meant that these girls did not attach a great deal of importance to high fashion, but merely to the fashions of their peers.

Most girls thought that it was sometimes or seldom necessary to spend a great deal of money to dress well. None of them thought that it was always necessary.

Most of the interviewees thought that it was necessary to consider the amount of money required to care for the garment properly before purchasing it; however, they less frequently thought that it was necessary to consider the amount of time and effort required to care for the garment properly before purchasing it. This would indicate that in this situation, these girls placed a higher estimation on money than on time and effort. In most cases these girls were on allowances, but did not do their own clothes maintenance work. Therefore, they considered the laundry and dry cleaning bills, but did not consider the amount of effort the maintenance bills represented since they did not do the work themselves.

Most of the girls thought that it was important to select

clothes that could be used in a number of combinations for different occasions. Versatility was also a frequently mentioned factor in determining their choice of garments. Ryan found in her study of women at Cornell University that adaptability was frequently mentioned in describing the clothing in which they felt the greatest confidence.<sup>1</sup>

The girls believed that it was usually important to consider the length of time a garment could be worn. This included both the number of seasons during a year and the number of years. They believed that it was important to consider the quality of workmanship and construction when choosing a garment. This not only affected the durability of a garment, but also the appearance of the garment throughout its life.

When the questionnaires were divided into the responses from those who had had at least one Fashion or Retailing course, or those who had had no such courses, the two groups were compared statistically for significant differences between them. No significant differences were found. From this one would infer that the attitude towards clothes of these women were formed by factors other than Fashion or Retailing courses. These factors could be fashion magazines, movies, television, or general association and competition in the field of dress.

When the group was divided into those interviewees who had

---

<sup>1</sup>Mary S. Ryan, "Psychological Effects of Clothing, Report of Interviews with a Selected Sample of College Women," Cornell University Agri. Experiment Station, Bul. No. 900, August 1953, p. 22.

no brothers or sisters or only one brother or sister, and those who had more than one brother or sister, it was found that 65 were from small families, and only 35 were from the larger families. Ryan found when she related the size of the girl's home town and the number of brothers and sisters to her confidence in her clothes, that confidence in clothing was not significantly related to the number of siblings, but that it was significantly related to the size of the community.<sup>1</sup> From this one would infer that the number of brothers and sisters did not affect their responses in relation to the values given importance in the selection of clothing.

When the group was divided into those interviewees who were from towns whose population was less than 25,000, and those who were from towns larger than 25,000, it was found that there were 48 from the smaller towns and 52 from the larger towns. A significant difference existed between the two groups in relation to noticing the clothes that other people were wearing. In the group from smaller towns, 25 said that they always noticed the clothes that other people were wearing, 21 usually, 1 sometimes, and 1 seldom. In the group from the larger towns, 39 said that they always noticed the clothes that other people were wearing, 7 usually, and 6 sometimes. One would infer from this that the small town girls more frequently noticed the clothes other people wore. It is recognized that in a small town, people are less

---

<sup>1</sup>Mary S. Ryan, "Psychological Effects of Clothing, Survey of Opinions of College Girls," Cornell University Agri. Experiment Station, Bul. No. 882, September 1952, pp. 13-15.

anonymous and that a change in appearance through different clothing is more important in more intimate and frequent association.

A significant difference also existed between the two groups in relation to what was noticed first in the clothes of other people. The respondents from the smaller towns said that they noticed the general impression of the outfit first, 24 times; second, 1 time; and third, 5 times. The respondents from the larger towns gave general impression as a first choice 16 times, second choice, 7 times, and third choice 7 times. This would indicate that the girls from smaller towns place a higher estimation on the general impression of an outfit, while the other groups mentioned more specific aspects of the outfit.

In relation to the question concerning recognizing the social position of a person by the clothes he wears, a significant difference existed between the two groups. One girl from the smaller towns said that she could always recognize the social position of a person by his clothes, 22 said usually, 15 sometimes, 9 seldom, and 1 never. In the group from the larger towns, 1 said always, 10 usually, 24 sometimes, 15 seldom, and 2 never. From this one would infer that the girls from smaller towns rely on clothes to indicate social position more than the girls from the larger towns. This could mean that in smaller towns one's social position is already known and clothes are worn as a badge of this position or that these girls are more naive in this respect.

A significant difference also existed between the two groups

in relation to the question concerning whether they thought that it was necessary to spend a great deal of money to dress well. Twenty-four of the girls from smaller towns thought that it was sometimes necessary to spend a great deal of money to dress well, 15 seldom, and 9 never. Two girls from larger towns thought that it was usually necessary to spend a great deal of money to dress well, 14 sometimes, 23 seldom, and 13 never. This would indicate that the girls from smaller towns thought that it was necessary to spend more money on clothes to be well dressed. This could mean that in the more intimate situation of a small town that a greater number of clothes are necessary to be considered well dressed.

When asked questions concerning the selection of clothing and its social significance most of the girls stated that they usually felt well dressed, thought that clothes were an important way of expressing themselves, noticed the clothes that others were wearing, believed that it was important to be fashionably dressed, thought that it was not necessary to spend a great deal of money to be well dressed, believed that it was necessary to consider the amount of money required to care for a garment properly before purchasing it, believed that it was important to select clothes that could be used in a number of combinations for different occasions, believed that it was important to consider the length of time a garment could be worn, and believed that it was important to consider the quality of workmanship and construction when choosing a garment.

The interviewees did not think certain factors were as frequently

important as those just named. They believed that others could sometimes judge their personalities by what they were wearing, believed that they could sometimes recognize the social position of a person by the clothes he wore, believed that attractive clothing was sometimes an important factor in securing social recognition from others, believed that the wearing of similar types of clothing was sometimes important in being accepted by a group, believed that it was sometimes important to consider the recent high fashion trends when selecting a style, and believed that it was sometimes necessary to consider the amount of time and effort required to care for a garment before purchasing it.

The statistical analysis of these responses to questions concerning the selection of clothing and its social significance showed that no significant differences existed between the groups who had had at least one Fashion or Retailing course and those who had had no such courses with regard to the values sought in dress. The same could be said for those from smaller and those from larger families. Significant differences existed, however, between those from towns of less than 25,000 population and those from towns larger than 25,000 in relation to noticing the clothes that other people were wearing, noticing the general impression of an outfit, recognizing the social position of a person by the clothes he wore, and thinking that it was necessary to spend a great deal of money in order to dress well.

