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KAYLER, CAROL HENDRICKS. First Impressions of Clothing as Related to Personality Traits of Authoritarianism. (1975) Directed by: Dr. Eunice M. Deemer. Pp. 79.

It was the purpose of this study to determine whether the personality complex, authoritarianism, affects a person's perception of others as based on clothing. A secondary purpose was to determine whether the type of clothing worn by the stimulus person influences the impression received. Stated in its alternate form, the general hypothesis tested was that authoritarian, moderate, and nonauthoritarian subjects will differ in their perceptions of others.

The subjects for the study were 75 female undergraduate residents of a dormitory at the University of North Carolina at Greensboro. The subjects were administered a clothing perception measure which consisted of five sketches depicting a female model wearing different types of dress ranging from conventional to unconventional for classroom wear. Accompanying each sketch was a personality trait check list including favorable and unfavorable traits. Subjects were asked to check traits which, in their opinion, best described the student who would wear each costume. Subjects were also administered Form E of Rokeach's Dogmatism Scale as a measure of authoritarianism and a form requesting background information.

Analysis of the data failed to show significant differences between authoritarian, moderate, and nonauthoritarian subjects in their perceptions of students who would wear the five costumes. The three groups of subjects were redefined for a second analysis of data, eliminating subjects on the margins of each group. Few significant differences were found to exist between the three groups of subjects for the specific traits checked. These results hold little meaning for this

study since they tell little about the perception characteristics of authoritarians, moderates, and nonauthoritarians. There were no significant differences in the favorability with which the subjects perceived the stimulus-persons, although nonauthoritarians tended to perceive them most unfavorably.

Students wearing each of the five costumes were perceived by the subjects as possessing different characteristics. These differences were significant between students wearing costumes which differed in degree of conventionality for classroom wear--conventionally and moderately attired students were viewed significantly more favorably than those dressed unconventionally.

A Thesis Submitted to  
the Faculty of the Graduate School at  
The University of North Carolina at Greensboro  
in Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Home Economics

Greensboro  
1975

Approved by

  
Thesis Advisor

FIRST IMPRESSIONS OF CLOTHING AS RELATED TO  
PERSONALITY TRAITS OF AUTHORITARIANISM

APPROVAL PAGE

This thesis has been approved by the following committee of the  
Faculty of the Graduate School at The University of North Carolina at  
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by

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Also of assistance was Dr. William A. Powers, III, who aided the author with statistical analysis.

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## INTRODUCTION

A large part of one's life is spent in interaction with other people. The smoothness of this interaction depends in part upon the degree to which one person is aware of what the other person does, thinks, believes, wants, and is about to do. This evaluation of others is largely automatic and occurs spontaneously, even upon the first meeting of two individuals.

In forming impressions of strangers, individuals of necessity deal with incomplete and ambiguous information. In such cases, the observing individual adds information about the person. Asch (1946) observed that "we look at a person and immediately a certain impression of his character forms itself in us. A glance, a few spoken words are sufficient to tell us a story about a highly complex matter."<sup>1</sup>

Allport (1937) pointed out that first judgments are made with amazing rapidity:

With but the briefest visual perception, a complex mental process is aroused, resulting within a very short time, thirty seconds perhaps, in judgments of the sex, age, size, nationality, profession, and social caste of the stranger, together with some estimate of his temperament, his past suffering, his 'hardness,' his ascendance, friendliness, neatness, and even his trustworthiness and integrity.<sup>2</sup>

First impressions play an important part in social interaction by helping to establish relationships between individuals. The placement of

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<sup>1</sup>S. E. Asch, "Forming Impressions of Personality," Journal of Abnormal and Social Psychology, XLI (1946), 258.

<sup>2</sup>Gordon Allport, Personality--A Psychological Interpretation (New York: Henry Holt and Co., 1937), p. 500.

one's self in relation to another determines one's behavior toward that person and the expected behavior of the other. Later interaction, whether it be cordial or cool, is colored by the first impressions received.

The cues by which one person judges another are of two types: verbal and visual. Verbal cues include spoken words and voice qualities. Visual cues include physical appearance, expressive movements, posture, and clothing (Secord and Backman, 1964).

Clothing has received little attention relative to other types of cues. However, it is recognized by many as an important factor in impression formation. In fact, it is probably a more reliable indicator of personal traits than physiological characteristics since an individual may choose his own clothing but cannot choose his physical appearance (Ryan, 1966).

Horn (1968) stated that "clothing is a symbol of crucial social and psychological importance to the individual."<sup>3</sup> Indeed, a person's clothes are a part of his very self. Ryan (1966) observed that "a slighting remark about an individual's clothing may be taken as a personal insult, for it not only reflects on the person's appearance but also on his taste and personal preferences."<sup>4</sup>

A study by Silverman (1945) illustrated the importance which clothing has for the individual. She found that the girls in her study thought appearance and clothing were positive assets in getting jobs,

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<sup>3</sup>Marilyn J. Horn, The Second Skin (Boston: Houghton Mifflin, 1968), p. 2.

<sup>4</sup>Mary Shaw Ryan, Clothing: A Study in Human Behavior (New York: Holt, Rinehart and Winston, 1966), p. 81.

eligibility to clubs, attracting boys, and a girl's chances for marriage. Furthermore, she found that eighty-four percent of the girls believed that they could judge other people to some degree from their appearance. Silverman suggested that it is likely that the girls believed that they themselves are judged in the same fashion, and that this feeling is influential in motivating them toward attention to clothing and appearance.

Dearborn (1918) stated that well-dressed persons create impressions of self-confidence and success. He believed that "it is clothing which more than anything else whatever furnishes the data on which the esteem of others, or their disesteem, is based."<sup>5</sup> Flugel (1950) also recognized the importance of clothing as a cue in forming impressions of others:

Apart from face and hands . . . what we actually see and react to are, not the bodies, but the clothes of those about us. It is from their clothes that we form a first impression of our fellow-creatures as we meet them. . . . In the case of an individual whom we have not previously met, the clothes he is wearing tell us at once something of his sex, occupation, nationality, and social standing and thus enable us to make a preliminary adjustment of our behavior towards him, long before the more delicate analysis of feature and of speech can be attempted.<sup>6</sup>

Linton (1936) similarly explained the importance of clothing as a basis for social interaction. He stated that clothing "makes it possible for a stranger to determine at once the social category to which the wearer belongs and thus avoid acts or attitudes which would be social errors."<sup>7</sup>

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<sup>5</sup>George Van Ness Dearborn, "The Psychology of Clothing," Psychological Monographs, XXVI (1918), 41.

<sup>6</sup>J. C. Flugel, The Psychology of Clothes (London: Hogarth Press, 1950), p. 15.

<sup>7</sup>Ralph Linton, The Study of Man (New York: Appleton-Century-Crofts, 1936), p. 416.

The impressions which are formed about an individual based on his clothing are very likely to vary from one person to another. This has been found to be true in the case of persons with different cultural backgrounds (Ryan, 1966). But there are also differences among persons within the same culture, especially with regard to the judging of such abstract characteristics as personality, attitudes, and values.

These differences among judges and the role which clothing plays in social interaction merit more attention. Understanding the processes by which one person judges another can lead to a better understanding of human motivation and behavior.

Person perception refers to "the processes by which we come to know and to think about other persons, their characteristics, qualities, and inner states."<sup>1</sup> The perception of persons is distinguishable from the perception of other objects in the sense that it involves primarily the assessment of psychological properties of the object. Thus previous studies include intentions, attitudes, emotions, values, abilities, traits, insights, and certain relationships between persons. Impressions of persons are formed on the basis of "cues" obtained from the stimulus persons which vary in degree of clarity (Secord, 1950).

The study of person perception began in the late 19th century with investigations of the expression and recognition of emotions. This line of work was largely abandoned in the 1930's and, since that time, work in the area of person perception has taken two major directions.

<sup>1</sup>Renato Tagiuri, "Person Perception," in *Handbook of Social Psychology*, ed. by Gardner Lindzey and Elliot Aronson (Reading, Mass: Addison-Wesley, 1969), p. 395.

## REVIEW OF RELATED LITERATURE

Selected theories and research pertinent to this investigation were reviewed and are presented here under the following headings: (1) Person Perception, (2) Individual Differences in Person Perception, (3) The Personality of the Perceiver in Person Perception, (4) Authoritarianism and Its Effect on Person Perception, (5) Clothing as a Factor in Person Perception.

### PERSON PERCEPTION

Person perception refers to "the processes by which man comes to know and to think about other persons, their characteristics, qualities, and inner states."<sup>8</sup> The perception of persons is distinguishable from the perception of other objects in the sense that it involves primarily the assessment of psychological properties of the object. These properties include intentions, attitudes, emotions, ideas, abilities, traits, thoughts, and certain relationships between persons. Impressions of persons are formed on the basis of "cues" obtained from the stimulus person which vary in degree of clarity (Secord, 1958).

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<sup>8</sup>Renato Tagiuri, "Person Perception," in Handbook of Social Psychology, ed. by Gardner Lindzey and Elliot Aronson (Reading, Mass: Addison-Wesley, 1969), p. 395.

Stimulus and perceiver characteristics and the process of impression formation.--The earliest research in this area was concerned with determining the characteristics of the stimulus person. Secord and Muthard (1955) found that photographs of women who had narrow eyes, relaxed, full mouth, smooth skin, and considerable lipstick were perceived as being more feminine and sexually attractive. Similarly, Secord, Dukes, and Bevan (1954) found that photographs of men with dark complexion, coarse, oily skin, heavy eyebrows, and straight mouth were perceived as hostile, boorish, quick-tempered, sly, and conceited. Not only appearance but expressive movements have been shown to be cues in person perception. Sarbin (1954) showed subjects in his study stick figures representing different postures. The subjects indicated considerable consensus in choosing terms representing some feeling, attitude, or trait expressed by the figures.

Later investigations focused on the processes involved in judging others. Secord (1958) identified three sources which operate in the process of impression formation. The first of these are cultural factors. According to Secord, one's cultural background influences his perception by placing selective emphasis upon certain cues, by providing ready-made categories with associated personality attributes, and by assigning certain cues with generally agreed upon meanings.

The second source of impression formation is the use of inference. Five inference processes were proposed by Secord as operating in person perception:

1. Temporal extension. The perceiver regards a momentary characteristic of the person as if it were an enduring attribute.

2. Parataxis. The perceiver generalizes from a previous interpersonal situation with a significant other to an interpersonal situation with a new object person.

3. Categorization. The perceiver uses cues to place the object person in a category, which is associated with certain personality attributes.

4. Functional inference. The perceiver infers that some aspect of the object person functions in a particular manner; from this he assumes that the individual possesses an associated attribute.

5. Metaphorical generalization. The perceiver makes an abstract generalization based upon an analogy between some denotable characteristic of the object person and a personality attribute.<sup>9</sup>

The third source given by Secord as operating in impression formation is perceiver attributes. These will be discussed later.

Veridicality of judgments.--The second area of study which has received attention since the 1930's focused on the outcome or veridicality of judgments. Early investigators assumed the existence of a general trait of ability to judge others and attempted to determine the personality characteristics which make a person a "good judge." The contradictory findings of these studies suggest that the nature of the ability to judge others is specific rather than general. For instance, the characteristics which make a person a good judge of one class of people may be different from those which make another individual a good judge of another class of people. Tagiuri (1969) cited positive evidence in favor of independent abilities and stated that the achievement of certain persons in judging others "is not likely based on a unitary ability or process but, rather, upon the convergence, in their particular case, of a multitude of component processes and abilities relevant to understanding

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<sup>9</sup>Paul F. Secord, "Facial Features and Inference Processes in Interpersonal Perception," in Person Perception and Interpersonal Behavior, ed. by Renato Tagiuri and Luigi Petrullo (Calif.: Stanford Univ. Press, 1958), pp. 313-314.



others."<sup>10</sup> He stated further that accuracy seems to be related to certain cognitive characteristics of the judge such as cognitive complexity and intelligence, but it has not been shown to be consistently related to personality characteristics.

