RANKING OF SPECIFIED CLOTHING VALUES
AND THEIR RELATION TO SOCIAL STATUS
AS EXPRESSED BY EIGHTH GRADE GIRLS

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CHAPTER I

INTRODUCTION TO THE STUDY

The most widely-used approach to curriculum planning today considers students and their needs. Home economics educators are challenged to focus instruction on the development of competences important to the pattern of effective living. The educational programs of home economics should be developed to reach not only girls of varying abilities, but also those from different cultural, social, and economic groups, as they may have needs that differ (Scott, 43:11).

The teen-age girl and her needs truly deserve the attention of the home economics teacher. The subject matter of home economics coincides with many of the adolescent's greatest needs. Since appropriate dress is one of her main concerns, the study of clothing lends itself quite naturally to the interests of the adolescent girl.

To be effective in planning the clothing curriculum, a teacher must recognize and be guided by the changes that occur in society as they relate to students. These changes require foresight in planning to be of benefit. A greater emphasis today is placed on consumption than on production.

For many families this is especially true in the area of clothing. With the numerous choices available in the market-place, adolescents need assistance if they are to receive the greatest satisfaction from their clothing choices.

In order for the greatest amount of clothing satisfaction to be received, teen-age girls need to be aware of the clothing values they hold. Values affect all aspects of life, including clothing. Individuals place varying degrees of importance on their clothing, of what they expect from it, and the reasons for choosing the clothes that they do. The adolescent girl may be unsure of her values, especially as she associates with her peers. However, it is through contact with others that a ranking of values, or a value system is appraised, refined, and reconstructed.

Since values are enhanced through many experiences, the school has a responsibility to give students opportunities to examine their value patterns and to reconstruct them when they no longer function as guides to effective and satisfying living. This responsibility clearly makes value-examination paramount in the curriculum. In areas in which values are in conflict, the home economics teacher can help identify and clarify the clothing values that teen-age girls hold and enable them to see the implications of those values in making clothing decisions (Alberty, 45:13).

THE PROBLEM

The problem selected for the study was to learn more about the clothing values held by a group of junior high school girls in Wichita, Kansas, in the fall of 1969.

Statement of the Problem

The purpose of the study was three-fold:

1. To identify the ranking of specified clothing values held by a group of eighth grade girls;

2. To compare these values with the participant's social status as reflected by the occupation of the major supporter, the source of income, type of house, and dwelling area;

3. To draw implications from the findings of the study to be available for use by teachers of eighth grade clothing classes.

Importance of the Study

The development of a curriculum that can meet the needs of all individual students in each class is recognized as a challenging educational problem. The purpose of this study was to determine the values held by individual students and the relationship that these values have to their social status. The results of the study may be used by the teacher in helping meet the needs of the individual.

An article entitled "Curriculum Decisions: Further Exploration of Bases," appearing in the _Illinois Teacher_ (20), emphasized the importance of using the needs of students as bases on which to build the curriculum in Home Economics. A base deserving considerable attention is that of socio-economic conditions and their impact on the role of individuals in society.

An important reason for adjusting the clothing curriculum to the needs of the junior high school student is the increasing buying power of the teen culture. Teen spending has become big business. The Bureau of Census reported that as of July 1, 1966, there were 25.4 million teens from thirteen to nineteen. Thirteen out of 100 Americans were teenagers. In 1966 an estimated $15 billion, or $625 per teenager, was spent. This did not account for the influence that they exerted on the amount that their parents spent, as indicated by Mendenhall (30).

The available research for this study was limited. This lack of research points to the need for additional investigation into the relationship of clothing values and social status of the individual. In order for a person to receive the greatest satisfaction from clothing, his clothing choices should be in harmony with his general values. It is hoped that the study will assist teachers, and other

interested persons, in learning to assess the values of students of varying socio-economic levels in order that they may help students clarify and develop their clothing values.

DEFINITIONS OF TERMS USED

Throughout this study the following terminology is used:

Adolescent. This is a term used to describe the portion of the population from thirteen to nineteen years of age. The terms adolescent, teen, and teen-ager are used interchangeably in this study.

Peer Group. Individuals who are at approximately the same physical, emotional, and intellectual level of development and from whom adolescents seek approval or rejection and with whom they desire to be popular.

Values. The term values refers to fundamental beliefs or feelings which act as a directing or motivating force in decision-making. The values are derived from the total of an individual's experience and are slow to change (Horn, 2).

Clothing Values. Values regarding clothing are those which are thought to have particular relevance in making decisions concerning clothing.

Status. Status is a ranking for all people in

terms of a prestige hierarchy, in which one's style of life
is commonly used as a criterion for measurement (Horn, 2).

LIMITATIONS

Four limitations inherent in this study need to be
recognized. First the study is limited in nature. The
respondents for this study were limited to eighth grade girls
in five of the junior high schools in Wichita, Kansas, during
the fall of 1969. The study provides insight into the val-
ues of this one group of adolescent girls. It does not pro-
vide criteria for establishing generalizations concerning
the teen-age group as a whole.

A second limitation is the values which are con-
sidered in this study. The values are limited to five
categories which include aesthetic, economic, political,
social I (consideration for others), and social II (use of
clothing for approval or conformity).

A third limitation is the nature of the method used
to collect the data; namely a questionnaire in which the
students voiced their own feelings and opinions. The
reliability of the information given by the students cannot
be objectively verified.

The fourth limitation is that the study did not at-
tempt to distinguish clothing values characteristic of a
particular race, but rather to relate values to status groups.

METHOD AND ORGANIZATION OF THE STUDY

Two instruments were used to obtain the data for the study, but they were combined as one questionnaire with Parts I, II, and III when presented to the students. Parts I and II contained a clothing value questionnaire developed by Lapitsky, used by Nygaard (48), revised by the writer, and used to identify specified clothing values. The following values were identified: aesthetic, economic, political, social I, (consideration for others in relation to clothing), and social II (use of clothing for approval or conformity).

The second instrument was developed by Warner to determine social status by weighting four factors: occupation of the major supporter, source of income, type of house, and dwelling area. This instrument comprised Part III of the questionnaire. With Warner's scale as many as five social status groupings may be used (14).

The purposes, importance, and other information relating to the development of the problem have been presented in this chapter.

Chapter II gives a review of literature including the influence of the peer group upon the teenager, values and their influence upon clothing, and the relationship of clothing to social status.

Chapter III is comprised of the methods, materials, and procedures used for the study.

Chapter IV presents the results of the study on the values and their relationship to social status of eighth grade girls in Wichita, Kansas.

Chapter V contains the summary and implications for teaching based upon the findings of the study.

CHAPTER II

REVIEW OF LITERATURE

As a background for the study of clothing values
and their relation to the social status of eighth grade
girls, it was desirable to review literature concerning
three aspects of the study. The literature discussed in
this chapter includes readings which are concerned with the
influence of the peer group upon the teenager, values and
their influence upon clothing, and the relationship of
clothing to social status.

INFLUENCE OF THE PEER GROUP ON THE TEEN-AGER

The use of clothing may be related to the physical
survival of the species, but it also affects the survival of
the individual as a human being. A person verifies his very
existence through body decoration, as observed by Roach
(35:694). Clothing separates and distinguishes one person
from another. It is a tool for social survival.

The period of greatest concern for clothing, espe-
cially for girls, is generally considered to be during
adolescence, when peer acceptance is very important to the
individual. Hurlock (3:250) states: "At this time the

individual's efficiency, happiness, and self-confidence are most affected by the approval or disapproval of others in regard to the individual's appearance." Research substantiates this statement. In 1929 Hurlock administered a questionnaire to high school, college, and graduate students to study fashion motivation. Adolescence proved to be the time when clothes assumed their greatest importance.

Jersild (6:290) stated the impact of the peer group upon the teenager in the following remarks:

> The pressures of approval and disapproval by the peer group may become so great that they outweigh the influence of an adolescent's parents and teachers in many aspects of his life. The group to which he belongs will influence his speech, his notions of what is fair and unfair, what he thinks he should wear and what he should do with his leisure time.

A child's severest critics are his peers, which grow more influential with advancing age. In adolescence, the pressure for conformity to peer group standards becomes so great, that it is one of the major forces in the individual's life (Martin and Stendler, 9:447). It is further suggested that adolescent behavior is explained in terms of a strong desire to be accepted, to conform, and to gain social approval (Anastasi and Miller, 16).

Teenagers are members of a peer society within which most of their social interactions occur. Adolescents have become a small subculture with their own cultural patterns,

including a value system, a form of dress, and a language all their own. Young people are aware that they have been segregated as a group, and they try to live up to the subcultural clannishness expected of them. Clothing is used to win peer approval and to set them apart from the adult society with whom they have limited connections (Roach, 35:696).