Discussion of Ranking Questions Concerning  
Colors, Fabric, Style, and Values Considered Important  
in the Choice of Clothing

Form III contained four questions in which the interviewee was expected to rank the statements in the order she thought was correct. The answers were assigned weights and corrected for sample size. In question 1 there were only five statements. Each first choice was given a weight of 5, second 4, third 3, fourth 2, and fifth 1. The rest of the questions had seven statements. Each first choice was given a weight of 7, second 6, third 5, and so on. Information on the weighted responses corrected for sample size is found in Table 7.

Table 7. Weighted responses to questions concerning color, fabric, style, and values considered important in the choice of clothes, corrected for sample size.

Having Fashion or		Retailing Courses		Name of Category		Size of home town	
yes	no	more	or sisters	0 or 1	or sisters	0-25,000	25,000 plus
:	:	:	:	:	:	:	:
:	:	than 1	:	:	:	:	:

1. When choosing the color of a garment, which do you believe is most important:

it is neutral and can be	changed with accessories				
136	144	136	144	134	146
it harmonizes with the rest of your wardrobe					
179	158	164	173	166	171
it is flattering to your personal coloring					
210	217	212	215	221	206
you like the color					
132	139	133	138	133	138
you believe that you can express your feelings or personality through this color					
93	92	105	80	96	87

Table 7 (cont.)

Having Fashion or Retailing Course		Name of Category No. of brothers or sisters		Size of home town	
yes	no	more	0 or 1	0-25,000	25,000 plus
:	:	:	:	:	:
:	:	than 1	:	:	:

2. When choosing the fabric of a garment, which do you believe is the most important:

the price					
173	166	151	188	166	174
kind of fiber (i.e., wool, silk, cotton, linen, rayon, nylon, orlon, etc.)					
221	216	213	224	226	211
brand					
84	105	110	79	90	103
type of fabric (i.e., flannel, taffeta, broadcloth, shantung, etc.)					
235	223	232	226	228	230
ease of care					
187	187	219	160	191	185
durability					
231	236	200	267	233	235
suitability for style					
269	267	275	256	266	262

3. When choosing a style, which do you believe is the most important:

that it is a style that will be good for several years					
182	191	187	186	180	193
that the style is similar to recent high fashion (New York--Paris)					
126	138	135	129	143	121
that it is similar to what your friends are wearing					
93	107	95	105	100	100
that it is suited to you individually					
324	301	309	316	317	303
that it is comfortable					
239	229	237	231	225	243
that it is easy to take care of					
190	181	196	175	189	182
that it can be worn for a number of occasions					
246	253	241	253	246	253

Table 7 (concl.)

Having Fashion or		Name of Category		Size of home town	
Retailing Course		No. of brothers		or sisters	
yes	no	more	0 or 1	0-25,000	25,000 plus
:	:	:	:	:	:
:	:	than 1	:	:	:

4. When choosing clothes, which do you believe is most important:

following current fashion					
146	150	147	149	160	136
expressing yourself					
189	184	217	156	185	190
gaining approval of others					
134	152	151	135	153	133
being comfortable					
212	208	197	223	205	215
saving money					
139	145	135	149	124	160
improving your appearance					
322	318	306	334	325	315
satisfying yourself					
258	243	247	254	248	253

When choosing the color of a garment, most of the interviewees gave "it is flattering to your personal coloring" as their first choice. "You believe that you can express your feelings or personality through this color" was the most frequent last choice.

When choosing the fabric of a garment, "suitability for style" was the most frequent first choice. "Type of fabric" and "durability" were also important first choices. "Brand" was the most frequent last choice.

When choosing a style, "that it is suited to you individually" was the most frequent first choice. "That it is similar to what your friends are wearing" was the most frequent last choice.

When choosing clothes, "improving your appearance" was the most frequent first choice, and "following current fashion" and

"gaining the approval of others" were frequently mentioned last choices.

When the two groups having and not having Fashion or Retailing courses were analyzed for significant differences, none was found. The same conclusion could be drawn here as in the previous section, that attitudes towards clothes were being formed by factors other than Fashion and Retailing courses.

When the two groups from smaller and larger families were analyzed for significant differences, it was found that when choosing clothes, there was a difference in the importance of expressing yourself. In general, those in the larger families gave a higher importance to expressing yourself. From this one could infer that in the competition for channels of self-expression in the larger family, that clothing is given more importance.

When the two groups from larger and smaller towns were analyzed for significant differences, it was found that when choosing clothes, there was a difference in the importance of saving money. In general, the girls from the smaller towns gave less importance to saving money. This corresponded to the finding in the previous section where the girls from the smaller towns thought that it was necessary to spend more money on clothes to be well dressed. This could mean that in the more intimate situation of a small town that a greater number of clothes or more expensive clothes are necessary to be considered well dressed.

It was most important to the interviewees that the color of a garment was flattering to their personal coloring, that the fabric was suitable for the style, that the style was suited to

them individually, and that clothes improve their appearance. No significant differences were found between the two groups having and not having Fashion or Retailing courses. Significant differences were found between the groups from small and larger families in relation to expressing yourself through clothes, and between the two groups from smaller and larger towns in saving money on clothes.

#### SUMMARY

People of all age groups are known to have an interest in clothing and fashion, but it is during the period of early adulthood when the emphasis on clothing reaches its greatest importance. The study focused its attention on a group of junior college women so as to shed some light on what they thought was important in the selection of clothes, values such as the enhancement of the wearer, enjoyment gained from the feelings derived from wearing the garment, versatility, and the more objective values such as fit, style, color, and price. The objectives of this study were to obtain information concerning values affecting the choice of clothing and to attempt to relate certain factors to the data obtained on the values given importance.

It was found that the interviewees were equally divided between the two college classes, that they were from 31 states, that they were from towns of all sizes, that most of their fathers were in salaried positions and most of their mothers housewives, that their parents were relatively well educated, that they were from relatively small families, and that there

were few other adults living in their households.

When the interviewees were asked to express what they thought were the important factors in the choice of a garment that they had recently selected, statements were made frequently in relation to the following: price, color, fabric, fit, durability, ease of care, versatility, meeting a personal need, personal preference, wardrobe, style, fashion, influence of others, distinction, improvement of appearance of figure, personal motives, and feelings desired from wearing the garment.