#### INDIVIDUAL DIFFERENCES IN PERSON PERCEPTION

In addition to the general features of person perception, individual differences have been demonstrated, even among persons within the same culture. It is, indeed, common to find that persons disagree sharply in their opinion of another. This fact has led researchers to investigate individual characteristics which could account for differences in perception.

Secord and Muthard (1955) attempted to determine whether differences existed among judges and between certain categories of judges in the traits they attributed to facial photographs. Three groups of adult subjects, young male, older male, and female, were asked to rate photographs of six women on thirty-five traits. The researchers found significant differences between the three age-sex groups for the photographs as a whole and individually. Individual differences were also found to exist among the judges within a group. The investigators attributed this to differences in individual perceiver characteristics.

Individual differences in the perception of another is a result of the process of selective perception. This process is explained by Krech, Crutchfield, and Ballachey (1962) as follows:

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<sup>10</sup>Tagiuri, p. 414.

Among all the possible characteristics of an object, only certain ones are perceived. And even these characteristics may be molded or altered to fit the requirements of the individual. The cognitive map of the individual is not, then, a photographic representation of the physical world; it is, rather, a partial, personal construction in which certain objects, selected out by the individual for a major role, are perceived in an individual manner.

.....  
 An individual's emotions and wants act so as to select certain aspects of a stimulus object, and from these aspects a cognition of the object develops which may deviate markedly from a veridical cognition.<sup>11</sup>

According to Tagiuri (1969) the elements of an object which a person selects to perceive depend primarily on the cognitive processes of the judge. Secord (1958) discussed several cognitive principles which may be operative in impression formation. He placed particular emphasis on the inference process, categorization. In this process "cues are utilized to place the [object] person in a category which is associated with certain personality attributes."<sup>12</sup> The most common of these categories are cultural stereotypes such as sex, age, race, occupation, and status categories. But as Secord pointed out, the concept of categorization is broader than mere stereotyping. He cited evidence which suggests that the different categories employed depend upon the age and sex as well as upon certain personality characteristics of the judge.

The perceiver may classify persons in relatively unique categories based on cues which have considerable personal significance for him, but are relatively ignored by others.

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<sup>11</sup>David Krech, Richard S. Crutchfield, and Egerton L. Ballachey, Individual in Society (New York: McGraw-Hill, 1962), pp. 20, 23.

<sup>12</sup>Secord, p. 308.

Almost any cues which might be used to place an object person in a category may, through experience, become associated with a particular personality impression.<sup>13</sup>

Other cognitive processes which Secord proposed to account for individual differences in perception are parataxis, intolerance of ambiguity, and cognitive complexity. Parataxis is the process by which the object person is perceived to have characteristics in common with a significant other from the perceiver's past. The person who is intolerant of ambiguity would likely perceive others in a sharply structured fashion. Cognitive complexity concerns the "depth" with which one person perceives another.

Cognitive complexity is considered by Shrauger and Altrocchi (1964) in relation to the process of differentiation among others. Differentiation is the tendency to make fine distinctions among persons and thus perceive them as different from one another. The authors stated that "a more differentiated conceptual system with a greater number of descriptive dimensions available would presumably allow for a more precise, unique description of other people."<sup>14</sup>

Another cognitive trait often discussed as influencing person perception is one's "implicit personality theory" (Hays, 1958; Krech, Crutchfield, and Ballachey, 1962; Tagiuri, 1969). This is defined by Hays as "the set of inferential relationships among experienced attributes

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<sup>13</sup>Secord, pp. 310-311.

<sup>14</sup>Sid Shrauger and John Altrocchi, "The Personality of the Perceiver as a Factor in Person Perception," Psychological Bulletin, LXII (November, 1964), 293.

and traits which exist for an individual."<sup>15</sup> Every person has his own beliefs about how personality is organized--what traits go with certain other traits. Persons also differ in the weights they give to particular traits in their perceptions and thoughts about others.

Besides cognitive characteristics, another influential factor in the person perception process is the relationship between the judge and the other person. It has been proposed by several researchers that some people tend to assume that other people are similar to themselves and thus attribute approximately the same traits to others as to themselves. In a review of literature on this subject, Shrauger and Altrocchi (1964) stated that there is insufficient evidence to support this contention. However, several studies cited by Secord and Backman (1964) and Tagiuri (1969) indicated that the tendency to assume similarity is greater when the judge likes the object person. In such cases, the judge has been shown to attribute his own socially undesirable traits as well as his socially desirable traits to his friend. Status differences influence the nature of the qualities attributed to the other as do the roles of the judge and the object person (Tagiuri, 1969).

#### THE PERSONALITY OF THE PERCEIVER IN PERSON PERCEPTION

In the preceding section, cognitive characteristics of the perceiver and relationship between judge and other were discussed as influencing perception. In addition to the effects of these factors,

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<sup>15</sup>William L. Hays, "An Approach to the Study of Trait Implication and Trait Similarity," in Person Perception and Interpersonal Behavior, ed. by Renato Tagiuri and Luigi Petrullo (Calif.: Stanford Univ. Press, 1958), p. 289.

researchers have investigated the effect which the perceiver's personality might have on his perception of others. Most of the research in this area has concerned the accuracy with which one person judges another. Early reviews of research on accuracy (Bruner and Tagiuri, 1954; Taft, 1955) concluded that accuracy is positively correlated with intellectual and social skills and adjustment. Later researchers, notably Cronback (1955), shed doubt on these conclusions by challenging measures of accuracy. Tagiuri (1969) expressed the current belief that the ability of some people to judge others is likely due to an interaction of many component processes and abilities. Particular personality traits have not been identified. Shrauger and Altrocchi (1964), in a review of the literature, stated that:

Despite attempts to refine measures of accuracy, one cannot, on the basis of current research evidence, be assured that people at one extreme on any personality dimension are consistently more prone to perceive specific kinds of other people more accurately than are people at the other extreme.<sup>16</sup>

Other research has involved judging other persons on specific dimensions specified by the researcher. The ability to differentiate among others has been measured in various ways but has not been shown to be consistently related to personality traits. An exception, however, is a study by Rabin (1962) in which adjusted and maladjusted subjects were asked to rate specific others on certain personality traits. The maladjusted subjects reported significantly greater personality differences among others than did the adjusted subjects.

Considerable research has been carried out to determine whether one's self concept influences his perception of others. Rogers (1951)

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<sup>16</sup>Shrauger and Altrocchi, p. 291.

stated that "the person who accepts himself thoroughly, will necessarily improve his relationship with those with whom he has personal contact, because of his greater understanding and acceptance of them."<sup>17</sup> This theory that the person who is more accepting of himself is also likely to be more accepting of others has been tested by several researchers. Omwake (1954) found that subjects who accepted themselves tended to be acceptant of others and perceived others as accepting themselves; those who rejected themselves held a correspondingly low opinion of others and perceived others as being self-rejectant. Suinn (1961) obtained similar results but found that perceived similarity influenced the generalization of self-acceptance. As the perceived similarity between self and other increased, the discrepancy between self-acceptance scores and other-acceptance scores decreased.

Shrauger and Altrocchi (1964) pointed out that acceptance is not the same as favorability. They believed that the self-accepting person more readily recognizes negative aspects of others since he will not be threatened and will not distort his perceptions in order to defend himself.

Empirical work has failed, so far, to identify personality variables which may be consistently related to how we perceive others. Shrauger and Altrocchi (1964) suggested several reasons for this. First, the various researchers have measured different "levels" of the judge's personality. Second, cognitive characteristics of the judge have been disregarded. These may need to be considered along with the personality or motivational variables. Third, not enough attention has been given

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<sup>17</sup>Carl R. Rogers, Client-Centered Therapy (Boston: Houghton Mifflin, 1951), p. 522.

to the interaction of the personality of the judge with the characteristics of the situation and varying degrees of involvement. Finally, characteristics of the stimulus person must be considered.

Tagiuri (1969) summarized that consistent individual differences in perception exist mostly in the cognitive processes of the judge rather than personality:

Reliable personality correlates of trait attribution other than, perhaps, those strictly related to general cognitive characteristics have been difficult to find. One is probably dealing with delicate relationships that interact with the cognitive style and with the characteristics of the stimulus person, the situation, and the judgmental task.<sup>18</sup>

#### AUTHORITARIANISM AND ITS EFFECT ON PERSON PERCEPTION

By far the greatest amount of research attempting to relate a specific personality trait to person perception has involved authoritarianism as the trait studied (Jacoby, 1971). The concept of authoritarianism has received much attention in the past two decades. This interest was initiated by a series of studies by Adorno et al. that was conducted to find correlates of socially relevant attitudes in the individual personality and to determine their influence on man and his behavior (Frenkel-Brunswik, 1954). These studies, published as The Authoritarian Personality (1950), began as research on anti-Semitism, but eventually focused upon ethnocentrism and potential fascism (Kirscht and Dillehay, 1967). The California F-Scale, devised by the authors to measure pro-fascism, was also found to measure many other interrelated components of personality that cluster together to form an integrated

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<sup>18</sup>Tagiuri, p. 430.

personality structure. This personality structure, identified earlier by Fromm (1941) and Maslow (1943), was termed "authoritarianism."

The F-Scale has been criticized by many researchers as measuring only right authoritarianism. Rokeach (1960), in a study of the open and closed mind, devised the Dogmatism Scale as a measure of individual differences in openness or closedness of belief systems. Rokeach (1954) defined the concept of dogmatism, which involved authoritarianism and intolerance, as

- (a) a relatively closed cognitive organization of beliefs about reality,
- (b) organized around a set of beliefs about absolute authority which, in turn,
- (c) provides a framework for patterns of intolerance and qualified tolerance toward others.<sup>19</sup>

The Dogmatism Scale has been used extensively as a measure of general authoritarianism and general intolerance.

The earliest studies attempting to relate authoritarianism to person perception were concerned with the accuracy with which persons varying in level of authoritarianism estimated the F-Scale scores of other persons. Several investigations (Scodel and Mussen, 1953; Scodel and Freedman, 1956; Crockett and Meidinger, 1956) placed college students in two-person groups instructing them to discuss for twenty minutes the topics of radio, television, and the movies. Each subject was then asked to fill out the F-Scale as he thought his partner would respond to it. Scodel and Mussen paired authoritarians with nonauthoritarians and found that nonauthoritarians more accurately estimated the scores of their partners. Scodel and Freedman and Crockett and Meidinger, who used homogeneous as well as heterogeneous pairings found authoritarians to be

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<sup>19</sup>Milton Rokeach, "The Nature and Meaning of Dogmatism," Psychological Review, LXI (May, 1954), 195.



more accurate and suggested that the results might best be explained in terms of assumed similarity or dissimilarity. All three studies showed that nonauthoritarians judged their partners to be different from themselves and to have a score in the middle range of the F-Scale distribution while authoritarians thought their partners were like themselves and assigned them a score similar to their own.

Rabinowitz (1956) suggested that the contradictory findings concerning accuracy might have resulted from a difference in the beliefs held by authoritarians and nonauthoritarians concerning the F-Scale response of an "average" college student. He believed that scores estimated after such brief social interaction reflected the assumptions of the judge, not the perceived characteristics of the person being judged. Rabinowitz had his subjects of 104 college students fill out the F-Scale as they thought the typical student at their college would respond to it. He found that nonauthoritarians more accurately estimated the true group average. Burke (1966) repeated Rabinowitz's study using the Dogmatism Scale and obtained similar results.

In a more recent study by Jacoby (1971) using Rokeach's Dogmatism Scale, subjects were divided into small groups which worked for ten weeks on personally relevant and important tasks. Tested at the end of this period, low scorers on the Dogmatism Scale were found to be more accurate in predicting another's score than were high scorers.