Hurlock (5:292) reported that being popular or accepted by his peers is one of the strongest desires of the typical adolescent. The more accepted the teen-ager is, the better he can estimate his status. Girls are generally thought to perceive status to a higher degree than boys. There are variations in the degree of acceptance of both boys and girls from high prestige to little or none, or even to disapproval.

Findings from studies have shown that the majority of socially accepted adolescents come from a family with average or above average status. It is from these groups that leaders generally emerge. This is attributed, in part, to the fact that they may have had a better opportunity for dressing in stylish, becoming clothes. The unpopular adolescent often comes from the lower socio-economic groups and lacks the opportunity and refinement of upper classes (Hurlock, 5:293-295).

Evans (21) conducted a study with tenth and twelfth grade boys and girls to determine motives for selecting and wearing clothing. In nearly 50 percent of the cases, the desire to wear clothing to win recognition was the most intense desire. The desire to have clothing like their friends and gain approval influenced 38 percent of the respondents.

Young (51) studied 270 females and 251 males in grades ten to twelve in a midwestern city. The purpose of the study was to investigate the relationship among peer acceptance, eight specific aspects of clothing, and personal appearance. Four of the aspects investigated by Young were values which the writer chose to investigate in the present study. The data from Young's study did not statistically show a significant relationship between peer acceptance and personal appearance for females, although it was near the significant level. However, a significant relationship did exist for males.

Toomire (49) investigated social acceptance as related to appearance and selection of clothing by 39 high school girls. The research was carried out in three Chicago suburban schools, consisting of one school each from the low, middle, and high income level. The data showed that a slight positive correlation existed between clothing,

appearance, and social acceptance. The correlation was inversely proportional to income levels of each group. The data did suggest that 66 percent of the middle income group was concerned with peer approval compared to 84 percent or more for the other income groups.

The degree of acceptance by one's peers seems to be related to the extent that the individual is able to make satisfactory personal and social adjustment. In a study of 340 junior high students in Illinois regarding social acceptability, the analysis showed that socio-metric status in the classroom is a fairly reliable index of acceptability among peers. The authors suggested that since this social acceptability pervades all aspects of life, teachers should place emphasis on improving acceptability in the classroom (Gronlund and Whitney, 22:267-71).

After one is accepted by a group, conformity to that group and its values generally follows. The tendency to conform to one's group is a common impulse which may be stronger in children and adolescents than in adults (Morton, 33:390). Jersild (6:221) suggested that conformity is normal but it may be a self-surrender. Individuals may have to give up their own tastes, interests, and values to conform to the group. Teachers have observed that young people entering the teen years have a greater need to conform than do older high school students.

Teen-age girls take a tremendous interest in clothes and their physical appearance. They desire "lots" of clothes, and insist on being in style with the group. When there is conflict between what is becoming and what is being worn by the group, the latter alternative is more frequently chosen, according to Wolff (15:274).

The proper clothes help to improve appearance and add confidence in social situations. High school girls regard the right clothes as necessary to happiness. The wrong clothes bring about uneasiness in social situations. When teens make a poor appearance they frequently feel inferior and withdraw. Otherwise they are likely to enjoy participating in social activities. Happiness and self-confidence of the teen-ager depend, in part on the attitude of the peer group toward their clothing (Hurlock, 4).

According to Ryan, confidence in clothing contributes to the self-confidence of the individual. She investigated the effects of feeling well-dressed in a study of 100 college girls. The data included a rough index of socio-economic level, although it was not emphasized in the findings. The persons who felt well-dressed were conscious of clothing more of the time, entered into group activities, and felt a sense of belonging, while the girls who felt poorly dressed were embarassed, quieter, self-conscious, and

lacked a sense of belonging (38).

VALUES AND THEIR INFLUENCE ON CLOTHING

Moore defines values as objectives or goals, but more than that they are ideals toward which individuals live (32:2-4). Hawkes (24:13-18) describes values as basic governing forces which dictate actions. Another source considers a value as a generalized condition of living which an individual feels has an important effect on well-being (Woodruff and DiVesta, 41:645). Clothing values, then, are those values which are thought to have particular relevance to clothing.

Authors generally agree that values stem from experience. Malone and Malone (8:29) suggested that values are derived from experiences within one's family, larger groups as the church, or school, and from society as a whole. Human experiences are necessary for the full development of the human personality according to Moore (32). Values are convictions derived from living, involving creativity, change, and progress.

Although all values are important to the individual, some are more important than others. Most writers agree that there is a ranking or hierarchy of values. When values become systematized into a pattern, a value system is said

to exist. Value systems are not alike for all people. Often conflicts arise between values. This is especially true for the adolescent in school. The student brings values learned at home, the teacher expresses different values, as perhaps do other members of the peer group (Alberty, 45:4-6). Individuals differ in the values they place on almost everything that is related to their way of living including the food they eat and the clothes they wear (Hurt, 26) Inevitably value conflicts exist for every student. When conflicts in values do arise, individuals generally promote the higher positive value (Woodruff and Divesta, 41). Kohlmann (27:820) stated that an action may result from a compromise between values and situational aspects.

Individuals have varying degrees of awareness regarding values. One author classified values as being explicit and implicit. The explicit values are referred to as those which are readily expressed. These values can often be verbalized because the individual is conscious of them. Implicit values are those which must be inferred from the behavior of the person (Kohlmann 27:819). Hawkes (25) classified values as functional and verbalized. The functional values are described as real, or those which actually function in controlling behavior. Verbalized values may be those which are professed, but are not acted

upon. A person's values should be aligned, with no discrepancy between functional and verbalized.

Moore (32) reported that some values change as new situations arise. Values are modified by time and intensified by actions and experiences. Children's values can be molded more easily than the values of one approaching adulthood. The value core becomes harder with age (Hawkes, 25). The same general view is expressed by Kohlmann in that childhood and youth are important periods of value formation. At this time value concepts are developed and become more stable as young people move toward maturity. However, values may undergo reconstruction with new experiences (27). Malone and Malone (8:29) stated that younger persons may have different values from older persons.

Lee, an anthropologist, pointed out that in this rapidly changing world, many traditional values are being threatened. Individuals need to examine their values and decide whether to retain them or to adopt new values to gain desired satisfactions (29).

Within the last few years a major focus of Home Economics has been on the development of personal values. In 1959 a statement of philosophy and objectives was published. The committee saw the new directions for home economics as that of helping people identify and develop

certain fundamental competences that would be effective in
personal and family living regardless of the particular
circumstances of the individual or family. The committee
listed twelve competences believed to be fundamental to ef-
fective living. The first emphasized the importance of
establishing values that give meaning to personal, family,
and community living. The remaining eleven implied one or
more values (Scott, 43:8-9).

Other writers have expressed the importance of con-
sidering values in the home economics program. More atten-
tion is being given to the identification of values. Stoval
(40:540) stated that concepts, skills, and values are being
increasingly recognized as the structure of the curriculum
for home economics classes in high school. A stronger
statement regarding values is made in the following comment
by Woodruff and DiVesta (41:657): "Educational practices
which do not really change concepts, and which do not take
into account value patterns, are futile."

Differences in social status have been emphasized
to teachers, especially in home economics, to help students
live more satisfying lives. Approximately 95 percent of
the teachers are middle class while the majority of students
may be from lower economic and cultural groups. Teachers
need to consider differences in the ways that families live,

student values in relation to those expressed in the class-
room, and whether students would be more interested in home
economics if the values expressed in the classroom were
similar to those expressed in the home (Hurt, 26).

A study was conducted by Hurt (26) with three sec-
tions of ninth grade home economics students in the mid-west.
The curriculum content selected was based on what seemed to
be the values and practices of the lower and middle class
families. The students were divided into groups according
to Warner's Index of Status Characteristics. The study
seemed to verify that unless the content being taught is re-
lated to the lives of students there is less interest in
learning and less carryover.

As a result of Hurt's study, the teaching of values
and practices representative of different social class
groups would seem increasingly necessary with heterogeneous
classes so that each student could relate to specific
values. Including values of different status groups in the
curriculum content helps students become acquainted with the
living patters of other people. Learning the values of
other status groups gains greater importance with the in-
creasing opportunity for status mobility in the social
system (Hurt, 26:265).

During the last decade many teen-agers became more

aware of the meaning and importance of values in their
lives. Stovall (40:540) reported on the emphasis of values
in the organization of Future Homemakers of America. The
theme for the national conference of FHA was "Youth Measure
Your Values." The September 1961 edition of the organiza-
tion's magazine, Teen Times, was devoted to values and their
effect on the teen-ager's life.

