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Color Analysis
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Effects of the Color Analysis Process
on the Self-concept of Women

Sherry Tanenbaum

University of Richmond

Honors Thesis

May 1, 1985

Running head: Color Analysis

Abstract

This study used a pre/post test design to investigate the effects of a color analysis by Suzanne Cagyill on the self-concept of women. The individual's value system was examined for its effect on integration of the color process. Personality correlations of participants using Suzanne's Season typology were also investigated. Ninety-eight subjects, 94 women and 4 men, completed both the California Personality Inventory (CPI) and the Gordon Allport Scale of Values. Pre-test and post-test pictures were also taken of each subject. A subgroup of approximately 45 women received a more intense analysis in addition to the general color analysis. A two year time interval was implemented between pre and post testing. It is hypothesized that the color analysis process will significantly affect the self-concept of women. The value system of each subject is expected to influence implementation of the color process. Personality correlations in congruence with Suzanne's Season typology are also anticipated. Expected results and future implications are discussed.

Color

"The first and most important sign in the language of clothes is color. When somebody approaches from a distance, the first thing we see is the hue of his clothes; the closer he comes, the more space this hue occupies in our visual field and the greater its effect on our nervous system." Color in dress is like tone of voice in speech in that it can completely alter what is communicated by the costume. The most valuable benefit of color is to enhance the beauty of people, clothing, and homes. The use of color not only affects our mood and spirit, but also tells others something about ourselves, our tastes, and our personalities.

Researchers disagree as to whether there is a universal order of color preference. In 1894, Cohn, the pioneer of color preference research, denied this order. His investigations indicated that some people preferred highly saturated colors, while others preferred less saturated colors. Compton (1962) found that reactions to colors varied with the individual, although blue and red were generally preferred to yellow and orange. Von Allesch (1924) also found diversity in color preference. He reported

that some subjects described one color as "happy," while different subjects described the same color as "sad."

Eysenck (1941) found a significant relationship between color preference and order with the following colors ranked from most pleasant to least pleasant:

blue, red, green, purple, orange, and yellow.

He further stated that this relationship was as high as that of an intelligence test. Research by Guilford and Garth also support the existence of common feelings toward colors. This discrepancy may easily be due to variation in hue or tint of colors presented to the subjects. In the words of Eysenck, "Exner has shown one blue is not necessarily equivalent in pleasantness to another blue."

Luscher (1979) feels that although specific likings for a color are unique to every individual, each color has a universal quality. Colors arouse feelings in the autonomic nervous system, affecting all people in the same way. He further supports the universality of color, "After hundreds of thousands of color tests...we know that every specific color inspires not only the same perceptual stimulus, but also exactly the same experimental stimulus

in every single individual, no matter what the person's culture may be."

Different colors are thought to be associated with certain words and moods. White represents purity and status, while black represents gloom and sophistication. Grey reflects modesty and mystery, while red is associated with love and anger. Yellow represents youth and cheer, and blue reflects harmony and faith. Primary colors are less popular because they suggest unusual or original characteristics. Green has long been associated with outlaws and fairies, purple reflects royalty and vulgarity, and brown represents stability and fraternity. Wexner confirmed this in a study which instructed subjects to pair words with moods. He reported that subjects viewed red as exciting and provocative, blue as secure, tender, and calm, black as despondent and powerful, orange as disturbing, purple as dignified, and yellow as cheerful.

Luscher (1979) extends this by stating that the four basic colors represent the four senses of self through which the individual acquires a sense of wholeness and harmony. The four color person realizes his true self by maintaining an

inner balance with these colors. Green represents self-respect, red is active self-confidence, blue is contented self-moderation, and yellow is self-development.

In contrast, the non four color person feels inferior and associates the four basic colors with the following attitudes: red is pompous and over-confident, green is conceited and self overrating, blue is good natured and represents self-sacrifice, and yellow represents self-escape and the expectant visionary. Defense tactics used for red are self-pity and depression, self-doubt and evasion for green, greed and dissatisfaction with oneself for blue, and self-constraint and jealousy for yellow.

As early as 400 B.C., colors were associated with personality characteristics. Hippocrates proposed that certain colors were related to certain temperaments: red is choleric, blue is phlegmatic, green is melancholic, and yellow is sanguine. Compton (1957) stresses personality factors as determinants of color preference. In this sense, colors are personal, unconscious meanings that represent emotional symbols and may lead to incorrect combination or avoidance of certain colors.