The question of assumed similarity raised by Scodel and Freedman (1956) and Crockett and Meidinger (1956) has been investigated by other researchers (Rabinowitz, 1956; Kates, 1959; Burke, 1966) who found that authoritarians estimate others as being similar to themselves while the

estimates of nonauthoritarians are more variable. Kates interpreted these results as indicating that authoritarian and nonauthoritarian subjects used an identical cue of stimulus persons as peers to arrive at different views of them. The authoritarians categorized the stimulus persons as ingroup members and endowed them with attitudes similar to their own. The nonauthoritarian subjects employed their own category of the stimulus persons as peers and therefore different from them in authoritarian attitudes. Kates suggests that the results might be quite different if stimulus persons were presented as outgroup members.

Few studies have investigated the effect of authoritarianism on the assessment of specific traits in others. Jones (1954) presented two groups of sailors with tape recordings of a prospective leader who presented himself as either forceful or passive and as possessing either a democratic or autocratic attitude toward leadership. Subjects were asked to rate the stimulus person by means of free descriptive comments and a 30-trait rating scale. Authoritarians were found to evaluate the leader more positively regardless of his specific characteristics. In a similar study by Kates (1959) using an authoritarian and a nonauthoritarian peer as stimulus persons, authoritarians assigned greater positive values to both stimulus persons on authoritarianism, power, leadership, positive traits, social sensitivity, and personal attractiveness.

DeSoto, Kuethe, and Wunderlich (1960) had subjects rate photographs of the faces of ten men and ten women on twelve personality traits. Although the results were not significant, authoritarians tended to view the photographs as generally threatening relative to nonauthoritarians. Lee and Ehrlich (1971) found that authoritarians held more

negative beliefs about others than did nonauthoritarians. The results of these two studies in which the stimulus persons were presented as strangers, not particularly similar to the judges, were in contrast to the findings of Kates who presented the stimulus persons as peers (Shrauger and Altrocchi, 1964).

There are certain selected cognitive and personality characteristics of the authoritarian as given by Adorno et al. which may account for the differences in the perceptions of authoritarians and nonauthoritarians:

Conventionalism. Rigid adherence to conventional, middle-class values.

Authoritarian aggression. Tendency to be on the lookout for and to condemn, reject, and punish people who violate conventional values.

Superstition and stereotypy. The belief in mystical determinants of the individual's fate; the disposition to think in rigid categories.<sup>20</sup>

Other studies have found the authoritarian to be impulsive, intolerant, conforming, conservative, frustrated by change, and lacking self-acceptance (Vacchiano, Strauss, and Hochman, 1969; Vacchiano, Strauss, and Schiffman, 1968).

#### CLOTHING AS A FACTOR IN PERSON PERCEPTION

The important part which clothing plays in person perception has been demonstrated by several researchers, mostly home economists. These studies illustrated how impressions of personal characteristics differed with changes in costume. Hault (1954) showed subjects photographs of clothed figures with the heads interchanged so that the same head appeared on differently clothed bodies and different heads were judged on each of

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<sup>20</sup>T. W. Adorno, et al., The Authoritarian Personality (New York: Harper and Row, 1950), p. 228.

the clothed figures. Differences in judgment of personal characteristics such as intelligence, socio-economic status, occupation, and certain personality traits were found to be related to clothing. The same head was judged differently when it appeared above the various costumes.

Douty (1963) photographed four models, each wearing four different costumes and a control costume. Four groups of subjects were asked to rate the stimulus persons in one experimental costume and the control costume on Personal Characteristics and Behavior and Socioeconomic Status. Two other groups rated the same costumes in terms of the women who would probably buy and wear them. Significant differences in the ratings of social status and personal traits were found to be associated with clothing.

Jacobson (1945) noted the high percentage of unfavorable comments regarding the clothing and grooming of strangers. Freshman college women were asked to give free response impressions of each other and then to rate their remarks as favorable, unfavorable, or in-between. Remarks were divided into the following categories: physical characteristics, intelligence, clothing, grooming, psychological characteristics. Sixty-three per cent of the total responses were favorable, 27 per cent were unfavorable, and 10 per cent were in-between. Clothing and grooming received the highest percentage of unfavorable responses.

Using clothing as a cue, judges within the same culture have been shown to exhibit a high degree of consensus in estimating the occupation, age, nationality, and specific groups to which a person belongs (Ryan, 1966). Evidence is scarce concerning more abstract characteristics such as personality traits, interests, and values. Most

studies dealing with the attribution of personality traits have used fairly homogeneous groups. There has been little attempt to measure differences in the judges.

Ryan (1966) suggested that since studies have indicated that the personality of the perceiver might influence his perception, then it would be reasonable to hypothesize that one's personality will influence the way in which he perceives others on the basis of their clothing. She stated, however, that there was no research evidence in regard to this point. Since that time, several studies have been done which illustrate the influence of the perceiver's personality on his perception of others' clothing.

Dickey (1967) investigated the relationships among (1) the projection of the self in the interpretation of costumes, (2) the personality syndromes of self-esteem and security-insecurity, and (3) selected clothing behaviors and attitudes. Subjects were shown four black and white sketches of pairs of clothed-figures, differing only in the lines of the costume, from simple to complex. The clothed-figures were shown in an interpersonal setting. Accompanying the pictures were check lists of high self-esteem, low self-esteem, and neutral words. The subjects were asked to choose one figure in each pair and to check the characteristics the Chosen-Person might have. Subjects were asked next to indicate characteristics the Other-Person might have. It was found that subjects who differed in level of self-esteem and security-insecurity reflected differences in their use of words to describe the figures. Dickey concluded that the communicative value of clothing is lessened and made less clear because of certain personality factors in the perceiver.

Thomas (1971) investigated the influence that variation in clothing style has on personality perception and whether the personality of the perceiver influences his assessment of personality traits. Subjects were shown three sets of colored slides of eight female models appearing in (1) full-length view, (2) facial view, and (3) full-length view with some models appearing in different costumes than previously. The Cattell Sixteen Personality Factor Questionnaire was used to measure the personality traits of the subjects and the perceived traits of the models. Seven of the perceiver traits were found to be related to the perception of specific traits in the models.

### STATEMENT OF THE PROBLEM

Research in the area of person perception has indicated that the processes involved in judging others are extremely complex. Factors influencing the perception of others can be organized into three sets of variables and the interactions between them: (1) the attributes of the stimulus person, (2) the nature of the interaction situation, and (3) the characteristics of the perceiver. This investigation is primarily concerned with the variables of perceiver characteristics, in particular, the personality of the perceiver, and to some extent with attributes of the stimulus person.

Previous research has failed to identify specific personality traits which are consistently related to the way in which one person perceives another. However, extensive research involving the personality complex, authoritarianism, indicates that the authoritarian may differ from the nonauthoritarian in his perception of others. These differences may be due to certain cognitive processes characteristic of the authoritarian. Secord (1958) and Tagiuri (1969) believed that consistent individual differences in person perception are due primarily to the cognitive characteristics of the judge. Shrauger and Altrocchi (1964) suggested that the failure of researchers to identify personality variables which are consistently related to perception may be due to their failure to consider cognitive processes along with personality. Authoritarians possess certain cognitive traits that may influence the way in which they perceive others. First, authoritarians tend to

classify persons in rigidly stereotyped categories and assign traits accordingly. Secondly, authoritarians project their own feelings to others and perceive others as being similar to themselves. Since authoritarians are believed to hold a negative self-concept, it is possible that they might project negative attributes to others.

Concerning stimulus attributes, there is ample evidence in support of the theory that characteristics of the stimulus person, including physical appearance and clothing, influence the impression he makes on others. The characteristics which a person is perceived as possessing have also been shown to differ with changes in costume.

#### PURPOSE

On the basis of previous research and the characteristics of the authoritarian as cited above, it is the purpose of this study to determine whether the personality complex, authoritarianism, influences one person's perception of another as based on the other's clothing. A secondary purpose is to determine whether that impression is influenced by the type of clothing worn by the stimulus person.

#### HYPOTHESES

Stated in its alternate form, the general hypothesis of this study is that authoritarians, moderates, and nonauthoritarians will differ in their perceptions of others as based on clothing. Subhypotheses that were tested are stated in question form as follows:

1. Will authoritarian, moderate, and nonauthoritarian respondents differ in the personality traits they attribute to students who would wear five selected types of classroom attire?



- A. Will the specific traits attributed to the students differ for authoritarian, moderate, and nonauthoritarian respondents?
  - B. Will authoritarian, moderate, and nonauthoritarian respondents differ in the percentages of unfavorable traits they attribute to students who would wear each of the five costumes?
2. Will the perceived personalities of the students vary according to the particular costume worn, from conventional to unconventional for classroom attire?
    - A. Will the specific traits attributed to the students by authoritarians, moderates, nonauthoritarians, and the group as a whole vary with the costume worn, from conventional to unconventional for classroom attire?
    - B. Will the percentage of unfavorable traits attributed to the students by authoritarians, moderates, nonauthoritarians, and the group as a whole vary with the costume worn, from conventional to unconventional for classroom attire?
  3. Will particular background data such as age, class, size of hometown, family income, and father's and mother's educational level influence one's level of authoritarianism as measured by the Dogmatism Scale and perception of the students as possessing favorable or unfavorable personality traits?

LIMITED DEFINITIONS

Authoritarians--subjects whose scores on Rokeach's Dogmatism Scale (1960) were in the upper 27 per cent of all scores.

Moderates--subjects whose scores on Rokeach's Dogmatism Scale (1960) were in the middle 46 per cent of all scores.

Nonauthoritarians--subjects whose scores on Rokeach's Dogmatism Scale (1960) were in the lower 27 per cent of all scores.

Favorable personality traits--traits selected for use in this study which were located in the upper 50 per cent of Anderson's (1968) compilation of 555 trait names.

Unfavorable personality traits--traits selected for use in this study which were located in the lower 50 per cent of Anderson's (1968) compilation of trait names.

Conventional--"of, sanctioned by, or growing out of custom or usage; customary."<sup>21</sup>

Conventional dress--sketches of costumes designated by the subjects as being conventional classroom attire.

Unconventional--"not conventional; not conforming to customary, formal, or accepted practices, standards, or rules."<sup>22</sup>

Unconventional dress--sketches of costumes designated by the subjects as being unconventional classroom attire.

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<sup>21</sup>Webster's New World Dictionary of the American Language, 2nd ed., 1970.

<sup>22</sup>ibid.

### LIMITATIONS OF THE STUDY

This study is an investigation of the opinions of a particular group of students on the campus of the University of North Carolina at Greensboro during the summer of 1973. Because this group of students is not a representative sample, and because the garments used in the study are fashions peculiar to a specific time, the results of this study may not be generalized to a larger population.

### DEVELOPMENT OF THE INSTRUMENTS

#### Clothing Perception Measure Developed For This Study

A clothing perception measure (Appendix III) was developed to measure the perceptions of other individuals according to their clothing. The measure consisted of five pen and ink sketches which showed students wearing contemporary garments ranging from conventional to unconventional for classroom wear. Facial features were omitted and a simple hairstyle and posture were held constant. Accompanying each sketch was a personality trait check list for use in describing the personality of the student in each different costume.

In order to develop this instrument for use in the study, two preliminary investigations were carried out by the researcher. To determine what undergraduates considered to be conventional and unconventional dress, a questionnaire consisting of seven costumes sketched in black ink

## PROCEDURE OF THE INVESTIGATION

### SUBJECTS

The subjects for this study were the female undergraduate students residing in one of the dormitories at the University of North Carolina at Greensboro during the first 1973 summer school session. Questionnaires were sent to all of the 143 residents. Eighty-one questionnaires were returned, however six were incomplete. The final sample consisted of 75 subjects. The subjects represented all four college classes, from freshman to senior, and ranged in age from 17 to 22.