Values, as have been stated, act as a directive or
motivating force in decision-making and in behavior. It
can be assumed that values will operate as a motivating
force for the individual in the area of clothing behavior
and clothing choices as well as in other areas.

Ryan summarized important research related to values.
Early research investigated values with general "interest in
clothes." Women who were high on economic, aesthetic, or
political values were also high on clothing interest. A
negative relationship existed between clothing interest and
a high score on religious or theoretic values. Hartman in
1949 suggested other clothing attitudes which might be re-
lated to general values, but these were not investigated
according to Ryan (12:101).

Lapitsky (47:102-03), as cited by Ryan, hypothesized
other relations between general values and clothing values.
An instrument was developed for measuring clothing values.

Lapitsky investigated the relationship between clothing values and general values, and sought to determine the dominant clothing values in the value configuration of adult women. The results of her study confirmed that a positive relationship existed between general values and clothing values. The aesthetic and economic clothing values were found to be dominant in the hierarchy of the values being studied.

Nygaard (48) used a sample of 90 young married women in Texas to investigate the importance of specified clothing values, and to determine if a relationship existed between clothing values and income level, social status, and educational level of the participants. Warner's index was used to determine social status. The questionnaire developed by Lapitsky on clothing values was administered to each of the women. The results showed that irrespective of income, social status, or educational level, the aesthetic and economic clothing values were of greater importance than the other values being studied.

Steiner (39) hypothesized that persons in one social class will have values differing from persons in other social classes. The findings of his study of 373 juniors and seniors in Michigan verified this hypothesis. Horn (2:82), in summarizing a piece of research, stated that

significant differences were found in the attitudes of teen-age girls from different social classes, especially in problems in dress and grooming. This evidence cautions against thinking that all adolescents hold a specific point of view or pattern of values. Even within the same family individuals are not expected to be in complete uniformity regarding value orientation.

The importance that an individual attaches to clothing is greatly influenced by the values of the group with which he identifies. In the teen culture the close association between clothes and social group acceptance is very pronounced. Horn (2:79) suggested that more mature persons value the effect of physical enhancement more highly than that of gaining acceptance and approval, indicating that value patterns generally change with increasing age.

RELATIONSHIP OF CLOTHING TO SOCIAL STATUS

Vener and Hoffer (44) refer to clothing as an important symbol which serves to distinguish the social position of individuals in a community. In early times man adorned himself with skins and antlers of animals as a sign of achievement. A leader of a sect or tribe is often distinguished by his dress in order to identify his position. Crowns and robes distinguish leaders in a hierarchy. Other

clothing symbols denoting status are more subtle. A classical example of the subtleness of clothing status symbols is Veblin's theory of conspicious consumption. He implied that clothing should not only be expensive, but evident for all to see that the wearer is not engaged in any kind of productive labor. Garments that are clean and neat suggest leisure and the absence of the necessity to work (13:170-71).

Horn (2) stated that some aspects of Veblin's theory are still applicable in today's society. However, clothing symbols that mark the status of an individual are less obvious than they have been in the past. Mass production methods have made the distinctions of status less obvious and have contributed to fewer working hours producing more leisure for all. Nystrom (10) suggested that clothing can now be used by the so-called lower working groups to indicate that they really belong in a higher status group.

People are stratified into different classes on the basis of a number of different criteria. Initial status is gained from the position of the family in the social system. Other reflections of status are wealth, authority, achievement, manners, tastes, appearance, clothing, and possessions. Vertical mobility is possible in our social system. The top of the social ladder is the goal of many individuals. Social position was formerly acquired at birth; now it can be achieved (Anspach, 17).

The primary criterion of a man's social class status is his occupational position. An index to that position is wealth. The wife and dependent children assume the status of the husband and father. The woman furnishes the home, buys the clothing, and evidences the ability of the family to pay. However, occupational position is not the only criterion for measuring status (Barber and Lobel, 18).

A second criterion for upward mobility on the status ladder is education. The increased access to education brings a knowledge of how others live. The individual compares his life style with that of others in the social hierarchy, resulting in a greater awareness of his own class position. Increased awareness by the middle class stimulates an imitation of the upper class.

Clothing furnishes information which is communicated through visual symbols or cues. Immediate impressions are formed regarding the personality, role, and status of an individual. The impressions establish a basis for social interaction. Rosencranz (36) studied the degree to which clothing is used as a guide in identifying role and status of unknown persons. The study indicated that there are various shades of meaning attached to clothing in a social situation. Clothing, an important guide to status, helps to identify the social category to which the wearer belongs.

Because clothes are symbolic indicators of class, women seek clothing symbols that differentiate them from persons below, and symbols of equality to associate themselves with people above. Barber and Lobel (18) analyzed women's fashion magazines from 1930-1950 and concluded that women at the top of the American social class system had little need to compete for social status through clothing. They were secure in their social identity. The clothing symbols of the group immediately below were related to wealth and high living. These women sought to move up socially. Clothing in the middle and lower classes was conservative and smart, the type of clothing symbols worn by the majority.

Parallelling the findings of Barber and Lobel is a study by Anspach (17) relating clothing selection and social mobility. The women of upper levels desired garments that were "chic" and self-expressive. The middle class standards were most representative of society. They desired respectability and conformity. The "use" concept was evidenced. An acceptable dress gave the greatest satisfaction and the most wear. The lack of rewards in the lower class gave a strong upward mobility drive. Because of this drive, they desired clothing that was "chic," providing self-expression, as in other status levels. Hurst (46) studied the buying habits of 90 junior and senior high students in Oklahoma.

She found that the lower status girls had a strong desire for new fashion first, more so than other groups. However, it was difficult for this desire to be satisfied.

Kuhlen and Lee (28:321) indicated that acceptable social status at any age is important in personal and social adjustment. A lack of status frequently makes one miserable and unhappy, whereas attainment of increasing status may produce marked changes in the individual's personality, and feeling of well-being. As an emerging interest in social relationships is characteristic of adolescents, problems of attaining and maintaining status may be of greater importance at that age than at any other.

Social consciousness is high in adolescence because of close contact with individuals from many backgrounds. Contact in school is with those who may have better clothes, better family standing, and a more active social life. Attention is focused on these differences. In a non-school environment the student may be less aware of social groups, but in school there is a constant reminder of status. A reason often given for dropping out of school is "lack of proper clothing," suggesting escape from an intolerable situation (Kuhlen, 7:291).

Class lines seem more rigidly enforced in adolescence. Teen social groups are generally snobbish and

undemocratic, perhaps because membership lines cannot easily be crossed. Social acceptability may be related to status, and seemingly economic factors as clothing, money, and home surroundings become more important in adolescence (Kuhlen, 7:326). Jersild (6:223) indicated that the status symbolism of the adolescent may be similiar to that of adults. By the eighth grade the student is likely to be aware of many aspects of status.

The social and economic status of the family influences the happiness of the adolescent. Unless his family measures up to the level of his friends in social status or income, and unless he is accepted by his peer group, the teen-ager will probably be unhappy (Hurlock, 5:268).

Brown (19:153-54) studied tenth to twelfth graders in Indiana regarding the most and least accepted students in school. The status factor was one of several being investigated. The findings revealed a significant, but not high degree of positive association between high social acceptance and the occupation of the father as a professional person, proprietor, manager, or official. There was a significant negative association with the employment of the father as a semi-skilled worker. These associations were more significant for girls than for boys. There was no significant association between acceptance of students and

the mother's occupation, if she worked.

Gordon sought to analyze the social system of a midwestern metropolitan high school. Important prestige values entering into the determination of status were clique membership, dress, and socio-economic status of the father. It was assumed that the family's social position dominated the social position of the adolescent within the school. A significant number of prestige values were derived from the family position and income. Social position generally increased with an increase in the occupational level of the head of the family. Students from the low occupational-group families were diffused within the prestige structure in grades nine and ten, but greater differentiation occurred in grades eleven and twelve (1:99-100).

Hamilton and Warden (23:790) investigated the role of students within the high school and their clothing behavior. Variables considered to have an effect upon acceptable dress were occupational level of the head of the family, outside employment status of the mother, and mobility of the family. According to the findings, clothing behavior was related to the economic level of the family.

Waldron (50), in a study of buying practices of eleventh and twelfth grade girls, asked them if they thought people liked them better if they were well-dressed. Of a

total of 54 responses, 46 answered "yes," and only eight

answered "no." Seven of those answering "no" were in the

lower income group of $3,000 to $6,000. Of those answering

"yes," 82 percent were in the lower income group and 13 per-

cent were in the higher income group. These findings cor-

respond to the theory of Barber and Lobel (18) that those

in the higher status groups show less concern over clothing

than do those in the lower groups.