When asked questions concerning the selection of clothing and its social significance, most of the girls stated that they usually felt well dressed, thought that clothes were an important way of expressing themselves, noticed the clothes that others were wearing, believed that it was important to be fashionably dressed, thought that it was not necessary to spend a great deal of money to be well dressed, believed that it was necessary to consider the amount of money required to care for a garment properly before purchasing it, believed that it was important to select clothes that could be used in a number of combinations for different occasions, believed that it was important to consider the quality of workmanship and construction when choosing a garment.

The interviewees did not think certain factors were as frequently important as those just named. They believed that others could sometimes judge their personalities by what they were wearing, believed that they could sometimes recognize the social position of a person by the clothes he wore, believed that

attractive clothing was sometimes an important factor in securing social recognition from others, believed that the wearing of similar types of clothing was sometimes important in being accepted by a group, believed that it was sometimes important to consider the recent high fashion trends when selecting a style, and believed that it was sometimes necessary to consider the amount of time and effort required to care for a garment before purchasing it.

The statistical analysis of these responses to questions concerning the selection of clothing and its social significance showed that no significant differences existed between the groups who had had at least one Fashion or Retailing course and those who had had no such courses with regard to the values sought in dress. The same could be said for those from smaller and those from larger families. Significant differences existed, however, between those from towns of less than 25,000 population and those from towns larger than 25,000 in relation to noticing the clothes that other people were wearing, noticing the general impression of an outfit, recognizing the social position of a person by the clothes he wore, and thinking that it was necessary to spend a great deal of money in order to dress well.

When asked to rank statements concerned with color, fabric, style, and clothes, it was most important to the interviewees that the color of a garment was flattering to their personal coloring, that the fabric was suitable for the style, that the style was suited to them individually, and that clothes improve their appearance. No significant differences were found between

the groups who had had and who had not had Fashion or Retailing courses. Significant differences were found between the groups from smaller and larger families in relation to expressing yourself through clothes, and between the two groups from smaller and larger towns in saving money on clothes.

From this study, one might infer that these young women received their attitudes and values towards clothes from factors other than Fashion or Retailing courses. These factors could be fashion magazines, movies, television, or general association and competition in the field of dress. The size of the family of the interviewees seemed to have little or no effect on the girls' attitudes toward dress, whereas the size of the home town of the interviewee seemed to have the greatest effect on the girls' attitudes.

## ACKNOWLEDGMENT

The writer wishes to express her sincere appreciation to Professor Alpha Latzke, Head of the Department of Clothing and Textiles, Kansas State College of Agriculture and Applied Science, for her valuable assistance, interest, guidance, and constructive criticism in the preparation of this thesis, and to Professor H. C. Fryer, Department of Mathematics, for his assistance with the statistics.

## LITERATURE CITED

- Anastasi, Ann, and Shirley Miller. "Adolescent Prestige Factors in Relation to Scholastic and Socio-economic Variables." Journal of Social Psychology, February 1949, 29:43-80.
- Bergler, Edmund. Fashion and the Unconscious. New York: Brunner Publication, 1953.
- Cannon, Kenneth L., Ruth Staples, and Irene Carlson. "Personal Appearance as a Factor in Social Acceptance." Journal of Home Economics, November 1952, 44:710-713.
- Flugel, John Carl. The Psychology of Clothes. New York: Hogarth Press, 1930.
- Form, William H., and Gregory P. Stone. The Social Significance of Clothing in Occupational Life. Michigan State College Agricultural Experiment Station, Departments of Sociology and Anthropology and Textiles, Clothing, and Related Arts, Technical Bulletin 247, June 1955.
- Hartman, George W. "Clothing: Personal Problem and Social Issue." Journal of Home Economics, June 1949, 41:295-298.
- Hiler, Hilaire. From Nudity to Raiment. London: Simpkin Marshall, n. d.
- Holy Bible. Revised Standard Version. New York: Thomas Nelson and Sons, 1952.
- Hurlock, Elizabeth B. Psychology of Dress. New York: Ronald Press, 1929.
- Laver, James. Clothes. New York: Horizon Press, 1953.
- Newman, D. A., H. G. Nickerson, and E. Bryer. In Cantril and Allport, "Recent Applications of Study of Values." Journal of Abnormal and Social Psychology, March 1933, 28:259-273.
- Nystrom, Paul. The Economics of Fashion. New York: Ronald Press, 1928.
- Pearson, Lois Helman. "Teen-Ager's Preferences in Clothes." Journal of Home Economics, December 1950, 42:801-802.
- Rosencranz, Mary Lou Lerch. "A Study of Women's Interest in Clothing." Journal of Home Economics. November 1949, 41:460-462.

Ryan, Mary S. Psychological Effects of Clothing, Comparison of College Students with High School Students, Rural with Urban Students, and Boys with Girls. Cornell University Agricultural Experiment Station Bulletin 898, July 1953.

\_\_\_\_\_. Psychological Effects of Clothing, Survey of Opinions of College Girls. Cornell University Agricultural Experiment Station Bulletin 882, September 1952.

\_\_\_\_\_. Psychological Effects of Clothing, Report of Interviews with a Selected Sample of College Women. Cornell University Agricultural Experiment Station Bulletin 900, August 1953.

Snedecor, George W. Statistical Methods. Ames, Iowa: Iowa State College Press, 1946.

Stepat, Dorothy I. A Study of Clothing and Appearance Problems in Relation to Some Aspects of Personality and Some Cultural Patterns in a Group of College Freshman Girls. Ph. D. Thesis, New York University, 1949.

Veblen, Thorstein. The Theory of the Leisure Class. New York: Modern Library, 1934.