Research by Ledford and Hoke (1981) supports the use of the Luscher color test for personality assessment. Personality descriptions from the test matched self-descriptive statements written by the subjects. In addition, they found yellow and blue to possess more social desirability. Pearson found that teenage girls with a wide preference of colors to be more extroverted and emotionally well-balanced than those with a smaller range of colors, who were more dependent on others and often sought advice.

Bjerstedt found a preference for warm colors such as red and yellow, and for cool colors, like blue and green. Individuals who preferred warm colors had a more positive attitude toward need gratification. Barrett and Eaton found those who preferred colors to tints and shades showed a greater interest in the external environment. Individuals who preferred tints had more subjective values and lifestyles. Finally, Compton (1962) found those who preferred saturated or deep shades to be more outgoing than those preferring unsaturated or lighter shades.

Age may also be a contributing factor in relation

to color preference. Hurlock (1929) found a difference between children and adolescents. In his study, children preferred brighter colors, adolescents preferred lighter shades, and older children preferred the sophistication of grey, black, or brown. Compton (1957) found that girls from the teen years to age twenty preferred pastels, women from thirty to fifty years of age preferred deep tones, and women fifty years and older favored neutral tones. In contrast, Cimbalò, Beck, and Sendziak (1978) feel that the relationship between color and emotional adjectives is biological. In a study of children and college students, they found a strong degree of similar responses, indicating an innate association between color and emotion.

Clothes

"Ever since prehistoric man began to adorn his naked body with colored clays, clothing has been one of the most absorbing and all important problems of life." Alison Lurie states that, "those garments that reflect what we are or what we want to be at the moment will be purchased." Ideals of the age in which we live influence style in clothing. Renowned and respected individuals have set styles for decades. The stage, cinema, literature, science, and invention all affect clothing styles. Fashions are sensitive to political interests and influences of the time. Religious limitations and morality may affect style by imposing involuntary dress codes.

We wear clothes, "to make living and working easier and more comfortable, to proclaim (or disguise) our identity, and to attract erotic attention," classified by James Laver as the Utility Principle, the Hierarchical Principle, and the Seduction Principle. Barber and Lobel (1952) believe that clothing serves the following three functions: utilitarian, aesthetic, and symbolic.

Printed designs on clothing reflect characteristics

of the wearer. Stripes reflect order, dependability, and rectitude. Plaids and checks are associated with physical activity, especially individual sports. Interestingly, there is a direct relationship between the degree of strain involved in the sport and the size of the plaid. Dots represent freedom and relaxation. Large dots suggest humor, while smaller dots are often reserved for playclothes. Flowers are also associated with freedom and relaxation, but also an air of femininity. Words and slogans reveal cultural and political tastes, group membership, real or imaginary personality characteristics, sexual preference, and mood. Clothes revealing modern, colorful impressions are related to extroversion and youth, while less colorful and more conventional clothing indicated introversion and old age.

You reveal your age, sex, and class by what you are wearing. You also give important information (or misinformation) as to your occupation, origin, personality, opinions, sexual desires, and current mood. Clothing has its greatest impact on individuals ranging in age from thirteen to twenty-one. Adolescents are especially affected by clothing because it helps them to meet developmental tasks. DeLong (1978)

found students between nineteen and twenty-five years of age tended to agree more on fashionability than older women and were more influenced by fashionability. Similarly, Purdy, Gates, and Stewart (1976) discovered that women from sixteen to twenty years of age were more compelled by mood and impractical fashion. In addition, these researchers report that comfort in clothing appears more important than attractiveness.

Paul Nystrom views the desire to be different as the underlying motive of fashion, which grows out of feelings of inferiority. A change of dress, therefore, can be seen as a change in personality. J.C. Flugel saw modesty and the desire for self-adornment and protection as motives for clothing. People are often afraid that not conforming to fashion will make them appear undesirable and gives rise to the following fears: fear of ridicule because one's clothes are different, fear of being thought of as too poor to buy fashionable clothes, fear of perceived lack of self-respect, and fear of misunderstanding of one's appearance.

George VanNess Dearborn found that clothing contributed to the impression an individual makes

on others. In this sense, being well-dressed frees a person from criticism. Gibson (1968) reports that clothes communicate characteristics of the wearer that he may be unaware of. Douty and Rosencranz confirmed that differences in judgements of personal characteristics were related to clothing. A significant difference was found with strangers, indicating that assessment of these characteristics varies in terms of how well you know the individual. Pinaire-Reed (1979) found that similarity in clothing was important and influenced behavior, resulting in increased compliance. Subjects were more attracted to others who were similarly dressed, based on fashionability and style criteria. Finally, Gibbons (1969) supports this in his study of high school students who judged fashionability as the most important characteristic of clothing.