Other studies have been made regarding the effect

of social status on various aspects of clothing. Pearson

(34) studied 125 high school girls to determine certain re-

lationships, one of which was to provide information regard-

ing clothing selection and socio-economic status. The

sample consisted of girls from fourteen to eighteen years

of age. Three socio-economic groups were represented with

49 percent of the sample in the middle group. The girls

were rated on characteristics of dress, color and line pref-

erence, and color and line selection. The girls in the low

group wore the least becoming colors, but ranked first in

wearing becoming lines. A relationship was found to exist

between the influence of clothing selection and socio-eco-

nomic status.

A study by Ostermeier and Eicher (42) was conducted

with ninth grade girls in a mid-western suburban city. A

school was selected for social extremes although it contained students predominately from the high income level. Warner's Index was used to determine social class groupings. In personal interviews the teen-agers were asked to give characteristics of the popular girls. A frequent response was that they were "dressed well." Girls of the lower class were most often considered as "not dressed right." Upper class girls tended to "feel" better dressed than members of the upper group.

Individuals within the various social groups have values that are characteristic of the level of which they are a part. People are sensitive to the status symbolism that is attached to clothing. Monroe (31:649) states that clothing is still employed as an indicator of exclusion and discrimination, fostering resentment and hurt. Girls who judge others by clothing are making a barrier to social participation, causing hurt to many low-income girls. Roach (11:418) has similar thoughts. She comments, "The consciousness that one is set apart by one's appearance is a great divider; the consciousness that one is not set apart is a great remover of barriers." Teachers of Home Economics need to guard against teaching this barrier to students, and to guard against imposing the same standards and values on members of all social classes (37).

SUMMARY

Adolescence is generally the period when clothing is of greatest concern. The adolescent is very anxious to be accepted by the peer group. Acceptance by the peer group influences all aspects of a teen-ager's life, including clothing. Confidence in clothing improves the individual's self-confidence and induces participation in the group activities.

Values direct and motivate the individual. The importance of specific values varies among individuals and from group to group. General values and clothing values are often similar. Adolescents are going through a time of value change and formation. The peer group is very influential in the establishment of teen-age values.

Individuals are ascribed status by a number of criteria. An important factor affecting the status of the adolescent in the organization of the school is the position of the family in the social system. Clothing becomes a tangible means of status identification and often reflects the values of a status group.

CHAPTER III

METHOD OF PROCEDURE

The purpose of this study was to identify the rank-
ing of specified clothing values held by a group of eighth
grade girls, to compare these values with the participant's
social status, and to draw implications from the findings
of the study for use in teaching eighth grade clothing clas-
ses.

Discussion of the procedures is organized around
the sample, the administration of the instrument, and the
analysis of data.

SELECTION OF SAMPLE

Eighth grade clothing classes were chosen to be
sampled in order to include a sampling representative of all
eighth grade girls, since homemaking was a required subject
at that level in the Wichita schools.

Permission for the research was granted by the Re-
search Council of the Wichita Public School System, Wichita,
Kansas. The Council selected five junior high schools in
the city to represent all socio-economic groups within the
city. The junior high schools selected were Curtis, Horace

Mann, Robinson, Roosevelt, and Truesdell. The cooperation
of the clothing teachers in each school was secured by the
Director of Research. The questionnaires were mailed di-
rectly to the teachers who administered them during the week
of November 17-21, 1969. The sample consisted of 124 stu-
dents from the previously mentioned schools. A total of 88
questionnaires were considered usable for the study.

ADMINISTERING THE INSTRUMENT

Two instruments were used to obtain the data. The
first instrument was a questionnaire developed by Lapitsky,
used by Nygaard (48), and adapted by the writer to identify
clothing values. The five values investigated were: aes-
thetic, economic, political, social I (consideration for
others in regard to clothing), and social II (use of cloth-
ing to gain approval).

The questionnaire consisted of two parts. Part I
was composed of 30 paired statements, divided equally among
five clothing value categories. The possible range of
scores for each clothing value category was 0 to 36. A total
score of 90 was possible for Part I of the clothing value
questionnaire.

Part II consisted of nine sets of five statements
each. The students were requested to rank the five value

statements in descending rank order of preference, assigning each statement a numerical value of one to five, with five being assigned to the statement considered to be the most important. The 135 points were divided equally among the five clothing value categories. The possible range for each clothing value category was five to 45. A total of 15 points was assigned to each of the nine sets of statements making a total of 135 points to Part II of the clothing value questionnaire. The total number of points for Part I and Part II combined was 225 points.

The clothing value instrument was developed by Lapitsky but derived from the thesis by Nygaard (48). The instrument is seemingly reliable in measuring clothing values. Ryan (12), speaking of Lapitsky's instrument, stated that it had been useful in other studies and should be used further with wide varieties of respondents to test validity.

To determine social status, a second instrument, Warner's Index of Status Characteristics (14) was used. The occupation of the major supporter, source of income, type of house, and dwelling area were rated by each participant. In compliance with the request of the Research Council, the wording and the arrangement of items were changed so that there would not be a distinct pattern of listing from the highest to the lowest choice in each category. By this

change, it was hoped that students would feel more free to answer truthfully. Warner's Index was included as Part III of the questionnaire. Each rating in the four categories was weighted in accordance with Warner's scale. The scale made allowance for up to five social status groupings.

The writer contacted each teacher by mail to give suggestions for administering the questionnaires. Each teacher administered the questionnaire to one class of her own choosing during the week of November 17-21, 1969. The teacher was asked to explain the purpose of the study, give instructions, and answer questions. No names were required on the questionnaire. The students were to be told that they were not taking a test, so that there were not any right or wrong answers. They were to answer as they thought they would react in such circumstances. The teachers reported that the students as a whole were interested in filling out the questionnaire. The questionnaire was given only to those students who were present in class on the particular day.

The instruments used in this questionnaire were the Clothing Value Measure developed by Lapitsky as derived from Nygaard (48), and Warner's Index of Status Characteristics (14). The scale was incorporated as Part III of the questionnaire. The instruments and Warner's method for

computing the individual's status are found in the Appen-dixes.

ANALYSIS OF DATA

The data were analyzed to determine two major out-comes: first, what was the ranking of specified clothing values of eigth grade girls; and secondly, did the ranking of these values differ according to their social status.

The method selected for the analysis of the data was a frequency distribution. The range of scores was di-vided into approximate quartiles according to the frequency of scores with the desirability of N=22 in each quartile. The range in scores between quartiles was expected to con-tain 25 percent of the sample for a given status group. The frequency of scores in each social status group was converted to percentages to facilitate comparison of values among the groups.

To obtain the ranking of the total sample of 88 stu-dents, the median score was used to rank the preference of clothing values from the highest to the lowest. For a rank-ing by social status groups, the two percentages above the median were added together with the values ranked from the highest to the lowest for each status group.

CHAPTER IV

FINDINGS OF THE STUDY

The findings of the investigation are presented in this chapter. The writer believed that through this study it would be possible to identify the ranking of specified clothing values held by a group of eighth grade girls, to compare these values with the participant's social status, and to draw implications from the findings of the study for use in teaching eighth grade clothing classes.

Clothing value questionnaires were administered to 124 eighth grade girls in five junior high schools in Wichita, Kansas. A total of 88 questionnaires were considered usable for the study. The number of usable questionnaires from each school was as follows: Curtis, 25; Horace Mann, 13; Robinson, 18; Roosevelt, 10; and Truesdell, 22.

This chapter contains a discussion of the questionnaire and a discussion of the specified clothing values.

DISCUSSION OF THE QUESTIONNAIRE

The clothing value questionnaire was used to identify the ranking of the five specified clothing values. Definitions of the clothing values investigated in this study

follow:

1. <u>Aesthetic</u>--concern for the artistic beauty of clothing.

2. <u>Economic</u>--concern for comfort in clothing, as well as time, energy, and money in relation to selection and upkeep.

3. <u>Political</u>--use of clothing in an attempt to gain prestige, distinction, leadership, or influence.

4. <u>Social</u> <u>I</u>--consideration of others in relation to money spent for clothing and sharing of clothes regardless of soiling or slight damage.

5. <u>Social</u> <u>II</u>--using clothing in an attempt to obtain social approval and as a means of conformity. (Nygaard, 48:30).

The questionnaire was composed of three parts. The first two parts contained the statements regarding clothing. Part I contained 30 paired statements. Each participant was requested to assign a value of from zero to three to each statement, with three being the maximum number of points given to the two statements for any given pair. The students were to answer according to the point system below:

3 points--if you <u>always</u> or <u>almost</u> <u>always</u> would do this.

2 points--if you would do this <u>most</u> or <u>more</u> <u>than</u> <u>half</u> of the time.