## APPENDICES

## Form I

1. Can you recall one of your more recent purchases of a suit or a dress?

yes \_\_\_\_\_ no \_\_\_\_\_

What was it? \_\_\_\_\_

Describe briefly \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Why did you choose this (type of garment) rather than another? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What was it that you wanted it to do for you? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Form II

1. Do you choose your own clothes?  
 always \_\_\_ usually \_\_\_ sometimes \_\_\_ seldom \_\_\_ never \_\_\_
2. Do you usually feel well dressed?  
 always \_\_\_ usually \_\_\_ sometimes \_\_\_ seldom \_\_\_ never \_\_\_
3. Do you believe that clothing is an important way of expressing how you think and feel?  
 always \_\_\_ usually \_\_\_ sometimes \_\_\_ seldom \_\_\_ never \_\_\_
4. Do you notice the clothes that other people are wearing?  
 always \_\_\_ usually \_\_\_ sometimes \_\_\_ seldom \_\_\_ never \_\_\_
5. If you do notice the clothes that other people are wearing, is it:  
 general impression \_\_\_ color \_\_\_ fit \_\_\_ style \_\_\_ quality \_\_\_  
 fabric \_\_\_ probable cost \_\_\_ other \_\_\_\_\_
6. Do you believe that others can judge your personality by what you are wearing?  
 always \_\_\_ usually \_\_\_ sometimes \_\_\_ seldom \_\_\_ never \_\_\_
7. Do you believe that you can recognize the social position of a person by the clothes he wears?  
 always \_\_\_ usually \_\_\_ sometimes \_\_\_ seldom \_\_\_ never \_\_\_
8. Do you believe that attractive clothing is important in securing social recognition from other girls? boys? other adults?  
 always \_\_\_\_\_  
 usually \_\_\_\_\_  
 sometimes \_\_\_\_\_  
 seldom \_\_\_\_\_  
 never \_\_\_\_\_
9. Do you believe that the wearing of similar types of clothing is an important factor in being accepted by a group?  
 always \_\_\_ usually \_\_\_ sometimes \_\_\_ seldom \_\_\_ never \_\_\_

## Appendix A (cont.)

## Form 12 (continued)

10. Do you believe that it is important to be fashionable, elegant?  
 always \_\_\_ usually \_\_\_ sometimes \_\_\_ seldom \_\_\_ never \_\_\_
11. Do you believe that it is necessary to spend a great deal of money to dress well?  
 always \_\_\_ usually \_\_\_ sometimes \_\_\_ seldom \_\_\_ never \_\_\_
12. Do you believe it is important to consider the current fashion trends (New York--Paris) when selecting a style?  
 always \_\_\_ usually \_\_\_ sometimes \_\_\_ seldom \_\_\_ never \_\_\_
13. Do you believe it is necessary to consider the amount of money you have to care for the garment properly before purchasing it?  
 always \_\_\_ usually \_\_\_ sometimes \_\_\_ seldom \_\_\_ never \_\_\_
14. Do you believe it is necessary to consider the amount of time and effort required to care for the garment properly before purchasing it?  
 always \_\_\_ usually \_\_\_ sometimes \_\_\_ seldom \_\_\_ never \_\_\_
15. Do you believe that it is important to select clothes that can be worn in a number of combinations for different occasions?  
 always \_\_\_ usually \_\_\_ sometimes \_\_\_ seldom \_\_\_ never \_\_\_
16. Do you believe that it is important to consider the length of time a garment can be worn?  
 always \_\_\_ usually \_\_\_ sometimes \_\_\_ seldom \_\_\_ never \_\_\_
17. Do you believe it is important to consider the quality of workmanship and construction when choosing a garment?  
 always \_\_\_ usually \_\_\_ sometimes \_\_\_ seldom \_\_\_ never \_\_\_

## Form III

Please rank in the order which you believe is most correct. Place number one in front of the statement that you think is the most important, number two in front of the thing second in importance, and so on.

1. When choosing the color of a garment, which do you believe is most important?

- \_\_\_ it is neutral and can be changed with accessories
- \_\_\_ it harmonizes with the rest of your wardrobe
- \_\_\_ it is flattering to your personal coloring
- \_\_\_ you like the color
- \_\_\_ you believe that you can express your feelings or personality through this color
- \_\_\_ other (specify) \_\_\_\_\_
- \_\_\_ other \_\_\_\_\_

2. When choosing the fabric of a garment, which do you believe is the most important?

- \_\_\_ the price
- \_\_\_ kind of fiber (i.e., wool, silk, cotton, linen, rayon, nylon, orlon, etc.)
- \_\_\_ brand
- \_\_\_ type of fabric (i.e., flannel, taffeta, broadcloth, shantung, etc.)
- \_\_\_ ease of care
- \_\_\_ durability
- \_\_\_ suitability for style
- \_\_\_ other (specify) \_\_\_\_\_
- \_\_\_ other \_\_\_\_\_

## Form III (continues)

3. When choosing a style, which do you believe is the most important?

- that it is a style that will be good for several years
- that the style is similar to recent high fashion (New York) — ~~that~~
- that it is similar to what your friends are wearing
- that it is suited to you individually
- that it is comfortable
- that it is easy to take care of
- that it can be worn for a number of occasions
- other (specify) \_\_\_\_\_
- other \_\_\_\_\_

4. When choosing clothes, which do you believe is most important?

- following current fashion
- expressing yourself
- gaining approval of others
- being comfortable
- saving money
- improving your appearance
- satisfying yourself
- other (specify) \_\_\_\_\_
- other \_\_\_\_\_

## Form IV

Name \_\_\_\_\_

Age \_\_\_\_\_ Date of birth \_\_\_\_\_

College Class: Junior \_\_\_\_\_ Senior \_\_\_\_\_

Home town \_\_\_\_\_ Size \_\_\_\_\_

Father's occupation \_\_\_\_\_

Did your father go to college? Yes \_\_\_\_\_ No \_\_\_\_\_

Did he graduate? Yes \_\_\_\_\_ No \_\_\_\_\_ Where? \_\_\_\_\_

Mother's occupation \_\_\_\_\_

Did your mother go to college? Yes \_\_\_\_\_ No \_\_\_\_\_

Did she graduate? Yes \_\_\_\_\_ No \_\_\_\_\_ Where? \_\_\_\_\_

Number of brothers and sisters (Place age in blank )

Brothers \_\_\_\_\_

Sisters \_\_\_\_\_

Other adults living in your home (Give relationship)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What Fashion or Retailing courses have you taken?

Fashion

Retailing

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

You have been selected at random from the Stephens students to participate in a study of the values given importance in the selection of clothing. It is my sincere wish that you will be able to cooperate in this study.

The study is part of my work towards my Master's Degree and the information obtained from the study will be used in the thesis.

At a later time I shall interview you. The interview will take less than a half hour of your time. I would like you to return to me a list of the times that would be most convenient for you. At that time I shall make an appointment with you.

Thank you so much for your cooperation.

Sincerely,

Dorothy Runbeck  
Fashion Department

Please rank in order the times which would be most convenient for you. Return this to me at the Fashion Department, and an appointment shall be made.