Self-concept

The self-concept is a valuable determinant of behavior that organizes the goals and wants of the individual. Fields and Tarpey (1967) state that the self-image is, "man's most valuable possession" and is the key to behavior. It is affected by both internal and external forces, including experiences, level of competence, and self-actualization. "the basic purpose of all human activity is the protection, the maintenance, and the enhancement, not of the self, but of the self-concept or symbolic self."

According to self-theory, an individual reacts to his phenomenal world in terms of how he perceives this world. The most important part of this world is his own self as it is seen, perceived, and experienced by him. This is labeled "self-concept" because the individual is often unaware of his actual self, only of his own concepts. It is therefore a continually changing and developing part of the person.

Combs and Snygg agree that all behavior is determined by and related to the phenomenal field, consisting of all knowledge available to the individual at a specific moment in time. Differentiation of

the phenomenal self from the phenomenal field occurs in two ways. First, a person establishes his adequate self from positive self-regard and experiences, which enables him to identify with a variety of people. Second, the self-perceptions that an individual has affects the degree to which his desired adequacy of behavior is achieved.

Carl Rogers defined the self as an "organized set of internally consistent perceptions that refer to the individual and his relationship with others." It is a continuing process, consisting of experiences available to the awareness. These become self-experiences and are integrated into the self-concept. Sigmund Freud also referred to the self-concept in terms of an internal system. He believed that the self possessed specific functions related to the id, ego, and superego. When a person becomes self-aware, he then assumes responsibility for his actions.

Lecky (1961) believes that the self-concept is composed of the individual's thoughts of himself and the world around him, organized into the personality. Experiences that are consistent with the self are incorporated into the personality system,

while inconsistencies may lead to changes in behavior. The individual judges himself by means of three criteria. First, task related variables set standard goals and allow for evaluation of competencies and potentialities. Second, the norms of society provide points of comparison through which the individual evaluates himself in relation to others. Finally, realistic goal setting and achievement lead to positive self-esteem.

Fitts (1954) reports a combination of both external and internal experiences as determinants of the self-concept. In this sense, there is only one true self which "comes into existence when the individual becomes a separate entity." His research found little relationship between self-concept and accuracy of social perceptions. However, he did confirm that individuals possessing positive assume that others have similar self-concepts, while those individuals with low self-concepts often feel different from others. In this manner, the higher the individual's self-concept, the more positively he perceives other people.

James (1890) described the infant at birth as having no self. The self-concept develops as

the child develops, eventually becoming the total of "I," the experiencer, and "Me," the self that is experienced. The child acquires a sense of his self-concept through touch, gesture, and word tonation. He is provided with physical, emotional, social, and cognitive development by significant forces including parents, personal evaluations, and other experiences.

Combs and Snygg agree that the self is nonexistent at birth. Instead, the child learns through the "mirror of himself," represented by the actions of those around him. The family proves to be the most influencing factor by providing the child with feelings of adequacy, opportunity, and expectancy. This is supported by Vargas (1968) who determined that people with high self-concepts had more positive childhood experiences than those with low self-concepts. Similarly, Lynch (1968) found that people with high self-esteem had more pleasant life experiences than people with low self-esteem.

Mead (1934) believes the self-concept emerges as a result of external influences since other people play such an important part in the development of the self. A person will therefore think of himself

as he feels others think of him, and will act in accordance with these expectancies. Kinch (1963) agrees that the self emerges from social interaction which guides or influences behavior. Cooley (1902) uses the term "looking glass self" to describe the perceptions a person has of how others see him. This includes perceptions of appearance to others, appraisal of others, and feelings of self-value.

Athanaissiades (1977) referred to the self as consisting of both the private and public selves. The private self consists of the following eight variables: ascendance, responsibility, emotional stability, sociability, caution, originality, personal relations, and vigor. The individual's public self is composed of the presentation of the self to others, as well as impressions the person wants to convey to other people. His research found significant differences between self-concept, public self, and the percepton of the female stereotype. This stereotype was defined as a woman's perceived degree to which the typical woman possesses qualities important in self-concept and public self measurement. Athanaissiades concluded that this stereotype is not internalized, but is an external constraint

that self-esteem was positively related to concern for clothing which leads to the use of clothing to seek special attention. In another study of self-esteem, Dickey (1967) found that women with high self-esteem used higher self-esteem words and selected more complicated clothing designs than women with low self-esteem.