1 point---if you would do this <u>less</u> <u>than</u> <u>one-half</u> of the time, or <u>occasionally</u>.

0 points--if you <u>seldom</u> or <u>never</u> would do this.

Part II consisted of nine statements or questions followed by five possible attitudes or answers. Answers were arranged in the order of the respondent's preference. Each item was assigned a score ranging from one to five with five being assigned to the statement preferred the most. Responses to each statement in both Part I and Part II were categorized according to the five specified clothing values. A total score was computed for each of the five clothing values for each respondent.

Part III contained four categories relating to social status. The occupation of the father or the person contributing the major portion of support, the source of income of the person, the type of house, and the dwelling area of the family were selected from among seven choices in each of the four categories according to Warner's Index. Each selection was weighted according to Warner's Index of Social Status Characteristics (Appendix B).

The questionnaires were then divided into social status groups according to Warner's numerical index. The index provided for up to five status groupings. In the sample, two questionnaires were in the 23-24 status score range, and one was in the 67-69 score range. As these were on the borderline, they were incorporated into the upper-middle and upper-lower groups respectively. Three groupings

for social status were then used including a sample of 16 in the upper-middle, 55 in the lower-middle, and 17 in the upper-lower groups. The upper group and the lower-lower group were not represented in the study.

DISCUSSION OF SPECIFIED VALUES

The total sample was divided into approximate quartiles for each of the clothing values as the scores would allow. The quartiles varied from 23% to 28%. The frequency of scores was computed for each social status grouping. The number of scores was then converted to a percentage of the total of each status group for a more accurate comparison. The two percentages above the median were combined to determine the ranking of the clothing values for each social status group. Table I shows the frequency distribution of the clothing values scores by quartiles. Throughout this discussion percentages will be expressed regarding individual social status groups. The following abbreviations will be used to denote social status groups: UM for upper-middle, LM for lower-middle, and UL for upper-lower.

Clothing Values Held by Eighth Grade Girls

To determine the values held by the total sample, the median scores for each value were used for ranking, beginning with the highest to the lowest.

TABLE I

FREQUENCY DISTRIBUTION OF
CLOTHING VALUE SCORES
BY QUARTILES

Clothing Value	Percent by Status Groups			Range of Scores	Percent of Sample N=88
	Upper-Middle N=16	Lower-Middle N=55	Upper-Lower N=17		
Aesthetic	13	29	24	48-66	25
	44	29	19	43-47	28
	13	26	19	38-42	23
	31	16	41	32-37	24
Economic	13	25	19	58-76	26
	13	38	24	50-57	25
	44	18	35	45-49	26
	31	20	24	25-44	23
Political	19	26	19	46-58	24
	44	20	29	38-45	24
	31	29	24	32-37	28
	6	26	29	18-31	24
Social I	0	27	29	50-62	23
	38	18	35	43-49	25
	38	24	23	36-42	26
	25	31	12	24-35	26
Social II	44	24	6	52-63	24
	31	18	41	47-51	25
	19	31	29	41-46	28
	6	28	24	27-40	23

The total sample of 88 students ranked the five values as shown in Table II.

The first place ranking of the economic value by the total sample conforms, in part, to the results of the independent studies conducted by Lapitsky (47) and Nygaard (48) in that the economic value was of great importance in the hierarchy of clothing values. As the majority of the sample in this study was from the middle class the findings also relate to the study by Anspach (17) in which the middle class women were interested in the "use concept and the wearability of the garment."

The second place ranking of the social II value (clothing for social approval) is in keeping with the general research on adolescents and their clothing. Hurlock (3) and Jersild (6) comment that teen-agers are most affected by the approval or disapproval of the peer group. Evans (21) found the same results in studying high school students. Jersild also emphasized the fact that persons just entering their teen years may have a greater need to conform than do older adolescents.

The aesthetic and social I value (consideration for others) had the same median score. The aesthetic value was listed first as the scores for that value were higher and the spread of scores was smaller than for the social I value.

The third place ranking of the aesthetic value conflicts with the findings of Nygaard (48) in which the sample of adult women rated this value higher. The aesthetic value may not rank as high with this age group as teen-agers may not have developed, as yet, an appreciation for beauty in clothing. Horn (2) comments that mature persons value physical enhancement rather than acceptance or approval indicating that the aesthetic value may gain increased importance with maturity. At the present time other values in our culture may have taken precedence over aesthetic values.

The fourth place ranking of the social I value indicates that perhaps students of this age group have not developed a consciousness of the effects of lending their clothing, or that the care of the garment does not enter into the decision to lend. It may also indicate that these teen-agers are not sharing their clothing with other family members as the necessity of handing down clothing may not be as prevalent today due to improved living standards. If these teens are sharing their clothing with other family members, the value of conformity to the peer group may outweigh choosing clothing appropriate for others.

The ranking of the political value last relates to the findings of Barber and Lobel (18). Their study revealed that the women in the middle and lower groups desired

clothing that was smart and conservative. The majority of
girls in this study were in these status groups. The above
mentioned study found that the women in the upper groups
were using clothing for prestige to move up socially in
status.

TABLE II

RANKING OF CLOTHING VALUES BY TOTAL SAMPLE

Value	Median Score
Economic	50
Social II (social approval)	47
Aesthetic	43
Social I (consideration for others)	43
Political	38

Range of Scores

The range of scores is indicative of the preference
of the teens in the sample for a specific value. The highest
possible score for each value category was 81, and the lowest
was zero. The closer the score was to 81, the greater was
the preference for the value. Table III shows the range of
scores for each value for the total sample and for the in-
dividual social status groups.

In all of the values, the upper-middle group had the
smallest range in scores suggesting more similarity in rank-
ing than for the other two groups. In all of the value

TABLE III

RANGE OF SCORES FOR EACH VALUE
FOR TOTAL SAMPLE AND FOR
SOCIAL STATUS GROUPS

Value	Low	High	Range	Median
Aesthetic				
All Groups	32	66	34	43
Upper-Middle	36	50	14	
Lower-Middle	32	64	32	
Upper-Lower	33	66	33	
Economic				
All Groups	25	76	51	50
Upper-Middle	29	62	33	
Lower-Middle	25	76	51	
Upper-Lower	35	69	34	
Political				
All Groups	18	58	40	38
Upper-Middle	32	58	26	
Lower-Middle	18	58	40	
Upper-Lower	24	57	33	
Social I				
All Groups	24	62	38	43
Upper-Middle	32	50	18	
Lower-Middle	24	62	38	
Upper-Lower	28	56	28	
Social II				
All Groups	27	63	36	47
Upper-Middle	35	57	22	
Lower-Middle	27	63	36	
Upper-Lower	34	62	28	

categories the lower-middle group had the largest range in scores. This might indicate that the upper-middle group had a better realization and understanding of their values than did the other groups.

An important factor to consider regarding the range of scores is the size of the sample related to social status. The size of the groups varied considerably. The lower-middle group contained over three times as many students as did each of the other two groups. The lower-middle group comprised five-eighths of the total sample. If the sample size of all three groups had been equal, the range in scores might have been similar to the range in scores of the lower-middle group.

Clothing Values Related to Social Status

The findings of this study correspond to the hypothesis and findings of Steiner (39) that persons in each social class do have values that differ from those in other classes. The values according to social status groups were ranked according to the data as appears in Table IV.

The ranking by the three social status groups shows differences as well as a few similarities. In analyzing the ranking by the upper-middle group, the social II value received prominence. In the two upper quartiles, 75% of the sample gave preference for the value compared to an

expected 50% of the sample. This further confirms the findings of Hurlock (3) and Evans (21) regarding the importance of peer approval. The findings of Toomire's study (49) showed that the high school students in the upper status group were more concerned with peer approval than in the middle group, although both groups were very much concerned with this factor. The upper middle group of the sample is approaching the upper class rating which may account for the high ranking of the social II value by this group.

TABLE IV

RANKING OF CLOTHING VALUES ACCORDING TO
PERCENTAGES BY SOCIAL
STATUS GROUPS

Upper-Middle		Lower-Middle		Upper-Lower	
N=16	%	N=55	%	N=17	%
Social II	75	Economic	63	Social I	64
Political	63	Aesthetic	58	Political	48
Aesthetic	57	Political	46	Social II	47
Social I	38	Social I	45	Aesthetic	43
Economic	26	Social II	42	Economic	43

Early research summarized by Ryan (12) indicated that women ranking high on clothing interest also ranked high on political, aesthetic, and economic values. The ranking of the social II value first indicates that these

teens also have a great interest in clothing. The ranking
of the political value second shows some similarity to the
comments by Ryan. The aesthetic value was ranked third.
Barber and Lobel (18) concluded that women directly below
the top status grouping sought clothing symbols to give them
prestige, again relating to the rank of the political value.
The study by Anspach (17) revealed that the women of upper
status groups desired apparel that would suggest the quali-
ties of being "chic" and self-expressive. These terms could
refer to either the political or aesthetic values depending
upon their interpretation.