### DEVELOPMENT OF THE INSTRUMENTS

#### Clothing Perception Measure Developed For This Study

A clothing perception measure (Appendix II) was developed to measure the perceptions of other individuals according to their clothing. The measure consisted of five pen and ink sketches which showed students wearing contemporary garments ranging from conventional to unconventional for classroom wear. Facial features were omitted and a simple hairstyle and posture were held constant. Accompanying each sketch was a personality trait check list for use in describing the personality of the student in each different costume.

In order to develop this instrument for use in the study, two preliminary investigations were carried out by the researcher. To determine what undergraduates considered to be conventional and unconventional dress, a questionnaire consisting of seven costumes sketched in black ink

on a white background was administered to 31 UNC-G undergraduate residents of another dormitory. The costumes were of contemporary design and selected by the investigator from pattern books and fashion magazines. The subjects were asked to rate the garments on a scale from 1 to 10 according to their assessment of conventionality for classroom wear. Twenty of the questionnaires were returned and the results were used to determine the costumes to be used in the major study. Five of the seven sketches were selected by the researcher: the two rated most conventional, the two rated most unconventional, and the sketch receiving the intermediate rating.

To determine the traits to be used in the personality trait check list, four graduate students in Home Economics were given copies of Anderson's (1968) compilation of personality traits. Anderson's list gives the likeableness ratings of 555 personality-trait words commonly used by college students. The traits are arranged in order of decreasing likeableness. For the purpose of this study, words in the upper 50 per cent of Anderson's list (1-277) were considered favorable traits while words in the lower 50 per cent of the list (279-555) were considered unfavorable traits with the median word in the list deleted.

The four graduate students were asked to check traits in Anderson's compilation which, in their opinion, one person might attribute to another person on the basis of clothing alone. A total of 34 words were checked by either three or all four of the students. Of these, 23 were favorable traits and 11 were unfavorable traits. Using Sisson's Synonyms (1969) as an authority, the list was further revised to delete words which were synonymous to other words in the list. The final personality

trait check list consisted of 24 words: 17 favorable and 7 unfavorable. (Appendix I).

### The Dogmatism Scale

Authoritarianism of the subjects was measured by Form E of Rokeach's Dogmatism Scale. (Appendix II). The Dogmatism Scale was chosen because it is believed to be a more accurate measure of general authoritarianism than other instruments surveyed.

Rokeach (1960) determined the reliability of Form E of the Dogmatism Scale by the test-retest method. The reliability ranged from .68 to .93 with a median reliability of .74 for intervals of one to six months. Reliability of the scale has been found to be especially high for adults and high school populations (Vacchiano, Strauss, and Hochman, 1969). Zagona and Zurcher (1965) found little disparity in reliability for high and low scorers.

The Dogmatism Scale has been found to be valid by comparing D-Scale scores with cognitive and various other personality criteria (Zagona and Zurcher, 1965). High scorers on the Dogmatism Scale have been shown to be stereotyped in their thinking, impulsive, intolerant, inflexible, conforming, conservative, and lacking self esteem. Low scorers are outgoing, enterprising, mature, forceful, efficient, and clear thinking (Vacchiano, Strauss, and Hochman, 1969; Vacchiano, Strauss, and Schiffman, 1968).

### COLLECTION OF DATA

The clothing perception measure, Dogmatism Scale, and a form requesting background information (Appendix II) were enclosed in an

envelope, and placed in the dormitory mailboxes of the subjects. Names of the subjects were obtained from the dormitory counselor. The three sections of the questionnaire were clipped together with an instruction sheet which the subjects were asked to read carefully before looking at any of the other materials. Subjects were asked to fill out the sections of the questionnaire in the order numbered: 1, 2, and 3.

Section 1 of the questionnaire was the clothing perception measure consisting of the five pen and ink sketches of costumes selected from the preliminary investigation. The sketches were stapled together in booklet form in random sequence to prevent subjects' seeing more than one costume at a time. Opposite each sketch was the list of 24 personality traits arranged in random order.

The subjects were told that the five garments pictured in this section of the questionnaire were garments which might be worn by UNC-G students to class. They were instructed to respond to each sketch by checking only those traits which, in their opinion, would best describe the student who would wear the garment shown. Below each sketch was a scale numbered from 1 to 10. When the subjects had responded to each of the five sketches, they were instructed to rate each garment on the scale according to their assessment of its conventionality for classroom wear on the UNC-G campus. This was done to determine whether the assessment of conventionality was in accordance with that of the subjects in the preliminary test.

Section 2 of the questionnaire was Form E of Rokeach's Dogmatism Scale. The D-Scale consists of 40 statements which represent authoritarian attitudes. Subjects were told only that the statements were opinions

about important social and personal issues. They were asked to indicate their degree of agreement or disagreement with the statements by means of a scale from +3 (strongly agree) to -3 (strongly disagree). The sum of the responses for each subject represented his level of authoritarianism--the higher the score, the higher one's authoritarianism. Section 3 of the questionnaire was a request for background information including age, class, size of hometown, father's and mother's educational levels, and family yearly income.

The subjects were asked to fill out the questionnaires completely and independently and return them to a designated box beneath the dormitory mailboxes on or before a certain date. They were assured that their replies would remain anonymous.

#### STATISTICAL TREATMENT OF THE DATA

Subjects were divided into three groups according to their level of authoritarianism as measured by the Dogmatism Scale: authoritarians, moderates, and nonauthoritarians. Authoritarian subjects were those whose total Dogmatism score, the sum of their responses to the 40 D-Scale items, were in the upper 27 per cent of a frequency distribution of all scores. Nonauthoritarians were those subjects whose D-Scale scores were in the lower 27 per cent of all scores. Moderate subjects were those whose scores were in the middle 46 per cent of all scores.

To determine the perceived conventionality of the garments, the ratings given each costume by the subjects were added together. The garments were ranked in order of conventionality. The two garments receiving the lowest total rating were termed "conventional," the two garments receiving the highest total rating were termed "unconventional,"



and the garment receiving the median rating was termed "intermediate." The average ratings for each costume were also determined in order to see more easily the garments' ratings on a 1 to 10 scale.

The personality traits checked by the subjects as descriptive of the student who would wear each of the five costumes were tallied for authoritarians, moderates, and nonauthoritarians. A frequency distribution showed which traits were checked most frequently by each group of subjects. Authoritarian, moderate, and nonauthoritarian responses were compared by use of chi square analyses for each trait for each of the five models.

The percentage of unfavorable responses given each sketch by each subject was determined. An analysis of variance was performed for each sketch and for the total responses to determine whether significant differences existed between the three groups of subjects in the percentage of unfavorable traits attributed to the models. Repeated trials analyses of variance were used to determine whether differences existed among the individual subjects and whether certain sketches were perceived more unfavorably than others. The Scheffé method for comparing means was used to determine the differences. Chi square analyses and analyses of variance were performed to determine whether background factors influenced Dogmatism Scale scores or the favorability with which subjects perceived the five models.

A second analysis of data was performed when the first analysis failed to yield significant differences between authoritarian, moderate, and nonauthoritarian subjects. Subjects were divided into three groups of equal size with a minimum of 20 points separating the Dogmatism scores

of the three groups. This was done in order to eliminate subjects on the margins of the three groups whose responses on the clothing perception measure could significantly alter the group average. The traits checked by the three groups were compared again and analyzed by the use of chi square. Analysis of variance was used to determine whether authoritarian, moderate, and nonauthoritarian subjects differed in the percentage of unfavorable traits which they attributed to the models.

The three groups were redefined for a second analysis of data and were composed of 13 subjects each. Authoritarian scores ranged from +17 to +47. The scores of moderate subjects ranged from -20 to -4. Nonauthoritarian subjects were those who scored from -86 to -42.

Subjects ranged in age from 17 to 22, with the majority of the subjects being 19 and 20. Most were juniors and seniors, although all four college undergraduate classes were represented. The home towns of most subjects had populations of 1,000 to 400,000; only 3 were from cities of over 400,000 and 14 were from rural areas. The subjects' parents for the most part were high school or college graduates and had annual incomes of over \$9,000.

## FINDINGS AND CONCLUSIONS

### CHARACTERISTICS OF THE SUBJECTS

Characteristics of the subjects which were measured include level of authoritarianism as determined by Rokeach's Dogmatism Scale and selected biographical information. Subjects were divided into groups as defined on page 25 according to level of authoritarianism. Subjects' scores on the Dogmatism Scale ranged from -86 to +47. Authoritarian subjects were those with scores from +12 to +47. Moderate subjects scored from -32 to +10. The scores of nonauthoritarians ranged from -86 to -33. The numbers of subjects in each group were as follow: authoritarian, 20; moderate, 35; nonauthoritarian, 20.

The three groups were redefined for a second analysis of data and were composed of 13 subjects each. Authoritarian scores ranged from +17 to +47. The scores of moderate subjects ranged from -20 to -4. Nonauthoritarian subjects were those who scored from -86 to -42.

Subjects ranged in age from 17 to 22, with the majority of the subjects being 19 and 20. Most were juniors and seniors, although all four college undergraduate classes were represented. The home towns of most subjects had populations of 1,000 to 400,000; only 3 were from cities of over 400,000 and 14 were from rural areas. The subjects' parents for the most part were high school or college graduates and had annual incomes of over \$9,000.

### CONVENTIONALITY RATINGS OF THE COSTUMES

The total and average conventionality ratings given the five costumes are shown in Table 1. Ratings are shown for the subjects as a whole and for each group of subjects.

TABLE 1.--Total and Average Conventionality Ratings Given Costumes by Authoritarian, Moderate, Nonauthoritarian, and All Subjects

Costumes:	1		2		3		4		5	
	Total	Ave.	Total	Ave.	Total	Ave.	Total	Ave.	Total	Ave.
All Subjects	202	2.69	362	4.82	591	7.88	177	2.36	662	8.33
Authoritarian	72	3.60	92	4.60	145	7.25	69	3.45	161	8.05
Moderate	90	2.57	175	5.00	280	8.00	76	2.17	313	8.94
Nonauthoritarian	40	2.00	95	4.75	166	8.30	32	1.60	188	9.40

Costumes 1 and 4, which received the lowest conventionality ratings, were considered for the purposes of this study to be conventional. Costumes 3 and 5 received the highest ratings and were considered unconventional. Costume 2 was intermediate. The order of perceived conventionality from the most conventional costume to the least conventional was 4, 1, 2, 3, 5.

As can be seen from Table 1, authoritarians, moderates, and nonauthoritarians ranked the five garments in the same order of conventionality. However, the averages for the three groups show that authoritarian subjects tended to rate the garments more toward the middle of the scale than did moderates and nonauthoritarians. Nonauthoritarians used the extremes of the scale.

This difference in the conventionality ratings given the costumes by authoritarians, moderates, and nonauthoritarians may mean that the three groups perceived the costumes differently in terms of their conventionality. On the other hand, it may be a characteristic tendency for authoritarians to use the middle of a scale and for nonauthoritarians to employ the extremes. If the three groups did indeed perceive the garments differently in terms of conventionality, this may have affected the subjects' perceptions of the students who would wear such costumes, and should be considered as a possible factor influencing the results of the study.

PERSONALITIES OF THE STIMULUS-PERSONS AS  
PERCEIVED BY AUTHORITARIAN, MODERATE,  
AND NONAUTHORITARIAN SUBJECTS

Specific Traits Attributed to the Stimulus-Persons

The average number of personality traits checked by the subjects as descriptive of the student who would wear each costume was 5.52. Authoritarians checked slightly more traits than other subjects--6.27 for authoritarians, 5.16 for moderates, 5.52 for nonauthoritarians.

Table 2 lists the traits which were checked most frequently for each sketch by the three groups of subjects and the 75 subjects as a whole. The numbers of subjects who checked each trait are shown in parentheses.