Monday	Tuesday	Wednesday	Thursday	Saturday
___ 7:30 p.m.	___ 10:00 a.m.	___ 7:30 p.m.	___ 10:00 a.m.	___ 10:00 a.m.
___ 8:00 p.m.	___ 10:30 a.m.	___ 8:00 p.m.	___ 10:30 a.m.	___ 10:30 a.m.
___ 8:30 p.m.	___ 11:00 a.m.	___ 8:30 p.m.	___ 11:00 a.m.	___ 11:00 a.m.
___ 9:00 p.m.	___ 11:30 a.m.	___ 9:00 p.m.	___ 11:30 a.m.	___ 11:30 a.m.
___ 9:30 p.m.	___ 2:00 p.m.	___ 9:30 p.m.	___ 2:00 p.m.	___ 2:00 p.m.
	___ 2:30 p.m.		___ 2:30 p.m.	___ 2:30 p.m.
	___ 3:00 p.m.		___ 3:00 p.m.	___ 3:00 p.m.
	___ 3:30 p.m.		___ 3:30 p.m.	___ 3:30 p.m.
	___ 4:00 p.m.		___ 4:00 p.m.	___ 4:00 p.m.
	___ 4:30 p.m.		___ 4:30 p.m.	___ 4:30 p.m.
	___ 5:00 p.m.		___ 5:00 p.m.	___ 5:00 p.m.
	___ 7:30 p.m.		___ 7:30 p.m.	
	___ 8:00 p.m.		___ 8:00 p.m.	
	___ 8:30 p.m.		___ 8:30 p.m.	
	___ 9:00 p.m.		___ 9:00 p.m.	
	___ 9:30 p.m.		___ 9:30 p.m.	

## Appendix C

## The Home Towns of Interviewees

State	Having no Fashion or Retailing Courses	Having Fashion or Retailing Courses
	Town	Town
Alabama	Gadsden Sylacuga	
Arkansas	Fort Smith West Helena	Hughes
Arizona	2 Phoenix	
California	Los Angeles San Diego Santa Barbara Riverside Van Nuys	Bakersfield Kelseyville Los Angeles Pasadena Piedmont Salinas San Francisco
Florida	Miami Sarasota Tampa West Palm Beach	Coral Gables Miami
Georgia	Atlanta	Atlanta
Illinois	Chicago Rock Island Quincy	Flora Joliet Macomb Rockford
Indiana	South Bend Vincennes	Hammond Indianapolis
Iowa	Creston Oskaloosa Tama	Roland
Kansas	Luray	
Kentucky		Munsfordville

## Appendix C (cont.)

## The Home Towns of Interviewees

State	Having no Fashion or Retailing Courses	Having Fashion or Retailing Courses
	Town	Town
Louisiana	Urainia	Fordoche Winnsboro
Massachusetts	Wellesley Hills	
Michigan	Battle Creek Detroit	Union City
Minnesota	St. Cloud West Brook	Cloquet Wells
Mississippi		Meridian
Missouri	Columbia	Columbia St. Louis
Nebraska	Hastings	
New Jersey	Montclair Ridgewood	
New York		Cornwall-on- Hudson Hicksville White Plains
North Carolina		Winston-Salem
North Dakota	Minot	Devils Lake
Ohio	Chagrin Falls 2 Columbus Rocky River Waverly West Liberty Youngstown	Millersburg Rosewood
Oklahoma	Walters	
Oregon		Salem

## Appendix C (concl.)

## The Home Towns of Interviewees

State	Having no Fashion or Retailing Courses	Having Fashion or Retailing Courses
	Town	Town
Pennsylvania	Lancaster	Pittsburgh Williamsport
South Dakota	Huron	
Texas	Houston Littlefield Marshall San Antonio	Eagle Pass Houston Mt. Pleasant Palestine 2 San Antonio Spur
Virginia	Arlington	
Washington	Walla Walla	Enumclaw
Wisconsin		Milwaukee Algoma

## Appendix D

A list of the occupations of the fathers of interviewees who have had Fashion or Retailing courses.

- Advertising Agency
- 2 Army Officer
- 2 Attorney
- Automobile Dealer
- Building Contractor--Real Estate
- Certified Public Accountant and Attorney
- 3 Deceased
- Druggist
- 2 Engineer
- Executive Director of Hammond, Indiana Housing Authority
- Farmer
- Foreman at Northwest Paper Company
- Furrier
- Geologist, Consulting
- Hardware Retailer
- 2 Insurance Agent
- Insurance State Representative
- Jeweler
- Laundry Manager
- Livestock Dealer
- Lumber
- Merchant
- Newspaper Business
- Oil Jobber
- Ornamental Iron Work
- Pierce Product Company
- 5 Physician
- Pres. Ag. San Antonio Schools
- Printing Plant Superintendent
- Public Relations
- 3 Rancher
- Retail Supervisor--Standard Oil of California
- Rubber Manufacturer
- Stock Broker
- Texaco Bulk Plant Manager and Consignee
- Unemployed
- Vice President and Treasurer of Corporation

A list of the occupations of the mothers of the interviewees who have had Fashion or Retailing courses.

- 42 Housewife
- 3 Teacher
- Music Teacher
- College Mathematics Teacher
- Secretary

## Appendix D (cont.)

Secretary Council of State Governors  
Milliner

A list of the occupations of the fathers of interviewees who have had no Fashion or Retailing courses.

- Administration, Emory University
- 2 Attorney
- Army Officer
- Business Management
- Business Owner
- 2 Contractor
- County Judge
- 5 Deceased
- Dentist
- Director of Army Prothetic Research
- District Sales Manager for R.C.A. Victor Corporation
- Druggist
- 4 Engineer
- Farmer
- Farming and Oil
- Firestone Store
- General Manager of Rurken Material Corporation
- 2 General Sales Manager
- Grain Business
- Hotel Owner
- Insurance
- Manager of R.E.A. Cooperative
- Olds-Cadillac Dealer
- Owner of Bakery and Jewelry Store
- Owner of Radio Station
- 4 Physician
- Postmaster
- President of Construction Company
- Public Relations for General Motors Corporation
- Rancher and Farmer
- Real Estate
- 2 Retired
- Savings and Loan Association Manager
- Superintendent of Schools
- Unemployed

A list of the occupations of the mothers of the interviewees who have had no Fashion or Retailing courses.