The considerably lower ranking of the social I and
the economic values, fourth and fifth place respectively,
may be, in part, an indication of the affluence of our so-
ciety, and the economic benefits of the upper status groups.
Only 38% of the group preferred the social I value, and 26%
of the group preferred the economic value in the two com-
bined percentages above the median score. Perhaps the impor-
tance of the economic values in life might well deserve at-
tention by home economics teachers regardless of the status
level attained.

The first and second place ranking of the economic
and aesthetic values by the LM group corresponds to the
findings of Lapitsky (47) and Nygaard (48) in that these

values are of great importance. A much higher percentage rated these two values high, compared to the other three values. The remaining three values were closely related according to the percentage of the sample favoring them, and all were beneath the expected 50% of the group. The political value was rated third by 46%; the social I value ranked fourth with 45%, comparing to the same ranking as the social I value for the UM group; and the social II value ranked fifth with 42% favoring the value. These values were so closely related that little information could be derived from them.

The upper-lower group ranked the five values in a different manner than did the other two status groups. The social I value was ranked first by a considerably higher percentage than were the other values. The ranking of this value might indicate that teen-agers in this group had a greater necessity to share their clothing with other family members, as less money might be available for clothing pur- chases. In keeping with the questions asked, it might also indicate that girls of this status group were more concerned with the finances of their friends than were the girls of other status groups.

The UL group ranked the political value second. The UM group also ranked this value second. The ranking

corresponded to the study by Anspach (17) in which the lower class had a strong upward mobility drive, and clothing played a dominant part. Hurst (46) in a study of high school students found similar results, but it was difficult for them to satisfy the desire. The percentages for the political and social II values were only one percent apart. These values may have almost the same meaning to this status grouping of girls.

The social II value was ranked third by the UL group, suggesting that there was some desire toward the use of clothing for social approval. Waldron (50) found that many students felt they were better-liked if they were well-dressed. Of those girls, 82% were in the low income group. The majority of those with the opposite feeling for being well-liked were also in the same income group. Perhaps this ranking is a result of conflicting ideas within the upper-lower status group.

The aesthetic and economic values received the same percentage figure of 43%. The aesthetic value was listed fourth as a higher percentage favored the value in the score range above the third quartile. This ranking represents a conflict to the independent findings of Lapitsky (47) and Nygaard (48). Nygaard concluded from her study of married adult women that regardless of social status these two

values ranked the highest. The fifth place ranking of the
economic value was the same as the upper-middle group ranked
it. This provides a challenge for teachers to emphasize the
importance of the economic aspects of clothing to those
whose clothing dollars may be limited, and also to those who
may not have limitations placed upon their spending.

Summary

The results from the findings of the study did re-
veal a ranking of specified clothing values as well as dif-
ferences in ranking according to social status groups. The
groups represented in the study were the upper-middle, the
lower-middle, and the upper-lower.

The size of the sample and the unequal distribution
of the sample by status groups may have had an effect on the
findings. The lower-middle group comprised five-eighths of
the sample. Due to the larger representation of the lower-
middle group in comparison with the other two status groups,
their ranking of values was perhaps more typical of a given
status group.

The order of ranking of values did show some simi-
larities which might have been expected. The fact that the
three groups represented in the study were closely related
in status grouping suggests a reason for the similarity in
ranking for some of the values. If the upper and lower-

lower groups had been represented in the study, a greater difference could have been expected in the ranking of values, especially for these groups, than was found between those groups in the study. However, for this particular study and the sample represented, differences in ranking for social status groups did exist.

CHAPTER V

SUMMARY AND IMPLICATIONS

The purpose of this study was to identify the ranking of specified clothing values held by a group of eighth grade girls, to compare these values with the participant's social status, and to draw implications from the findings of the study for use in teaching eighth grade clothing classes.

The study was limited to Junior High students in eighth grade clothing classes. Five schools in Wichita, Kansas, were selected to be representative of the total economic aspect of the city. The sample consisted of 88 students, 16 of which were in the upper-middle social status group, 55 in the lower-middle group, and 17 in the upper-lower group. The upper class and the lower-lower class were not represented in this study.

The collection of data was by means of a questionnaire consisting of three parts. Part I and Part II consisted of a clothing value instrument developed by Lapitsky, used by Nygaard (48), and revised by the writer. Five values were incorporated in the questionnaire, including the aesthetic, economic, political, social I (consideration for others), and social II (use of clothing for approval or

conformity). Part III of the questionnaire contained four categories relating to social status. The students selected the most accurate choice in each category to correspond to the occupation of the father, or the person who contributed the major portion of support, the source of income, the type of house, and the dwelling area. Each answer was weighted, and the questionnaires were divided into status groups according to Warner's Index of Social Status Characteristics (14).

The total sample was divided into approximate quartiles for each clothing value as the scores would allow. The frequency of scores was converted to a percentage of the total of each status group. To determine the ranking of values for the total sample, the median score was used. In order to determine the ranking for the individual status groups, the two percentages above the median score were combined and ranked from highest to lowest.

The entire sample ranked the five clothing values in the following order: economic, social II, aesthetic, social I, and political. The high ranking of the economic value corresponds to other studies which have been made. The high priority of the social II value is in keeping with the generally prominent desire of teenagers to wear clothing that conforms to, and meets with the approval of the peer group.

Differences were found in the ranking of values by the three social status group. The upper-middle group ranked the values in the following order: social II, political, aesthetic, social I, and economic. The high ranking of the social II value, and the political value suggest that the upper-middle class desires to use clothing for approval and prestige, perhaps as a step toward upward social mobility.

The lower-middle group ranked the values in this order: economic, aesthetic, political, social I, and social II. This ranking was in agreement with previous related studies in which the economic and aesthetic values were dominant in the hierarchy of values.

The upper-lower group ranked the five values in still a different order: social I, political, social II, aesthetic, and economic. The social I value indicates a concern for others in regard to clothing. Teens of this status group may have a greater necessity to share clothing with other family members. The high ranking of the political value indicated a desire to use clothing for prestige. The low ranking of the aesthetic and economic values conflicts with the results of previous related studies.

The findings of this study can serve as an indication to teachers that students of different social status

groups may place varying degrees of importance upon values

related to clothing. Implications based on this study are

of two types, namely, those which regard the instrument,

and those which can be used by the teacher of clothing

classes.

1. Implications regarding the instrument are as
   follows:

   a. When repeating a similar study, a larger
      sample with an equal number of students
      representing all five status groupings
      should be used in order to obtain a more
      accurate comparison.

   b. The clothing value instrument selected was
      developed in 1961 and was used with adult
      women. The minor changes made by the writer
      regarded wording and did not alter the con-
      tent of the questionnaire. The question-
      naire in its present form did not seem
      satisfactory for junior high school students.
      In the writer's opinion, the definitions of
      the values should be revised, as well as
      much of the terminology to more accurately
      conform to current clothing terminology and
      meaning. Some of the words were too ad-
      vanced for this age level. An item anal-
      ysis of the content might be worthwhile as
      the values of adolescents may be different
      from those of adults.

   c. A more simplified point system for the stu-
      dent answers might prove beneficial, as
      many students did not use the correct point
      system in answering the questionnaire.

2. The following implications can be used by the
   teacher:

   a. The responsibility of the clothing teacher
      is not to teach specific values, but to
      plan curriculum content and student learn-
      ing experiences that will clarify the

meaning and importance of student-held values. In this way maximum satisfaction can be realized by individual students based on their values.

b. The teacher should aim toward individualizing for a specific social status group. Although values may be characteristic of a group of individuals, many persons will have values that vary greatly in importance from the values of the group.

c. From the sharing of learning experiences in the classroom regarding clothing values, students can become aware of the values of others and develop tolerance in accepting individuals who do not hold the same values as being important. The teacher should serve as the highest example in accepting the values of others, and in reflecting, by her dress, the values which she is attempting to convey to her students.

d. The teacher should be alert to changing values within the society and within students. Due to experiences and maturity, values may change in order of importance, or some of them may be eliminated completely from the hierarchy of one's values.

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APPENDIXES

APPENDIX A

CLOTHING VALUE MEASURE

CLOTHING VALUE MEASURE

Directions for PART I

Sample question:

    1. When shopping for major clothing purchases for yourself, do you prefer to--
        ___ a. shop with your mother;
        ___ b. shop with one or more of your girl friends.