The student who would wear the garment in Sketch 1, a conventional costume, was perceived by the subjects as being neat, practical, fashionable, and conforming. Authoritarian subjects did not check "conforming" as descriptive of the student but saw her instead as clean-cut. Moderate subjects also checked this trait. Nonauthoritarian subjects, on

TABLE 2.--Personality Traits Checked Most Frequently by Authoritarians, Moderates, Nonauthoritarians, and the Group as a Whole as Descriptive of the Student Who Would Wear Each Costume

Costume	Authoritarian	Moderate	Nonauthoritarian	All Subjects
1	neat (17) casual (13) clean-cut (13) practical (13) fashionable (13)	neat (30) practical (25) casual (24) conforming (13) clean-cut (16)	neat (16) conforming (11) casual (11) fashionable (10) modern (10) practical (10)	neat (63) practical (48) casual (48) fashionable (38) conforming (36)
2	neat (18) clean-cut (16) conservative (15) mature (13) practical (12)	neat (28) clean-cut (24) conservative (24) mature (17) refined (14) practical (14)	neat (16) conservative (15) clean-cut (13) practical (12) mature (10)	neat (62) conservative (54) clean-cut (53) mature (40) practical (38)
3	misfit (14) imaginative (13) showy (12) individualistic (11) creative (11) nonconforming (11)	individualistic (28) showy (23) nonconforming (21) imaginative (18) creative (15) interesting (15)	individualistic (15) nonconforming (13) showy (12) casual (11) interesting (11) creative (10)	individualistic (54) showy (47) nonconforming (45) imaginative (39) creative (36)
4	casual (18) fashionable (15) practical (13) popular (13) conforming (12)	casual (29) neat (25) practical (25) fashionable (22) popular (20)	casual (19) conforming (13) neat (11) fashionable (9) popular (9) modern (9) practical (9)	casual (66) neat (48) practical (47) fashionable (46) conforming (46)
5	showy (13) individualistic (13) extravagant (13) fashionable (11) sophisticated (11)	showy (22) extravagant (21) sophisticated (18) misfit (17) individualistic (15)	showy (11) extravagant (11) individualistic (10) sophisticated (9) fashionable (7) misfit (7)	showy (46) extravagant (45) individualistic (28) sophisticated (38) fashionable (30)

the other hand, perceived the student who would wear costume 1 as modern. "Neat" was the trait checked most frequently by all three groups.

"Neat" was again the trait checked most frequently by authoritarians, moderates, and nonauthoritarians to describe the student who would wear costume 2, the costume intermediate in conventionality. The five traits checked most frequently by each group of subjects were the same, although the order varied slightly. These traits were: "neat," "conservative," "clean-cut," "mature," and "practical." In addition to these traits, moderate subjects added a sixth--"refined."

Subjects described the student who would wear costume 3, an unconventional costume, as individualistic, showy, nonconforming, imaginative, and creative. Authoritarian and nonauthoritarian subjects differed somewhat in their descriptions of this student. Authoritarian subjects checked the traits "misfit" and "imaginative" as most descriptive of the student. Nonauthoritarians did not rank these traits among those most frequently checked. Instead they perceived the student who would wear this costume as casual and interesting. "Individualistic" was the trait checked most frequently by moderate and nonauthoritarian subjects.

The student who would wear the costume depicted in Sketch 4, the most conventional costume, was described by the subjects as casual, neat, practical, fashionable, and conforming. These traits were selected by all three groups as most descriptive of the student. "Conforming" was ranked higher by nonauthoritarians than by the other two groups.

Authoritarians, moderates, and nonauthoritarians also selected much the same traits to describe the student who would wear costume 5, considered to be the most unconventional costume. The three groups

described her as showy, extravagant, individualistic, and sophisticated. Authoritarians and nonauthoritarians added "fashionable," and moderates and nonauthoritarians added "misfit." "Showy" and "extravagant" were the traits checked most frequently by each group of subjects.

To test hypothesis 1A, chi square analyses were performed to determine whether significant differences existed between the numbers of authoritarians, moderates, and nonauthoritarians who checked each personality trait. Tables 3a through 3e show the frequency of responses for each trait for all three groups. Data is given for the first and second analyses of data.

The first analysis of data, using the responses of all 75 subjects, yielded no significant differences between authoritarian, moderate, and nonauthoritarian subjects. A second analysis, however, comparing the responses of 39 subjects in three groups of equal size, yielded some significant differences between the three groups.

Significant differences were found to exist between the responses of authoritarian, moderate, and nonauthoritarian subjects for two personality traits describing the student who would wear the costume in Sketch 1, a conventional costume. Significantly more authoritarian subjects described this student as clean-cut than did moderate and nonauthoritarian subjects. These differences were significant at the .05 level of confidence. Authoritarian and moderate subjects also perceived the student who would wear costume 1 as practical, which was not checked by as many nonauthoritarians. Differences were significant at the .01 level of confidence for this trait.





TABLE 3a.--Frequency Distribution of Traits Checked by Authoritarian, Moderate, and Nonauthoritarian Subjects Describing the Student in Sketch 1.

Trait	First Analysis of Data			Second Analysis of Data		
	Authori- tarian	Moderate	Nonauthori- tarian	Authori- tarian	Moderate	Nonauthori- tarian
refined	6	5	1	4	2	1
imaginative	2	2	1	2	2	1
showy	1	-	1	-	-	1
individualistic	3	-	2	2	-	1
precise	2	7	2	2	-	2
creative	3	3	2	2	1	-
fashionable	13	15	10	9	4	6
old-fashioned	1	-	1	-	-	-
conforming	7	18	11	4	6	7
casual	13	24	11	9	10	6
mature	5	7	-	4	1	-
nonconforming	1	-	1	1	-	-
dull	3	4	3	-	2	1
clean-cut	13	16	6	10	3	5*
popular	3	13	6	3	5	5
modern	10	15	10	6	6	7
extravagant	-	-	1	-	-	1
sophisticated	3	1	-	3	-	-
neat	17	30	16	11	11	10
conservative	9	10	6	6	1	5
sloppy	-	-	-	-	-	-
misfit	-	-	-	-	-	-
practical	13	25	10	10	12	5**
interesting	3	6	2	3	4	2

\* Significant at .05 level for second analysis (chi square)

\*\* Significant at .01 level for second analysis (chi square)



TABLE 3b.--Frequency Distribution of Traits Checked by Authoritarian, Moderate, and Nonauthoritarian Subjects Describing the Student in Sketch 2.

Trait	First Analysis of Data			Second Analysis of Data		
	Authori- tarian	Moderate	Nonauthori- tarian	Authori- tarian	Moderate	Nonauthori- tarian
refined	10	14	9	9	3	6
imaginative	-	1	-	-	-	-
showy	-	-	-	-	-	-
individualistic	6	10	3	5	3	3
precise	6	12	7	5	1	6
creative	3	1	-	3	1	-
fashionable	5	9	6	4	4	3
old-fashioned	7	10	3	4	2	2
conforming	3	9	7	1	2	4
casual	6	7	5	4	3	4
mature	13	17	10	5	4	6
nonconforming	3	4	1	3	1	-
dull	5	3	2	1	3	1
clean-cut	16	24	13	10	6	8
popular	2	2	2	2	1	1
modern	3	1	4	2	-	-
extravagant	-	-	-	-	-	-
sophisticated	7	10	5	5	4	2
neat	18	28	16	12	9	11
conservative	15	24	15	10	6	9
sloppy	-	1	-	-	1	-
misfit	-	-	-	-	-	-
practical	12	14	12	6	4	7
interesting	1	4	1	1	4	1



TABLE 3c.--Frequency Distribution of Traits Checked by Authoritarian, Moderate, and Nonauthoritarian Subjects Describing the Student in Sketch 3.

Trait	First Analysis of Data			Second Analysis of Data		
	Authori- tarian	Moderate	Nonauthori- tarian	Authori- tarian	Moderate	Nonauthori- tarian
refined	-	-	-	-	-	-
imaginative	13	18	8	11	8	6
showy	12	23	12	8	10	5
individualistic	11	28	15	7	10	11
precise	-	-	-	-	-	-
creative	11	15	10	8	7	8
fashionable	3	5	1	3	1	1
old-fashioned	-	2	-	-	-	-
conforming	2	1	1	2	1	-
casual	7	11	11	5	4	7
mature	-	-	-	-	-	-
nonconforming	11	21	13	7	7	9
dull	-	2	1	-	-	-
clean-cut	-	-	-	1	-	-
popular	3	2	-	3	1	-
modern	3	6	4	2	1	1
extravagant	5	9	7	2	1	4
sophisticated	-	1	-	-	-	-
neat	-	-	1	1	-	1
conservative	-	-	-	-	-	-
sloppy	9	12	5	5	3	2
misfit	14	11	8	7	2	5
practical	-	-	-	-	-	-
interesting	6	15	11	5	7	8



TABLE 3d.--Frequency Distribution of Traits Checked by Authoritarian, Moderate, and Nonauthoritarian Subjects Describing the Student in Sketch 4.

Trait	First Analysis of Data			Second Analysis of Data		
	Authori- tarian	Moderate	Nonauthori- tarian	Authori- tarian	Moderate	Nonauthori- tarian
refined	2	2	-	1	-	-
imaginative	1	4	-	1	2	-
showy	-	-	-	-	-	-
individualistic	2	4	3	1	1	1
precise	2	6	4	1	2	1
creative	-	6	1	-	2	1
fashionable	15	22	9	10	8	5
old-fashioned	-	-	-	-	-	-
conforming	12	18	13	8	7	9
casual	18	29	19	13	10	12
mature	1	4	2	-	-	1
nonconforming	2	1	-	1	-	-
dull	-	3	1	-	2	-
clean-cut	10	18	8	7	4	5
popular	13	20	9	9	7	6
modern	10	18	9	8	5	7
extravagant	-	-	-	-	-	-
sophisticated	2	-	-	1	-	-
neat	12	25	11	8	9	8
conservative	4	6	3	2	-	2
sloppy	-	1	1	-	1	-
misfit	-	-	-	-	-	-
practical	13	25	9	10	10	6
interesting	7	6	1	5	1	-

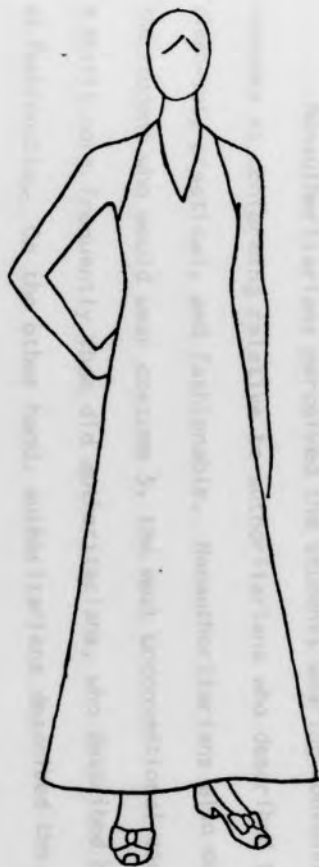


TABLE 3e.--Frequency Distribution of Traits Checked by Authoritarian, Moderate, and Nonauthoritarian Subjects Describing the Student in Sketch 5.