- 37 Housewife
- Artist
- Drug Store Owner
- Model
- President of Grain Milling Company

## Appendix D (concl.)

2 Private Secretary  
Secretary  
Service Station Owner  
4 Teacher  
Writer

## Appendix E

A list of the statements made in relation to important values in the selection of a garment by interviewees who had had Fashion or Retailing courses.

Price

- 3 It was on sale.
- 3 It was a reasonable price
- 2 It was an inexpensive price for the material and work.
- 2 It was not too expensive.
- 2 It was medium-priced.
- 1 It was inexpensive.
- 1 It was the right price line for me.
- 1 I couldn't go wrong for the money.
- 1 Good quality for the money.
- 1 The price was not a factor.
- 1 I modelled it in the Spring when it was priced at \$65.00. Later it went on sale and mother bought it for me.

Color

- 4 The color was basic.
- 7 I like the color.
- 8 The color is good for me.
- 1 I have been told that the color is good on me.
- 1 I did not like the other colors.
- 2 It was a very popular color.
- 2 It was a different color.
- 1 I liked the combination of colors.
- 2 I wear that color.
- 1 The color matched me.
- 2 The color made me look thinner.

Fabric

- 1 The material was good.
- 1 Other material would have been better.
- 1 The material felt light weight for a Spring suit.
- 1 I like tweeds.
- 1 It was pure Irish linen.
- 1 The material wasn't too clingy.

Fit

- 6 It fit well.
- 7 I have a hard time in fitting and this garment fit.
- 1 I liked the fit although it had to be altered.
- 1 A garment depends on your body for charm.

Durability

- 1 It would last longer.
- 1 It will last a long time.
- 1 Good quality for the money

## Appendix E (cont.)

- 1 Very well made.
- 1 It had a big hem in it.

Ease of Care

- 1 It was easy to take care of.
- 1 It will not show dirt easily.
- 1 It does not require ironing.
- 1 It does not wrinkle easily.

Versatility

- 10 I could wear it for many different occasions with different accessories.
- 3 It can be worn several seasons a year.
- 4 It can be worn here and in another climate.
- 6 I bought it for a special occasion.
- 1 It was right for the occasion.
- 4 It could be dressed up or down.
- 4 It was versatile.
- 2 I like something simple because you can do many things with accessories.
- 1 I like a tailored line because you need very few accessories.
- 1 I could picture it with accessories.
- 2 I could do things with accessories.
- 3 I had the accessories to go with it.
- 1 It was a basic dress.

Meeting Need

- 2 I needed it.
- 1 I needed a suit.
- 1 I wanted a tailored dress.
- 1 I went shopping to buy a dress.
- 2 It was the type of dress I was looking for.
- 2 I didn't have too much choice.
- 1 I got it from a manufacturing house.

Personal Preference

- 3 It looked the best on me.
- 1 It looked good.
- 5 I just liked it.
- 1 I liked it on me.
- 2 It was the type of dress I like.
- 1 I can look at a dress and tell if I like it.
- 1 I just wanted it.
- 2 It was becoming to me.
- 2 It looks nice.

Wardrobe

- 2 It built up my wardrobe of dark colors.
- 2 I am building my trousseau.



## Appendix E (cont.)

- 3 It fit into my wardrobe.
- 1 It went with everything.

Style

- 9 I liked the style.
- 1 It was the right style for me since I am chubby.
- 1 The dress has a style of its own.
- 2 It had good lines
- 1 It was well cut.

Practical

- 2 It was very practical.
- 3 It was very serviceable.

Current Fashion

- 1 It was in recent fashion.
- 1 It was not too high style.
- 1 It was up to date.
- 1 It was in the present trend.

Influences of other people

- 1 My fiance says that I look better in sheathes.
- 1 The clerk knows me and she knows what I want and brings it out to me.
- 1 Mother gave it to me. It was hers.
- 1 Father missed me and sent it to me.
- 1 Everyone likes it and it pleases me.
- 1 Three other girls in the hall have it.

Prestige

- 1 It was an original.
- 1 I got it at Neiman-Marcus.

Distinction

- 3 Since it was different, it stands out.
- 1 I liked it because of its "distinctness."
- 1 There are not too many others like it.
- 1 I wanted something that looked lighter and brighter.
- 1 It was not too gaudy.
- 1 The garment has a certain amount of "flashyness."
- 1 It was striking. I think that since I am tall I can wear it.
- 1 The style was different.
- 1 I wanted something different from anything else I have had.
- 1 If I saw it on a person walking by, I would take a second look.

Improvement of the Appearance of the Figure

- 3 Flared skirts cover hips.
- 2 I like full skirts.
- 2 It gave me a hip line.
- 1 It gave me a better hip and waistline.

## Appendix E (cont.)

- 1 It made my waistline look slim.
- 2 It minimized my hips.
- 2 It did more for me than some others.
- 1 It detracted from my round face.
- 1 I lost weight and now I can wear tailored dresses.
- 1 I am tall and can wear large collars.
- 1 It cuts off my height.
- 1 I think that it shows off my height to the best advantage.
- 1 I can wear crinolines with it.
- 1 Straight skirts are best for me.
- 1 I do not like to wear crinolines in the summer.

Satisfactions Sought and Feelings Derived from Wearing Garment

- 3 I wanted it to flatter me.
- 1 I wanted it to enhance my appearance.
- 2 It was a good color with my coloring. It brings out my hair.
- 2 It was a good color with my coloring. It brings out my eyes.
- 1 It was a good color with my coloring. It brings out my complexion.
- 2 I want myself more attractive.
- 3 I was looking for something becoming to me.
- 2 I want to show off my figure.
- 1 I want a garment to flatter my figure rather than detract from it.
- 3 I want to emphasize my waist. I have a very small waistline and I like to take advantage of it.
- 1 I wanted the waist to fit comfortably.
- 1 I like to wear clothes that only slender people can wear.
- 6 I want to look thinner.
- 3 I want to look taller and thinner.
- 1 Color brings out my moods.
- 1 The dress boosts my morale.
- 1 The dress is consoling. I didn't feel good that day so I bought the dress.
- 1 It builds me up.
- 1 It gives me a clean cut feeling.
- 1 It makes me feel taller.
- 2 It makes me feel slender.
- 1 It makes me feel smart.
- 1 It gives me style.
- 1 It makes me feel slightly elegant.
- 1 I enjoy wearing it.
- 1 I felt nice in it.
- 1 It looks alive.
- 1 It looks light weight.
- 10 I feel at ease in it.
- 2 I feel good when I wear it.
- 1 I feel like I look nice in it.
- 1 I feel neat in it.
- 1 I feel that I have on the proper attire when wearing it.