Try to choose the alternative which is relatively more descriptive of you or more acceptable to you. For each question you have 3 points which you may distribute in any of the following combinations between the two choices: 3-0, 0-3, 2-1, or 1-2. The following guide may be helpful in choosing the number of points for each alternative:

    3 points--if you <u>always</u> or <u>almost always</u> would do this.

    2 points--if you would do this <u>most</u> of the time or <u>more than half</u> of the time.

    1 point---if you would do this <u>less than one-half</u> of the time, or <u>occasionally</u>.

    0 points--if you <u>seldom</u> or <u>never</u> would do this.

The 3 points may be distributed in the following manner:

    1. When shopping for major clothing purchases for yourself, do you prefer to--
        _3_ a. shop with your mother. (answer--almost always)
        _0_ b. shop with one or more of your girl friends. (answer--seldom)

OR

        _0_ a. shop with your mother. (answer--seldom)
        _3_ b. shop with one or more of your girl friends. (answer--almost always)

OR

        _2_ a. shop with your mother. (answer--more than one-half of the time)
        _1_ b. shop with one or more of your girl friends. (answer-occasionally)

OR

        _1_ a. shop with your mother. (answer-occasionally)
        _2_ b. shop with one or more of your girl friends. (answer--more than one-half of the time)

Name of School:

_____

PART I

3 points--always or almost always   1 point--less than half
or occasionally

2 points--most or more than half   0 point--seldom or never

1. If you were buying a garment of latest fashion, which
   would be more important--
   ___a. that it be very beautiful;
   ___b. that it give you a feeling of leadership or influ-
   ence.

2. If most of your friends were wearing a particular brand
   of raincoat, would you--
   ___a. buy the same brand even though you knew you were
   paying for the "name;"
   ___b. buy another brand which costs less.

3. If a friend wanted to borrow a very "special" dress of
   yours, would you--
   ___a. be likely to lend it to her knowing it might be
   returned soiled;
   ___b. try to avoid lending it to her if possible.

4. When going on a short trip, say to Kansas City, which
   would you consider more important--
   ___a. that the clothes which you take with you require
   a minimum of care;
   ___b. that the clothes make an especially good impres-
   sion on others.

5. I would rather wear clothes which--
   ___a. make me standout in a group
   ___b. are similar to those others are wearing.

6. If you and a friend were shopping and you saw a beautiful
   dress which both of you wanted to buy very much, would
   you--
   ___a. rather buy it yourself especially if your friend
   insisted since you had seen it first;
   ___b. let your friend buy it since it was the only one
   available.

7. If you owned a valuable piece of jewelry, would you--
___a. wear it even though you knew none of your friends could afford such expensive jewelry;
___b. refrain from wearing it when with your friends.

8. If you thought nearly everyone would be wearing a party dress to a get-together, would you--
___a. wear one even though you knew your best friend couldn't;
___b. wear a dress more similar to the type your friend would be wearing.

9. If your sister or best friend who was somewhat heavier than you wanted to borrow your dress, would you--
___a. try to avoid lending it to her since she probably would pull it out at the seams;
___b. let her borrow it.

10. Which would be more important to you--
___a. that your friends approve of the clothes you wear;
___b. that the textures, designs, and colors of your clothes seem beautiful to you even if your friends might not approve of them.

11. If you needed a dressy dress and had to make a choice between two, would you--
___a. select the one with better lines for you but which was some what uncomfortable;
___b. select the more comfortable one but with not quite as good lines for you.

12. Would you rather--
___a. be one of the fashion leaders (the first to wear a style) of your group;
___b. wear the popular or established styles.

13. If you and your sister, mother or best friend were in the habit of wearing each other's clothes, would you--
___a. buy the color which would be equally becoming to both of you;
___b. buy the color which would be very becoming to you but not as becoming to her.

14. If you and a friend were shopping for special party dresses and she could afford to spend less money than you, would you--
___a. buy a more outstanding dress than your friend could afford;
___b. buy one near the price range which she could afford.

15. If you were attending an important social function, which would be more important--
    ___a. that you be one of the most fashionably dressed;
    ___b. that you be one of the most beautifully dressed.

16. Which school dress would you rather have--
    ___a. the one which was not exactly comfortable but was a very popular style;
    ___b. the one which was very comfortable but the style was not too popular.

17. If a friend had borrowed your dressy coat and you needed it, would you--
    ___a. ask her to return it knowing others would be wearing dressy coats;
    ___b. wear something else knowing that asking her to return it would probably hurt her feelings.

18. I think that--
    ___a. I would like to be a fashion leader;
    ___b. trying to keep up with fashion is very uneconomical.

19. If the color of a beautiful dress of yours was not fashionable, would you--
    ___a. want to continue to wear it;
    ___b. prefer not to wear it any longer.

20. If you saw a very beautiful dress which cost about 25% more than you had planned to spend, would you--
    ___a. disregard the price and buy it anyway;
    ___b. not buy it because it cost more than you had planned to spend.

21. If you and your best friend, or some relative, wore each other's clothes and you had a choice between two dresses, would you--
    ___a. buy the more beautiful one but which she probably couldn't wear;
    ___b. buy the less beautiful one but which you knew she could wear.

22. Would you rather--
    ___a. buy clothes in about the same price range as your friends;
    ___b. buy clothes which are more expensive than your friends buy.

23. If a certain style of shoe was extremely popular and most of your friends were wearing it but it was not the most comfortable style for you, would you--

_____a. go ahead and buy the style of shoes anyway;
_____b. buy a different but more comfortable style.

24. If you had a white sweater which a not-too-close friend
wanted to borrow, would you--
_____a. let her borrow it even though she would probably
return it soiled;
_____b. try to avoid lending it to her.

25. If you knew that all your friends were planning to buy a
new dress for a very special occasion, which would bother
you more--
_____a. to buy one knowing that you would have to donate
less than you had planned to a church or school
project;
_____b. not to have a new dress to wear when everybody
else would.

26. If you bought a suit or dress on sale, which would be
more important to you--
_____a. the fact that it was a popular brand garment;
_____b. the fact that you had obtained such a good buy.

27. Which would bother you more--
_____a. if the dress you were wearing was too dressy in
comparison with what others were wearing but ex-
tremely beautiful;
_____b. if your dress was of the same type as others were
wearing but not especially pretty.

28. If you had a choice between two school dresses, which
would you choose--
_____a. the one which was very pretty but was not a very
good buy;
_____b. the one which was not as pretty but was a very
good buy.

29. Would you prefer to be--
_____a. the best dressed girl in your group;
_____b. as well dressed as most of the others in your group.

30. At a gathering which would you be more likely to notice
first--
_____a. the sheer beauty of clothing being worn;
_____b. high fashion clothes which have the look of being
costly.

PART II

Each of the following statements or questions is followed by five possible attitudes or answers. Arrange these answers in the order of your personal preference by writing in the appropriate space, a score of 5, 4, 3, 2, or 1. To the statement you prefer the most give 5, to the statement that is second most attractive give 4, and so on. Please try to answer all the statements in this manner. When your preferences are not distinct. try to guess. Be sure not to assign more than one 5, one 4, etc., for each group of statements, and fill in all of the blanks.

1. In general I prefer clothes which--(Remember to give your first choice 5, etc.)
   ___ a. require a minimum of time, energy, or money in their upkeep
   ___ b. have the look of being costly
   ___ c. make my friends feel at ease because they are not more costly or fashionable than theirs
   ___ d. are very beautiful
   ___ e. are similar to those my friends are wearing and hence make me feel at ease.

2. I would rather wear clothes which--
   ___ a. make me look distinguished in a group
   ___ b. are very comfortable
   ___ c. have very good combinations of design, texture, and color
   ___ d. make me feel like "one of the group "
   ___ e. are not more expensive or more fashionable than those my friends are wearing.

3. In regard to my clothing, it is important to me that--
   ___ a. the design be especially good
   ___ b. I get the most for my money
   ___ c. it makes me look successful or important
   ___ d. it makes my friends feel socially comfortable
   ___ e. it helps me to be accepted by others.

4. As far as clothing is concerned--
   ___ a. it can be very important in helping to get ahead in the world
   ___ b. it is very important in giving a person self-assurance
   ___ c. it is important that it be comfortable
   ___ d. it can be used to make others feel at ease
   ___ e. it can be an outlet for aesthetic or artistic expression.

5. Which areas of clothing are you most interested in studying--
___ a. the effect on individuals who are poorly dressed in comparison with their friends
___ b. principles of line, design, and color
___ c. the conformity aspect of clothing
___ d. selection and care of clothing
___ e. use of clothing to gain leadership and prestige.