Trait	First Analysis of Data			Second Analysis of Data		
	Authori- tarian	Moderate	Nonauthori- tarian	Authori- tarian	Moderate	Nonauthori- tarian
refined	2	7	6	2	3	2
imaginative	5	6	5	5	2	4
showy	13	22	11	10	8	7
individualistic	13	15	10	9	2	5*
precise	1	2	3	1	1	1
creative	5	8	3	4	1	1
fashionable	11	12	7	8	3	3
old-fashioned	-	-	-	-	-	-
conforming	-	1	1	-	1	1
casual	-	1	3	-	-	2
mature	3	4	3	3	2	2
nonconforming	7	13	6	4	5	3
dull	-	-	1	-	-	1
clean-cut	3	3	-	2	1	-
popular	2	6	3	2	3	2
modern	6	11	5	3	3	3
extravagant	13	21	11	12	5	7*
sophisticated	11	18	9	10	8	5
neat	5	7	6	4	5	3
conservative	1	-	1	-	-	1
sloppy	-	-	-	-	-	-
misfit	6	17	7	3	6	5
practical	1	1	1	-	1	1
interesting	5	12	5	5	4	2

\* Significant at .05 level for second analysis (chi square)

Significant differences were also found to exist between the responses of the three groups of subjects in their descriptions of the student who would wear costume 5, the most unconventional costume. Significantly more authoritarian subjects perceived the student as individualistic and extravagant than moderate and nonauthoritarian subjects. Differences for these two traits were significant at the .05 level of confidence. It may be noted also from Table 3e that authoritarian subjects were in greater agreement as to the personality of this student than were moderates and nonauthoritarians, whose responses were more evenly distributed among the 24 traits.

In summary, analysis of the subjects' responses reveal that there is little difference between authoritarian, moderate, and nonauthoritarian subjects in their perceptions of the specific traits possessed by students who would wear each of the five costumes depicted. Although there were few significant differences between the responses of the three groups, there were dissimilarities which are worth noting. The most frequent responses of the three groups of subjects were examined (Table 2) and differences noted in the numbers of subjects who checked each trait and the ranks of specific traits in relation to all other traits checked.

Nonauthoritarians perceived the students wearing conventional costumes as conforming relative to authoritarians who described them as clean-cut, practical, and fashionable. Nonauthoritarians also described the student who would wear costume 5, the most unconventional costume, as a misfit more frequently than did authoritarians, who described her instead as fashionable. On the other hand, authoritarians described the student

who would wear costume 3, an unconventional costume, as a misfit, as well as imaginative, while nonauthoritarians saw her as interesting and casual. The student who would wear costume 2, the intermediate costume, was viewed much the same by all subjects.

Significant differences between the three groups were too few to draw any meaningful conclusions. The tendency of authoritarians to check "clean-cut" and "practical" as descriptive of the student who would wear conventional costume 1, and "extravagant" as descriptive of the student who would wear costume 5, a somewhat formal outfit, may indicate that authoritarians consider serviceability and simplicity as important aspects of dress. These conclusions, however, hold little significance for this study.

#### Percentages of Unfavorable Traits Attributed to Stimulus-Persons

To test hypothesis 1B, analyses of variance were performed for each sketch to determine whether significant differences existed between the percentages of unfavorable traits checked by authoritarian, moderate, and nonauthoritarian subjects. Neither the first analysis of data, using all 75 subjects, nor the second analysis, using 39 subjects, indicated significant differences. The average percentages of unfavorable traits attributed by each group of subjects to the students who would wear each costume are shown in Table 4.

Although the differences are not significant, it may be noted from Table 4 that nonauthoritarian subjects attributed a greater percentage of unfavorable traits than authoritarians to all of the students except the student who would wear costume 3, an unconventional costume.

Authoritarian subjects perceived this student more unfavorably. Moderate subjects, for the most part, checked an intermediate percentage of unfavorable traits for the costumes. The greatest variation in the subjects' perceptions of unfavorable traits occurred in the second analysis of data for costumes 1, a conventional costume, and 2, the intermediate costume.

TABLE 4.--Average Percentage of Unfavorable Traits Attributed to Each Costume by Authoritarians, Moderates, Nonauthoritarians, and All Subjects

Costume:	1	2	3	4	5
First Analysis					
Authoritarian	11.97	9.84	38.80	10.55	35.37
Moderate	12.29	12.14	35.81	13.22	49.78
Nonauthoritarian	18.66	13.34	33.20	17.60	38.18
All Subjects	13.91	11.85	35.92	13.68	42.85
Second Analysis					
Authoritarian	5.02	5.58	31.64	10.49	36.73
Moderate	12.44	16.35	29.32	18.35	39.96
Nonauthoritarian	17.31	13.59	26.60	15.74	42.69
All Subjects	11.58	11.84	29.19	14.86	39.79

#### In Conclusion

The analysis of the subjects' perceptions of others as measured by the clothing perception measure reveals that there are no meaningful differences between the person perceptions of the authoritarian, moderate, and nonauthoritarian subjects taking part in this study. The significant



differences found between the three groups of subjects in their assessments of the specific personality traits of the students who would wear costumes 1 and 5 tell us little about the perception characteristics of the authoritarian and nonauthoritarian. In addition, no significant differences were found in the favorability of the three groups in their total person perception. Trends were found, however, which indicate that nonauthoritarian subjects may have perceived the stimulus-persons more unfavorably than authoritarians. Costume 3 is the only exception. The particular style of this costume, as well as its degree of conventionality, may be a factor here. For example, costumes 3 and 5, though both were rated as unconventional, are quite different in style. Authoritarian subjects perceived the student who would wear costume 3 as a misfit and attributed more unfavorable traits to her than did nonauthoritarians. Nonauthoritarians, on the other hand, judged the student who would wear costume 5 as a misfit and assigned to her more unfavorable traits than did authoritarians.

It is the belief of this researcher that variables other than degree of conventionality of the costumes influenced the responses of the subjects. The designs of the costumes were not controlled to the extent that degree of conventionality was the only difference in the five costumes. Other dimensions along which some of the costumes differed were casual--formal, simple--complex, close-fitting--loose-fitting, revealing--concealing, and neat--sloppy. Considering these variables as possible factors influencing the results obtained in this study, there is no firm basis to say that the subjects' responses were based on degree of conventionality alone.

### VARIATIONS IN PERCEIVED PERSONALITY ACCORDING TO THE COSTUME WORN

The tests of hypotheses 1A and 1B revealed that no meaningful significant differences existed between authoritarian, moderate, and nonauthoritarian subjects in their perceptions of students who would wear the five costumes depicted. Therefore, considerations of hypotheses 2A and 2B will concern the perceptions of the 75 subjects as a whole, rather than as three separate groups.

Table 2 (page 37) shows the personality traits checked most frequently by the 75 subjects as descriptive of the students who would wear the five costumes. As can be seen, the traits differed according to the costume, especially with regard to conventional versus unconventional costumes.

The students who would wear costumes 1 and 4, the conventional costumes, were attributed the same personality traits--neat, practical, casual, fashionable, and conforming. "Neat" and "practical" were also used to describe the student who would wear costume 2, the intermediate costume. She was also described as conservative, clean-cut, and mature. Subjects perceived the student who would wear costume 3, an unconventional costume, as individualistic, showy, nonconforming, imaginative, and creative. The student who would wear unconventional costume 5, was also described as showy and individualistic, as well as extravagant, sophisticated, fashionable, and a misfit.

To test hypothesis 2B, a two-way analysis of variance was performed to determine whether significant differences existed between the percentages of unfavorable traits attributed to the students who would wear each of the five costumes. Table 5 shows the summary of the analysis

of variance of favorability ratings. The F ratio of 33.8 for the costumes is significant at the .01 level of confidence. The F ratio of 1.27 for subjects is significant at the .05 level of confidence.

TABLE 5.--Summary of Analysis of Variance of Favorability Ratings

Source of Variation	Sums of Squares	Degrees of Freedom	Mean Square	F
Sketches	63954.70	4	15988.67	33.80**
Subjects	44588.91	74	602.55	1.27*
Interaction	139989.07	296	472.93	
Total	248532.68	374		

\*\* Significant at .01 level of confidence

\* Significant at .05 level of confidence

The Scheffé method of comparing means was performed to determine the costumes which were perceived significantly more unfavorably than other costumes. Table 6 gives the results of the Scheffé test, including the percentages of unfavorable traits attributed to the students who would wear each of the costumes, and the differences in these means.

The student who would wear costume 2, the intermediate costume, was perceived as possessing the lowest percentage of unfavorable traits. The percentage of unfavorable traits attributed to the students who would wear the other four costumes varied according to the degree of conventionality of the costume--the lower the conventionality, the greater the percentage of unfavorable traits checked.

The students who would wear costumes 3 and 5, the unconventional costumes, were perceived significantly more unfavorably than the students

who would wear costumes 1, 2, and 4. These differences are significant at the .01 level of confidence. Costumes which have significantly different favorability ratings, from the greatest amount of difference to the least amount are as follows: costumes 5 and 2, 5 and 4, 5 and 1, 3 and 2, 3 and 4, and 3 and 1.

TABLE 6.--Mean Percentages of Unfavorable Traits Attributed to Each Costume and the Differences in the Means

Costume	Mean % of Unfavorable Traits	Differences in Mean % of Unfavorable Traits			
		2	3	4	5
1	13.91	2.06	22.01**	.23	28.94**
2	11.85		24.07**	1.83	31.00**
3	35.92			22.24**	6.93
4	13.68				29.17**
5	42.85				

\*\* Significant at .01 level of confidence

#### In Conclusion

These results indicate that clothing is indeed an important factor in person perception. Students who would wear each of the five costumes were perceived quite differently from each other, especially when their costumes differed markedly in degree of conventionality for classroom wear. The subjects' descriptions of the students who would wear each of the garments ranged from favorable responses such as "neat" and "practical" for costumes 1, 2, and 4, to quite unfavorable descriptions of costumes 3 and 5, such as "showy," "misfit," and "extravagant." These responses may indicate that one's personality will to some extent

be judged by the degree to which his clothing conforms to conventional standards. Other particular aspects of the style of garment may have been a factor here as indicated by the fact that costume 2, although intermediate in conventionality, received the lowest percentage of unfavorable responses.

#### BACKGROUND DATA

The significant F ratio for between subjects in Table 5 indicates that significant differences existed among the subjects in the percentage of unfavorable traits which they checked. These differences may not be attributed to level of authoritarianism, as previous data analysis yielded no significant differences between authoritarian, moderate, and nonauthoritarian subjects.

Analyses of variance were performed to determine whether the background characteristics of age, class, size of hometown, mothers' and fathers' educational level, and family income influenced the subjects' levels of authoritarianism and the percentages of unfavorable traits checked. No significant relationships were found to exist between background data and level of authoritarianism or tendency to check unfavorable traits.

## SUMMARY

## REVIEW OF RELATED LITERATURE

Person perception refers to "the processes by which man comes to know and to think about other persons, their characteristics, qualities, and inner states."<sup>23</sup> Early studies of person perception were concerned primarily with the characteristics of the person perceived. More recently, however, writers have pointed to the existence of differences in the perception of an individual, even among persons within the same culture. As a result, more research has been done investigating perceiver characteristics and the processes of impression formation.

A large number of studies have attempted to measure the ability of a person to judge others accurately. Early investigators assumed the existence of a general trait of ability to judge others. More recent research indicates that the ability to judge others is specific rather than general. For instance, the characteristics which make a person a good judge of one class of people may be different from those which make another individual a good judge of another class of people. Tagiuri (1969) stated that accuracy seems to be related to certain cognitive characteristics of the judge and is not consistently related to personality characteristics.

The cognitive processes which an individual employs in forming judgments of others results in selective perception. Selective perception accounts for individual differences in the assessment of the traits

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<sup>23</sup>Tagiuri, p. 395.

of another. It is a process by which certain objects are selected by an individual for a major role and are perceived in an individual manner. Of considerable importance in selective perception is the inference process, categorization, which is the use of cues to place an object person in a category associated with certain personality attributes. Categorization is more than mere stereotyping and may involve the use of unique categories which have personal significance to the perceiver.

Whereas cognitive processes are believed to influence person perception, empirical work has failed, so far, to identify personality traits which may be related consistently to how one perceives others. A possible exception may be self-concept, as several studies have indicated that people who reject themselves tend to have a correspondingly low opinion of others. Tagiuri (1969) believed that the only reliable personality correlates of trait attribution are those which are strictly related to general cognitive characteristics.