## Appendix E (cont.)

- 1 It is typically me.
- 1 It makes me feel dressed up like I was going somewhere special.
- 1 It makes me feel very feminine.
- 1 It makes me look more mature.
- 5 It makes me look older, more sophisticated.
- 2 It makes me feel sophisticated enough, but it is not too old for me.
- 1 It doesn't make me look so old.
- 1 It is kind of tailored and sophisticated.
- 2 It was sporty.
- 2 It was dressy.
- 2 It was simple.

A list of the statements made in relation to important values in the selection of a garment by interviewees who had had no Fashion or Retailing courses.

Price

- 3 It was on sale.
- 2 It looked expensive.
- 1 It was inexpensive, but not cheap looking.
- 2 It was cheaper than some.
- 1 I liked the price.
- 1 It was a good suit for the price.
- 1 It was the most money that I ever paid for a dress. It worries me. I think that I will start making my clothes.

Color

- 10 I liked the color.
- 3 The color was a different one for me.
- 3 The color was a good one for me.
- 2 I wanted a dress that color.
- 1 The color was flattering.
- 1 It was a striking color.
- 1 It was a Spring color.
- 1 It was a dark color.
- 1 I happened to be in the mood for yellow that day.
- 1 Black gives a more mature look.
- 1 It was pretty, not morbid for black.
- 1 Mother thinks that black is a wonderful color.
- 1 It was a useful color.
- 1 I wanted something brighter for the coming season.

Fabric

- 4 I liked the material.
- 2 It had good material. It will last a long time.
- 1 The design displayed the fabric.

## Appendix E (cont.)

Fit

- 10 It fit well.
- 3 It fit well. I have a hard time with fit.
- 3 It didn't have to be altered.
- 2 It fit better.
- 1 The fit of the dress doesn't do anything for me.

Versatility

- 8 It can be worn for many occasions.
- 5 It can be worn during several seasons a year.
- 1 It was good for the climate.
- 1 I could get a lot of use out of it.
- 2 It could be worn separately.
- 5 It could be dressed up or down.
- 4 I could change it with accessories.
- 1 I could use many accessories with it.
- 1 I wanted new accessories.
- 6 I had the accessories to go with it.
- 1 It went with my other clothes.
- 2 It was versatile.
- 1 It fit into my wardrobe.

Meeting Need

- 11 I needed something for a special occasion.
- 1 I already had everything else I wanted. I wanted something to wear around the house everyday.
- 2 I went to get a dark cotton. It was the only one they had early in the season.
- 3 I needed a basic dress.
- 1 I just thought I needed it.
- 1 It suited all my needs.
- 6 It was a basic dress.

Personal Preference

- 5 I liked it.
- 5 It looked good on me.
- 4 It looked the best.
- 1 I liked it the best of those I saw.
- 1 I just wanted it.

Wardrobe

- 1 I am building a wardrobe for work next year.
- 1 I can make a whole outfit from it.
- 1 I can't clutter my closet.

Style

- 13 I liked the style.
- 2 It was not an extreme style.
- 2 It was a good style for quite a while.
- 1 The style was not plain and uninteresting as so often found.

## Appendix E (cont.)

- 1 I liked the lines of the dress.
- 1 It was well cut.
- 1 It was a new style.
- 2 It was a good style.
- 1 I design a lot of my own clothes.
- 1 I dress "vogueie," i.e., "arty."
- 2 I do not like frills.
- 2 I prefer tailored clothes.
- 1 I wanted it dressy but not fussy.
- 3 It was my kind of dress.
- 1 I am fussy about clothes. I have done a lot of modelling.
- 1 I had an idea about the design and I finally found the dress.

Practical

- 4 It was practical.
- 1 It was impractical.
- 1 It was conservative.

Current Fashion

- 1 I read in the magazines that it was the latest.
- 1 Tunic suits were new.
- 1 I thought that box jackets were good this season.
- 1 I saw it in a magazine. I wrote home to mother and she couldn't get it. Finally I sent for it.

Influences of other People

- 1 My girl friend had a similar one.
- 1 My aunt buys most of my clothes.
- 1 My mother said that it did something for me.
- 1 My father said it looked good on me.
- 1 I was not even looking for a dress when I bought it.
- 1 It was a small shop, with not much selection. The merchandise is hidden and the clerk went back to get it. I do not like that kind of store.

Prestige

- 1 It was an original. You can tell by the good material and construction.
- 1 It was an Ann Fogarty. I looked at the name. I always like her fit, style, and simplicity.

Distinction

- 8 It was different.
- 4 It was different from what I have had.
- 3 It would stand out in a crowd.
- 1 It was striking looking.
- 1 I liked the look of sharpness about it.

## Appendix E (cont.)

Improvement of the Appearance of the Figure

- 9 It was flattering to my figure.
- 2 It accents my neckline.
- 1 I liked the plain neckline.
- 1 It emphasized my bustline.
- 1 It accents my tall slimness.
- 3 It made me look tall and slim.
- 1 It filled out my thinness.
- 2 It made me look tall.
- 1 I like sheathe dresses.
- 4 I like full skirts better.
- 2 I look best in this style.
- 1 I liked straight skirts.
- 3 I wanted a straight skirt.
- 2 It concealed my hips.
- 1 A change of hair style changed the effect of the dress.
- 1 It accented my small waist.

Satisfactions Sought and Feelings Derived from Wearing Garment

- 10 I wanted it to be slenderizing.
- 9 I wanted it to be flattering to my figure.
- 7 I wanted the color to accent my personal coloring.
- 1 I wanted the color to match my hair.
- 1 I wanted the color to show off my tan.
- 1 I liked the color with my eyes.
- 1 I wanted it to be an encouragement to lose weight.
- 1 I wanted a morale booster.
- 1 I wanted it to brighten me up.
- 1 I wanted it to give me a lift.
- 3 I wanted it to make me feel very feminine.
- 1 I wanted a charming dress.
- 1 I wanted to dress to suit my personality.
- 5 I wanted to feel at ease in it.
- 1 I didn't want to have to fuss with it.
- 1 I didn't want to feel overdressed.
- 1 I wanted to be as pretty as I could.
- 1 I wanted a dress that has "oomph."
- 1 I wanted to feel glamorous.
- 2 I wanted a cheerful, happy-looking dress.
- 1 I wanted it to make me feel dignified.
- 1 I wanted to feel "chic" when wearing it.
- 2 I wanted to feel smart.
- 1 I wanted to feel dressed up.
- 1 I wanted it to give me a secure feeling.
- 4 I wanted to feel neat in the dress.
- 1 I wanted to look exceptionally well in it.
- 2 I wanted to feel that I looked well enough to forget about my looks.
- 1 I wanted the color to make me feel good.
- 1 I like a dress that makes me feel dressed up.