6. Which would be most important to you--
___ a. to have a reputation for being generous when it comes to lending your clothes to others
___ b. being one of the most fashionable dressed in your group
___ c. a very smart shopper who gets the most for her money when it comes to buying clothes
___ d. to have high aesthetic or artistic taste in clothing
___ e. to have clothes of equal quality to those your friends are wearing.

7. Which of the following aspects of clothing do you consider most important--
___ a. usefulness and cost
___ b. a means of making others socially comfortable
___ c. an expression of socio-economic status
___ d. a means of making one feel part of a group
___ e. a means of making oneself beautiful.

8. If you were attending an important social function, would it be more important to you to be--
___ a. dressed much like the majority of the group
___ b. very beautifully dressed
___ c. dressed like your best friends who you knew couldn't afford to spend as much on clothes as you
___ d. very fashionably dressed
___ e. very comfortably dressed.

9. Various areas of clothing have been studied. Which of the following do you consider the most important--
___ a. use of clothing as an art form
___ b. emotional values to the individual of being well dressed
___ c. effects upon individuals who do not feel as well dressed as others
___ d. means of appraising one's socio-economic status
___ e. expenditure and care studies.

PART III

Read through all of the choices in a given category, then put a check (✓) beside the phrase that best describes your parent, guardian, or the person that contributes the major portion to your support. Is this person your father, mother or someone else? Please indicate the relationship, if any, of this person to you in the following blank._____

Check only one phrase in each category. Try to make accurate choices.

Occupation of the Major Person that Supports You

___ Social worker, auto salesman, bank clerk, cashier, postal employee, supervisor of railroad, contractor, secretary to executive

___ Stenographer, bookkeeper, dry goods store salesman, factory foreman, dry cleaner, railroad engineer, or a plumber or carpenter who own their own business

___ Heavy laborer, janitor, odd-job man

___ Dime store clerk, beauty operator, telephone operator, apprentice carpenter, plumber, or electrician, barber, fireman, policeman, cook in a restaurant, seamstress, practical nurse

___ Lawyer, doctor, dentist, veterinarian, minister, architect, regional manager, judge, high school superintendent

___ Assistant to carpenter, baggage man, night policeman, taxi or truck driver, gas station attendant, waitress

___ Teacher, registered nurse, newspaper editor, librarian, assistant manager, insurance or real estate agent, accountant

Major Source of Income of the Person that Supports You

___ Money is determined by an hourly rate, often paid on a weekly basis

___ Money paid to professionals for services and advice, as doctors

___ Money paid by friends or relatives, not public relief

___ Considerable earned wealth, no need to work

___ Money received from the government or charitable organization

___ Regular income paid on a monthly or yearly basis, including persons earning commissions

___ All money income inherited from a previous generation

Type of House Where You Live

NOTE--Rank apartment on the basis of size per family and exterior condition of the building.

___ One-and a half to two-story wood-frame and brick single-family home, conventional style, lawn cared for, but not landscaped

___ Small house in good to excellent condition

___ House badly run-down, but could be repaired, suffers from lack of care, but not littered

___ House is deteriorated beyond repair, unsafe, perhaps not intended for a dwelling, yards littered and not cared for

___ Very large, single-family house in good repair, large landscaped lawns, very showy, the best in town

___ Somewhat smaller home than the very best houses in town, but larger than necessary for the average family

___ House only slightly larger than necessary, more conventional and less showy

Neighborhood in Which You Live

___ Homes of workingmen which are small, not showy, but neat in appearance

___ Superior, above average, but a little below the top dwelling area in town

___ High status reputation, the best in town

___ Run-down and semi-slum houses, close together, area littered

___ Slum districts, area has poor reputation, houses very poor, undesirable geographical position

___ A little above average in social reputation, houses and
streets clean and well-cared for, less showy

___ Area not quite holding its own, undesirable because of
location, area beginning to deteriorate, business
entering area

APPENDIX B

WARNER'S INDEX OF SOCIAL STATUS

WARNER'S INDEX

Method of Computing the Index of Social Status Characteristics

Case Number	Component	Rate		Weight		Total
	Occupation (Professional)	1	X	4	=	4
	Source of Income (Profits)	3	X	3	=	9
	House Type (Large, Good)	1	X	3	=	3
	Dwelling Area (Best)	1	X	2	=	2
	Total Weighting				=	18*

*18 = Upper Class on Warner's Scale

Numerical Index

12-24 = Upper Class
    (23-24 upper or upper-middle)

25-37 = Upper-Middle Class
    (34-37 upper-middle or lower-middle)

38-53 = Lower-Middle
    (51-53 lower-middle or upper-lower)

54-66 = Upper-Lower
    (63-66 upper-lower or lower-lower)

67-84 = Lower-Lower
    (67-69 lower-lower or upper-lower)

For the student copy of the questionnaire the numbers below were omitted, as was part of the wording, and the order in each category was randomized (see Appendix A, Part III).

Occupation

1. Lawyer, doctor, dentist, veterinarian, minister, architect

2. Teacher, nurse, newspaper editor, librarian, manager, insurance or real estate agent

3. Social worker, auto salesman, bank clerk, cashier, postal employee, supervisor of railroad

4. Stenographer, bookkeeper, dry goods store salesman, factory foreman, plumber, carpenter, dry cleaner

5. Dime store clerk, beauty operator, apprentice carpenter, plumber, or electrician, barber, fireman, policeman, cook in a restaurant

6. Assistant to carpenter, baggage man, night policeman, taxi or truck driver, gas station attendant, waitress

7. Heavy laborer, janitor, odd-job man

Source of Income

1. Inherited wealth (money made by a previous generation)

2. Earned wealth (considerable wealth, no need to work)

3. Profits and fees (money paid to professionals for services and advice, as doctors)

4. Salary (regular income paid on a monthly or yearly basis, including persons earning commissions)

5. Wages (money determined by an hourly rate, often paid on a weekly basis)

6. Private relief (money paid by friends or relatives, not public relief)

7. Public relief (money received from the government or charitable organization)

House Type

1. Excellent (very large, single-family houses in good repair, large landscaped lawns, very showy)

2. Very good (somewhat smaller homes than the first category, but larger than necessary for the average family)

3. Good (only slightly larger than necessary, more conventional and less showy)

4. Average (one-and-a half to two-story wood-frame and brick single-family homes, conventional, lawns cared for, but not landscaped)

5. Fair (houses not quite as good as in number 4, and smaller houses in excellent condition)

6. Poor (size is less important than condition, houses badly run-down, but could be repaired, lack of care, but not a lot of debris)

7. Very poor (houses deteriorated beyond repair, buildings not intended for dwellings, yards littered with junk, unsafe)

Note--rank apartments on the basis of size per family and exterior condition of the building.

Dwelling Area

1. Very high (high status, the best in town)

2. High (superior, above average, but a little below the top)

3. Above average (a little above average in social reputation, houses are well-cared for, less showy)

4. Average (homes of workingmen which are small, not showy, but neat)

5. Below average (undesirable because it is located near factories, railroads, houses somewhat run down)

6. Low (run-down and semi-slums, close together, debris around, streets may not be paved)

7. Very low (slum districts, area has poor reputation, near garbage dump or swamp, houses are little better than shacks)

RANKING OF SPECIFIED CLOTHING VALUES
AND THEIR RELATION TO SOCIAL STATUS
AS EXPRESSED BY EIGHTH GRADE GIRLS

by

KAREN CHISHOLM PAIR

B. A., Friends University, 1964

————————————————

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1970

The purpose of this study was to identify the rank-
ing of specified clothing values held by a group of eighth
grade girls, to compare these values to the participant's
social status, and to draw implications from the findings
of the study to be available for use by teachers of eighth
grade clothing classes.

The sample consisted of 88 students in clothing
classes from five junior high schools in Wichita, Kansas.
The collection of data was by means of a three-part ques-
tionnaire. Parts I and II were composed of a clothing value
measure. Part III consisted of a scale from which the stu-
dents selected a choice nearest to their situation in four
categories relating to social status. From this information
the social status of the student was derived.

The specified clothing values, in the order as
ranked by the entire sample, were as follows: economic,
social II (use of clothing for approval or conformity),
aesthetic, social I (consideration for others regarding
clothing), and political.

Three social status groupings were used to relate
values to status. The three groups used were upper-middle,
lower-middle, and upper-lower. Differences were found in
the ranking of the five clothing values by the three status

groups. The ranking by the upper-middle group was in this order: social II, political, aesthetic, social I, and economic. The lower-middle group ranked the values as follows: economic, aesthetic, political, social I, and social II. The following is the manner in which the upper-lower group ranked the values: social I, political, social II, aesthetic, and economic.

From the results of the study implications were drawn to aid the teacher in realizing the importance of values of eighth grade girls, and to assist in planning curriculum content for teaching clothing classes.