One such personality complex may be that of authoritarianism. Considerable research evidence supports the theory that authoritarians and nonauthoritarians differ in their perceptions of other persons. Early studies were primarily concerned with the accuracy with which persons varying in level of authoritarianism estimated the F-Scale scores of other persons. Several of these studies (Scodel and Freedman, 1956; Crockett and Meidinger, 1956; Rabinowitz, 1956; Burke, 1966) indicated that nonauthoritarians were more accurate perceivers of the scores of other persons. These same studies revealed that nonauthoritarians judged others to be different from themselves and to have a score in the middle range of the F-Scale distribution while authoritarians thought others to be like themselves and assigned a score similar to their own.

Few studies have investigated the effects of authoritarianism on the specific perceived personality traits of others. The results of some of these studies indicated that authoritarian college students tended to describe others presented as college students or peers more favorably than did nonauthoritarians (Kates, 1959; Jones, 1954); but, when those judged were presented as strangers, not particularly similar to the judges, it was the nonauthoritarians whose descriptions were more favorable (DeSoto, Kueth, and Wunderlich, 1960; Lee and Ehrlich, 1971).

Certain selected characteristics of the authoritarian which may reasonably account for differences in perception are conventionalism and the tendency to punish violators of conventional norms. Other characteristics are stereotypy, projectivity, tendency to be impulsive, intolerant, conforming, and frustrated by change.

Ryan (1966) suggested that since studies have indicated that the personality of the perceiver may influence his perception, then it would be reasonable to hypothesize that one's personality will influence the way in which he perceives others on the basis of their clothing. Several studies have been done which illustrated the influence of the perceiver's personality on his perception of others clothing. Dickey (1967) found that subjects who differed in level of self-esteem and security-insecurity reflected differences in their use of words to describe clothed figures. Thomas (1971), using the Cattell Sixteen Personality Factor Questionnaire to measure the personalities of the subjects and the perceived personalities of eight differently attired models, found perceiver traits to be related to the perception of specific traits in the models.



## PROCEDURE OF THE INVESTIGATION

On the basis of previous research and the characteristics of the authoritarian as cited above, it was the purpose of this study to determine whether the personality complex, authoritarianism, influences a person's perception of others as based on clothing.

The subjects for this study were female undergraduate residents of one of the dormitories at the University of North Carolina at Greensboro during the first 1973 summer school session. The final sample group consisted of 75 subjects. Subjects were administered a clothing perception measure which consisted of five sketches depicting a female model wearing different types of dress ranging from very conventional to very unconventional for classroom wear. Accompanying each sketch was a personality trait check list. Subjects were asked to check the personality traits which, in their opinion, best described the student who would wear each different costume.

In order to develop this instrument for use in the study, two preliminary investigations were carried out. To determine what undergraduates consider conventional and unconventional classroom dress, a questionnaire consisting of seven costumes sketched in black ink on a white background was administered to 20 UNC-G undergraduate residents of another dormitory. These subjects were asked to rate the garments on a scale from 1 to 10 according to their assessment of its conventionality for classroom wear. Five of these sketches were chosen for use in the clothing perception measure: the two rated most conventional, the two rated most unconventional, and the sketch receiving the intermediate rating.

To determine the personality traits to be used in the clothing perception measure, four graduate students in Home Economics were given copies of Anderson's (1968) compilation of personality traits. Anderson's list gives the likeableness ratings of 555 personality-trait words commonly used by college students. The graduate students were asked to check traits which, in their opinion, one person might attribute to another person on the basis of clothing alone. A total of 34 words were checked by either three or all four of the students. Of these, 23 were favorable traits, and 11 were unfavorable. Using Sisson's Synonyms (1969) as an authority, the list was revised to delete traits which were synonymous to other traits in the list. The final list consisted of 24 traits: 17 favorable and 7 unfavorable.

Authoritarianism was measured by Form E of Rokeach's Dogmatism Scale (1960). The Dogmatism Scale was chosen because it is believed to be a better measure of general authoritarianism than other instruments surveyed. The reliability and validity of the D-Scale have been established by Rokeach and other researchers.

The test materials and a sheet of instructions were enclosed in an envelope and placed in the campus mailboxes of the subjects to be returned on or before a designated date. Analysis of variance and chi square were used to analyze the data. When the first analysis of data failed to yield significant differences between authoritarians, moderates, and nonauthoritarians, a second analysis was performed using the responses of 39 subjects in three groups of equal size. Twenty points separated the Dogmatism scores of the three groups, eliminating subjects on the margins whose scores could alter the group mean.

## FINDINGS AND CONCLUSIONS

Findings

Hypothesis 1A. Will the specific traits attributed to the students differ for authoritarian, moderate, and nonauthoritarian respondents? Analysis of the most frequently checked personality traits for each sketch revealed that authoritarian, moderate, and nonauthoritarian subjects differed to some extent in their descriptions of the stimulus-persons. Nonauthoritarian subjects perceived the students wearing conventional attire as conforming relative to authoritarians and moderates who described them as clean-cut, practical, and fashionable. The students who would wear the unconventional costumes were also seen somewhat differently by the three groups. The student who would wear costume 3 was described by authoritarians as a misfit, while nonauthoritarians and moderates perceived her as casual and interesting. The student who would wear costume 5 was described as a misfit less often by authoritarians than nonauthoritarians, who rated the two costumes about the same on this trait, and moderates, who rated costume 5 higher.

Chi square analyses, using the responses of all 75 subjects, revealed no significant differences between authoritarians, moderates, and nonauthoritarians in the numbers who checked each trait. A second analysis, however, using the responses of 39 subjects, revealed significant differences existing among the three groups in their responses to the traits of "clean-cut" and "practical," describing the student who would wear costume 1 and the traits "individualistic" and "extravagant," describing the student who would wear costume 5.

Hypothesis 1B. Will authoritarian, moderate, and nonauthoritarian respondents differ in the percentages of unfavorable traits they attribute to students who would wear each of the five costumes? No significant differences were found to exist between authoritarian, moderate, and nonauthoritarian subjects in the percentages of unfavorable traits they attributed to the students who would wear each costume. However, it was noted that authoritarians attributed a greater percentage of unfavorable traits to all of the students except the student who would wear costume 3, an unconventional costume. Moderates, for the most part, checked an intermediate percentage of unfavorable traits.

Hypothesis 2A. Will the specific traits attributed to the students by authoritarians, moderates, and nonauthoritarians, and the group as a whole vary with the costume worn, from conventional to unconventional for classroom attire? The statistical tests of hypotheses 2A and 2B employed the data for the 75 subjects as a whole since previous data analysis failed to show significant differences among the three groups. Examination of the most frequently checked traits revealed that subjects' descriptions of the stimulus-persons varied according to the costume worn, especially with regard to conventional versus unconventional attire.

Hypothesis 2B. Will the percentages of unfavorable traits attributed to the students by authoritarians, moderates, nonauthoritarians, and the group as a whole vary with the costume worn, from conventional to unconventional for classroom attire? Statistically significant differences were found to exist in the percentages of unfavorable traits attributed to the students who would wear the five costumes. Students who would wear the unconventional costumes were perceived significantly more

unfavorably by the 75 subjects than students who would wear the conventional and intermediate costumes.

Hypothesis 3. Will particular background data such as age, class, size of hometown, family income, and father's and mother's educational levels influence one's level of authoritarianism as measured by the Dogmatism Scale and perception of the stimulus-persons as possessing favorable or unfavorable personality traits? Analysis of background data and the subjects' responses to the Dogmatism Scale and clothing perception measure failed to show any relationship between background data and the subjects' levels of authoritarianism and the attribution of unfavorable personality traits.

#### Conclusions

The results of this study indicated that few significant differences existed among the authoritarian, moderate, and nonauthoritarian subjects surveyed in their perceptions of students in selected conventional and unconventional classroom attire. It is the belief of the researcher that costume variables other than degree of conventionality influenced the responses of the subjects. Differences in subjects' responses which were found and the trends which were noted may, however, be meaningful and worthy of further investigation.

The tendency of authoritarians to check "clean-cut" and "practical" for conventional costumes and "extravagant" as descriptive of costume 5, an unconventional, somewhat formal outfit, may indicate that authoritarians consider serviceability and simplicity important aspects of dress. These were factors which were not focused upon in this study, but which may have been especially meaningful to the authoritarian subjects.

Nonauthoritarians perceived four of the five stimulus-persons more unfavorably than did authoritarians. Though not significant, the results are in accordance with the results of Jones (1954) and Kates (1959) who presented stimulus-persons as peers of the subjects and found that nonauthoritarians held more negative beliefs about them. Authoritarian subjects, however, perceived the student who would wear costume 3 more unfavorably than nonauthoritarians. Costume 3, though unconventional, is somewhat different in style from the other unconventional garment. Some particular aspect of this garment may have been especially meaningful to the subjects which caused nonauthoritarians to perceive the student more favorably and authoritarians to perceive her more unfavorably.

It was concluded that although some statistically significant differences were found to exist between the responses of the authoritarian, moderate, and nonauthoritarian subjects in this study, the differences are not significant to this investigation. The results may, however, be meaningful for the development of future investigations. The researcher believes that certain aspects of dress, which could not be measured by the design of this study, played a primary role in determining the responses of the subjects.

Although the subjects did not differ in their perceptions of the stimulus persons, the sketches did differ in the responses evoked. The five stimulus-persons were perceived by the subjects as possessing quite different characteristics. These differences were statistically significant between students wearing costumes which differed in degree of conventionality--conventionally and moderately attired students were viewed significantly more favorably than those dressed unconventionally.

It may be concluded, then, that dress can play an important role in person perception. This study supports the theory that a person may be attributed certain characteristics solely on the basis of what he is wearing. Using clothing as a cue he may be judged to be individualistic or conforming, dull or interesting, extravagant or conservative, and his perceived personality may change with a change in costume. It may even become more or less favorable. It would appear that the first impressions which a student gives his classmates will be less favorable if his costume is considered unconventional for the classroom. He may be seen as more showy, more extravagant, or less popular in unconventional attire.

#### RECOMMENDATIONS FOR FUTURE RESEARCH

The following areas of study are proposed for future investigation:

1. Further investigations to determine whether authoritarians, moderates, and nonauthoritarians differ in their perceptions of stimulus-persons wearing costumes which differ along a particular dimension; for instance, simple-complex, casual-formal, or tailored-frilly.
2. Research studies to determine whether aspects of personality other than authoritarianism influence a person's perception of others according to their dress. Possible traits for investigation are self-actualization, security-insecurity, and self-esteem.
3. Studies similar to this investigation but using groups of subjects of different age and background.

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## APPENDIX I

## FAVORABLE AND UNFAVORABLE TRAITS USED IN THE STUDY

Favorable traits:

refined  
imaginative  
individualistic  
precise  
creative  
fashionable  
casual  
mature  
nonconforming  
clean-cut  
popular  
modern  
sophisticated  
neat  
conservative  
practical  
interesting

Unfavorable traits:

showy  
old-fashioned  
conforming  
dull  
extravagant  
sloppy  
misfit

Section I  
CLOTHING OPINIONNAIRE

This section contains sketches of five garments which might be worn by students in your class. Opposite each sketch is a list of personality traits. You are asked to respond to each sketch by checking the trait which, in your opinion, best describes the student who wears the garment shown. Complete each sketch before proceeding to the next one. A scale below each sketch until all sketches have been rated. Instructions for the use of the scale appear on the last page of this section.

APPENDIX II  
THE QUESTIONNAIRE

Section 1  
CLOTHING OPINIONNAIRE

Pictured in this section are sketches of five garments which might be worn by UNC-G students to class. Opposite each sketch is a list of personality traits. You are asked to respond to each sketch by checking only those traits which, in your opinion, best describe the student who would wear the garment shown. Complete each sketch before proceeding to the next one.