## Appendix E (concl.)

- 1 I wanted it to be "summery" looking.
- 1 I wanted to feel that I looked right in it. I do not want to feel out of place.
- 1 I wanted to feel good when wearing it because I knew it fit.
- 1 I wanted to feel grown up.
- 1 It was not a youthful dress.
- 1 It made me look too old.
- 4 It was an older looking, more tailored garment.
- 4 It was sophisticated.
- 1 I was young looking.
- 1 It had an innocent quality without being completely innocent.
- 1 It had a more mature look.
- 1 It was dressy.
- 1 It was an attractive garment.
- 4 It was simple.
- 4 It was comfortable.
- 3 It was cool.
- 1 It was warm.

VALUES GIVEN IMPORTANCE  
IN THE SELECTION OF OUTER GARMENTS  
BY A RANDOM SAMPLE OF STEPHENS COLLEGE WOMEN

by

DOROTHY CLAIRE RUNBECK

B. S., Kansas State College  
of Agriculture and Applied Science, 1954

---

AN ABSTRACT OF A THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Clothing and Textiles

KANSAS STATE COLLEGE  
OF AGRICULTURE AND APPLIED SCIENCE

1956

People of all age groups are known to have an interest in clothing and fashion, but it is during the period of early adulthood when the emphasis on clothing reaches its greatest importance. The objectives of this study were to obtain information concerning the values affecting the choice of clothing by a group of junior college women and to attempt to relate certain factors to the data obtained on the values given importance.

The interview method was used to obtain the data. Interviewees were obtained from a random sample of students enrolled in Stephens College, Columbia, Missouri, during the second semester, 1956. The sample consisted of two groups, 50 who, according to college records, had been enrolled in previous semesters in at least one Fashion or Retailing course, and 50 who had never been enrolled in such courses.

A questionnaire, formulated from the results of a preliminary study, was administered to the interviewee in four parts. In the first part she was asked to recall one of her more recent purchases of a suit or a dress, to describe it briefly, and to express what it was that made her decide to purchase this particular garment. Next, she was asked to express what it was that she wanted this garment to do for her personally. The second part of the interview consisted of 17 questions concerned with the selection of clothing and its social significance. The third part of the interview consisted of four questions given in written form in which the interviewee was expected to rank in the order of importance a number of statements concerning the choice of color, fabric, style, and clothes. The fourth part of the interview, also in written

form, consisted of a group of short questions concerning some of the personal background of the interviewee.

Data were tabulated to compare the values given importance by those who had enrolled in Fashion and Retailing courses with those who had not had such a course. A second grouping of the data permitted a comparison of the values given importance by girls who had but one or no brothers and sisters, with those from larger families. A third grouping of data was based on the size of the home town. Those from towns with a population smaller than 25,000 were placed in one group, and those from towns larger than 25,000 were in the other group. The tabulations were assembled so that they could be analyzed statistically. The Chi-square test was used as a test of significance, using the 0.05 level of significance.

It was found that the interviewees were equally divided between the two college classes, that they were from 31 states, that they were from towns of all sizes, that most of their fathers were in salaried positions and most of their mothers were homemakers, that their parents were relatively well educated, that they were from relatively small families, and that there were few other adults living in their households.

When the interviewees were asked to express what they thought were the important factors in the choice of a garment that they had recently selected, statements were made frequently in relation to the following: price, color, fabric, fit, durability, ease of care, versatility, meeting a personal need, personal preference, wardrobe, style, fashion, influence of others, distinction,

improvement of appearance of figure, personal motives, and the feelings desired from wearing the garment.

When asked questions concerning the selection of clothing and its social significance, most of the girls stated that they: usually felt well dressed; thought that clothes were an important way of expressing themselves; noticed the clothes that others were wearing; believed that it was important to be fashionably dressed; thought that it was not necessary to spend a great deal of money to be well dressed; believed that it was necessary to consider the amount of money required to care for a garment properly before purchasing it; believed that it was important to select clothes that could be used in a number of combinations for different occasions; believed that it was important to consider the length of time a garment could be worn; and believed that it was important to consider the quality of workmanship and construction when choosing a garment.

The interviewees did not think certain factors were as frequently important as those just named. They believed that others could sometimes judge their personalities by what they were wearing; believed that they could sometimes recognize the social position of a person by the clothes he wore; believed that attractive clothing was sometimes an important factor in securing social recognition from others; believed that the wearing of similar types of clothing was sometimes important in being accepted by a group; believed that it was sometimes important to consider the recent high fashion trends when selecting a style; and believed that it was sometimes necessary to consider the time and effort required

to care for a garment before purchasing it.

The statistical analyses of these responses to questions concerning the selection of clothing and its social significance showed that no significant differences existed between the groups who had had at least one Fashion or Retailing course and those who had had no such courses with regard to the values sought in dress. The same could be said for those from smaller and those from larger families. Significant differences existed, however, between those from towns of less than 25,000 population and those from towns larger than 25,000 in relation to noticing the clothes that other people were wearing, noticing the general impression of an outfit, recognizing the social position of a person by the clothes he wore, and thinking that it was necessary to spend a great deal of money in order to dress well.

When asked to rank a number of statements concerned with color, fabric, style, and clothes, it was most important to the interviewees that the color of a garment was flattering to their personal coloring, that the fabric was suitable for the style, that the style was suited to them individually, and that the clothes improve their appearance. No significant differences were found between the groups who had had and who had not had Fashion or Retailing courses. Significant differences were found between the groups from smaller and larger families in relation to expressing yourself through clothes, and between the two groups from smaller and larger towns in saving money on clothes.

From this study, one might infer that these young women received their attitudes and values towards clothes from factors

other than Fashion or Retailing courses. The size of the family of the interviewees seemed to have little or no effect on the girls' attitudes toward dress, whereas the size of the home town of the interviewee seemed to have the greatest effect on the girls' attitudes.