Ignore the scale below each sketch until all sketches have been rated. Instructions for the use of the scale appear on the last page of this section.



Student 1



1 2 3 4 5 6 7 8 9 10

- refined
- imaginative
- showy
- individualistic
- precise
- creative
- fashionable
- old-fashioned
- conforming
- casual
- mature
- nonconforming
- dull
- clean-cut
- popular
- modern
- extravagant
- sophisticated
- neat
- conservative
- sloppy
- misfit
- practical
- interesting

Student 2



1 2 3 4 5 6 7 8 9 10

- \_\_\_\_\_ refined
- \_\_\_\_\_ imaginative
- \_\_\_\_\_ showy
- \_\_\_\_\_ individualistic
- \_\_\_\_\_ precise
- \_\_\_\_\_ creative
- \_\_\_\_\_ fashionable
- \_\_\_\_\_ old-fashioned
- \_\_\_\_\_ conforming
- \_\_\_\_\_ casual
- \_\_\_\_\_ mature
- \_\_\_\_\_ nonconforming
- \_\_\_\_\_ dull
- \_\_\_\_\_ clean-cut
- \_\_\_\_\_ popular
- \_\_\_\_\_ modern
- \_\_\_\_\_ extravagant
- \_\_\_\_\_ sophisticated
- \_\_\_\_\_ neat
- \_\_\_\_\_ conservative
- \_\_\_\_\_ sloppy
- \_\_\_\_\_ misfit
- \_\_\_\_\_ practical
- \_\_\_\_\_ interesting

Student 3



1 2 3 4 5 6 7 8 9 10

- \_\_\_\_\_ refined
- \_\_\_\_\_ imaginative
- \_\_\_\_\_ showy
- \_\_\_\_\_ individualistic
- \_\_\_\_\_ precise
- \_\_\_\_\_ creative
- \_\_\_\_\_ fashionable
- \_\_\_\_\_ old-fashioned
- \_\_\_\_\_ conforming
- \_\_\_\_\_ casual
- \_\_\_\_\_ mature
- \_\_\_\_\_ nonconforming
- \_\_\_\_\_ dull
- \_\_\_\_\_ clean-cut
- \_\_\_\_\_ popular
- \_\_\_\_\_ modern
- \_\_\_\_\_ extravagant
- \_\_\_\_\_ sophisticated
- \_\_\_\_\_ neat
- \_\_\_\_\_ conservative
- \_\_\_\_\_ sloppy
- \_\_\_\_\_ misfit
- \_\_\_\_\_ practical
- \_\_\_\_\_ interesting



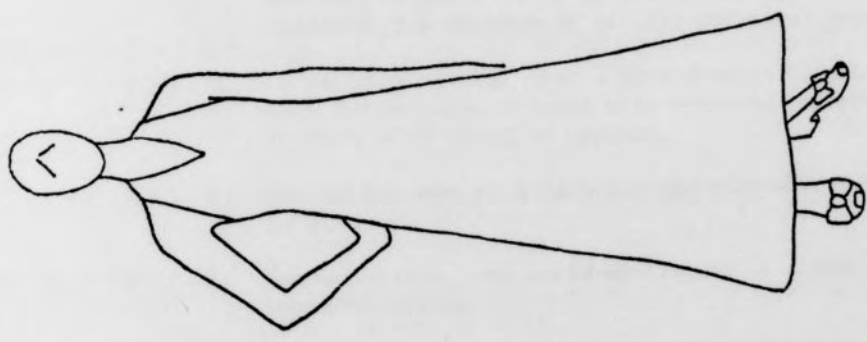
Student 4



1 2 3 4 5 6 7 8 9 10

- refined
- imaginative
- showy
- individualistic
- precise
- creative
- fashionable
- old-fashioned
- conforming
- casual
- mature
- nonconforming
- dull
- clean-cut
- popular
- modern
- extravagant
- sophisticated
- neat
- conservative
- sloppy
- misfit
- practical
- interesting

Student 5



1 2 3 4 5 6 7 8 9 10

- refined
- imaginative
- showy
- individualistic
- precise
- creative
- fashionable
- old-fashioned
- conforming
- casual
- mature
- nonconforming
- dull
- clean-cut
- popular
- modern
- extravagant
- sophisticated
- neat
- conservative
- sloppy
- misfit
- practical
- interesting

Below each sketch in this section is a scale numbered from 1 to 10. 1 is very conventional; 10 is very unconventional. Please rate each garment in terms of its conventionality or unconventionality for classroom wear on this scale.

Section 2  
A SURVEY OF OPINIONS

This is a study of what people think and feel about some important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others. Whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Mark each statement in the left margin by circling the number that tells how much you agree or disagree with it. Please mark every one.

+3      +2      +1      -1      -2      -3

strongly agree    not sure    not sure    disagree    strongly  
probably    probably

Below each sketch in this section is a scale numbered from 1 to 10. 1 is very conventional; 10 is very unconventional. Please rate each garment in terms of its conventionality or unconventionality for classroom wear on this campus.

- +3 -3 1. The United States and Russia have just about nothing in common.
- +3 +2 +1 -1 -2 -3 2. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.
- +3 +2 +1 -1 -2 -3 3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.
- +3 +2 +1 -1 -2 -3 4. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.
- +3 +2 +1 -1 -2 -3 5. Man on his own is a helpless and miserable creature.
- +3 +2 +1 -1 -2 -3 6. Fundamentally, the world we live in is a pretty lonesome place.
- +3 +2 +1 -1 -2 -3 7. Most people just don't give a "dam" for others.
- +3 +2 +1 -1 -2 -3 8. I'd like to if I could find someone who would tell me how to solve my personal problems.
- +3 +2 +1 -1 -2 -3 9. It is only natural for a person to be somewhat fearful of the future.

Section 2  
A SURVEY OF OPINIONS

This is a study of what people think and feel about some important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others. Whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Answer each statement in the left margin by circling the number that tells how much you agree or disagree with it. Please mark every one.

+3	+2	+1	-1	-2	-3
strongly agree	agree	not sure but probably agree	not sure but probably disagree	disagree	strongly disagree

\* \* \* \* \*

- |    |    |    |    |    |    |  |
|----|----|----|----|----|----|--|
| +3 | +2 | +1 | -1 | -2 | -3 | 1. The United States and Russia have just about nothing in common.   |
| +3 | +2 | +1 | -1 | -2 | -3 | 2. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.                |
| +3 | +2 | +1 | -1 | -2 | -3 | 3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups. |
| +3 | +2 | +1 | -1 | -2 | -3 | 4. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.                          |
| +3 | +2 | +1 | -1 | -2 | -3 | 5. Man on his own is a helpless and miserable creature.  |
| +3 | +2 | +1 | -1 | -2 | -3 | 6. Fundamentally, the world we live in is a pretty lonesome place.   |
| +3 | +2 | +1 | -1 | -2 | -3 | 7. Most people just don't give a "damn" for others.  |
| +3 | +2 | +1 | -1 | -2 | -3 | 8. I'd like it if I could find someone who would tell me how to solve my personal problems.  |
| +3 | +2 | +1 | -1 | -2 | -3 | 9. It is only natural for a person to be rather fearful of the future.   |

- |  | +3       | +2    | +1       | -1       | -2       | -3       |  |
|--|----------|-------|----------|----------|----------|----------|--|
|  | strongly | agree | not sure | not sure | disagree | strongly |  |
|  | agree    |       | but      | but      |          | disagree |  |
|  |          |       | probably | probably |          |          |  |
|  |          |       | agree    | disagree |          |          |  |
- 
- +3 +2 +1 -1 -2 -3 10. There is so much to be done and so little time to do it in.
- +3 +2 +1 -1 -2 -3 11. Once I get wound up in a heated discussion I just can't stop.
- +3 +2 +1 -1 -2 -3 12. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.
- +3 +2 +1 -1 -2 -3 13. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.
- +3 +2 +1 -1 -2 -3 14. It is better to be a dead hero than to be a live coward.
- +3 +2 +1 -1 -2 -3 15. While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein, or Beethoven, or Shakespeare.
- +3 +2 +1 -1 -2 -3 16. The main thing in life is for a person to want to do something important.
- +3 +2 +1 -1 -2 -3 17. If given the chance I would do something of great benefit to the world.
- +3 +2 +1 -1 -2 -3 18. In the history of mankind there have probably been just a handful of really great thinkers.
- +3 +2 +1 -1 -2 -3 19. There are a number of people I have come to hate because of the things they stand for.
- +3 +2 +1 -1 -2 -3 20. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.
- +3 +2 +1 -1 -2 -3 21. A man who does not believe in some great cause has not really lived.
- +3 +2 +1 -1 -2 -3 22. Of all the different philosophies which exist in this world there is probably only one which is correct.
- +3 +2 +1 -1 -2 -3 23. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.

- |  | +3                | +2    | +1                                   | -1                                      | -2       | -3                   |  |
|--|-------------------|-------|--------------------------------------|---|----------|----------------------|--|
|  | strongly<br>agree | agree | not sure<br>but<br>probably<br>agree | not sure<br>but<br>probably<br>disagree | disagree | strongly<br>disagree |  |
- +3 +2 +1 -1 -2 -3 24. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.
- +3 +2 +1 -1 -2 -3 25. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.
- +3 +2 +1 -1 -2 -3 26. In times like these, a person must be pretty selfish if he considers primarily his own happiness.
- +3 +2 +1 -1 -2 -3 27. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.
- +3 +2 +1 -1 -2 -3 28. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.
- +3 +2 +1 -1 -2 -3 29. A group which tolerates too much differences of opinion among its own members cannot exist for long.
- +3 +2 +1 -1 -2 -3 30. There are two kinds of people in this world: those who are for the truth and those who are against the truth.
- +3 +2 +1 -1 -2 -3 31. My blood boils whenever a person stubbornly refuses to admit he's wrong.
- +3 +2 +1 -1 -2 -3 32. A person who thinks primarily of his own happiness is beneath contempt.
- +3 +2 +1 -1 -2 -3 33. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.
- +3 +2 +1 -1 -2 -3 34. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.
- +3 +2 +1 -1 -2 -3 35. It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects.

+3	+2	+1	-1	-2	-3
strongly agree	agree	not sure but probably agree	not sure but probably disagree	disagree	strongly disagree

- +3 +2 +1 -1 -2 -3 36. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.
- +3 +2 +1 -1 -2 -3 37. The present is all too often full of unhappiness. It is only the future that counts.
- +3 +2 +1 -1 -2 -3 38. If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all."
- +3 +2 +1 -1 -2 -3 39. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.
- +3 +2 +1 -1 -2 -3 40. Most people just don't know what's good for them.

Section 3  
BACKGROUND INFORMATION

Please indicate the following:

Age \_\_\_\_\_

Class \_\_\_\_\_

Size of Home Town: Rural \_\_\_\_\_  
 Town (1,000 - 20,000) \_\_\_\_\_  
 City (20,000 - 400,000) \_\_\_\_\_  
 Major City (over 400,000) \_\_\_\_\_

Father's Educational Level: Did not finish high school \_\_\_\_\_  
 High school graduate \_\_\_\_\_  
 College graduate \_\_\_\_\_  
 Post-graduate degree \_\_\_\_\_

Mother's Educational Level: Did not finish high school \_\_\_\_\_  
 High school graduate \_\_\_\_\_  
 College graduate \_\_\_\_\_  
 Post-graduate degree \_\_\_\_\_

Family Yearly Income: Less than \$3,000 \_\_\_\_\_  
 \$3,000 - \$6,000 \_\_\_\_\_  
 \$6,000 - \$9,000 \_\_\_\_\_  
 \$9,000 - \$12,000 \_\_\_\_\_  
 Over \$12,000 \_\_\_\_\_