Douty also investigated the role clothes play in the individual's perception of others. He found clothing to be an intimate part of these perceptions, affecting the impressions that a person makes on others. Aiken reported that the emphasis of different qualities of clothing are related to perceptions of others, provided that the other people are dressed similarly. Individuals who valued comfort in dress were more self-controlled, sociable, and tended to perceive others in the same manner. Those with a high interest in dress were more traditional, perceiving others as moral and submissive. Individuals emphasizing decoration in dress were very conscientious, sympathetic, and viewed others as more sociable. Finally, people who valued economy in dress were responsible, alert, and saw others as being controlled in their actions.

Color: The Essence of You

This thesis would be incomplete without a critique of the book Color: The Essence of You, by Suzanne Cagyill, the expert used in this color analysis. Suzanne believes that color is radiant energy which is subconsciously filtered into physical, emotional, mental, and spiritual reactions as it enters the psyche. Habits and prejudices are acquired through our experiences with colors. Our responses to various colors are also influenced in terms of personality factors and reactions to stimuli.

Each color and its tints vary under different conditions. Hues are altered by contrast, light, and shadow, so that the same color may appear completely different when viewed on a different texture or surface. In terms of color and mood correspondence, Suzanne generally agrees with the previous research: yellow reflects gaiety, power, and splendor; blue represents dignity, solitude, depression, and purity; green is associated with life, faith, and solitude; orange reflects distrust, warmth, and harvest; brown represents sadness, strength, and graveness; violet evokes images of royalty, dignity, and power; and white is associated with purity and chastity.

Suzanne bases her color analysis on the belief that people have their own designs, colors, and forms that are suitable to "his or her intrinsic value and intent." We naturally identify ourselves with these colors that affect us at subconscious levels and inspire reactions. People become attuned to their tastes, giving them a sense of rightness and belonging. Our appreciation of beauty affects not only our sense of security, but also our self-definition. Therefore, the individual should remain an individual and not try to force unharmonious color or personality traits on himself.

This analysis divides the colors for the individual in the same way that nature divides the seasons. Spring is filled with bright colors, harmony, and sunshine. The key to this season is clarity. Summer, represented by mutation, is characterized by blended and grayer coloring. Autumn, whose key is tonation, is associated with rich, mellow, and warm colors. Winter, the season with the most contrast, emulates senses of both contrast and rest. Suzanne takes this concept even further, listing physical and personality characteristics of each season for both men and women. Due to the predominance of women

in this study, male characteristics will not be included.

Spring women tend to have blue eyes, golden hair, ivory or peach skin, round or heart-shaped faces, and round body contours. They radiate warmth, cheer, humor, and charm. Colors worn by springs should be bright and cheerful. Blue-reds, dark reds, bright pinks, and burgundy should be avoided. The look of a Spring woman is generally enhanced by floral, daisy, or butterfly prints. Historical influences related to this season include Louis XV, Early American, and Pennsylvania Dutch.

Summer women are categorized as Indescent, Rose, Twilight, or Dusky. They generally have peach or pink skin and ashblonde or light brown hair. Their eyes are gray-blue, powder blue, or velvet brown. Summers have relaxed mannerisms and are softspoken, but appear slightly formal and seem to keep their emotions to themselves. Muted hues with hints of blue or gray are the most complimentary colors for these types. Keeping jewelry and accessories to a moderate level is crucial to avoid overemphasis. Historical periods associated with summer include Grecian, Roman, and Early Georgian.

Autumn is divided into Tawny, Bronze, and Mellow. The predominant color of this season is brown. Generally, Autumn women have bronze, light brown, or golden sierra skin tone. Hair color is either red, metallic blonde, or brown with red highlights. Eye color varies from green and blue to hazel and brown. Autumns have strong, solid features. They are positive, earthy, mellow people who speak their mind. Complimentary colors include green, topaz, copper, brown, and orange-red. Blue-reds and flowers should not be worn. Prints with leafs, paisley, or woodsy designs enhance the look of Autumn women. Historical influences include Egyptian, Byzantine, and Elizabethan periods.

Winter is the most extreme season, represented by women with black, gray, or white hair. Skin tones are olive, white, or peach. Eye colors include black with gold, green with gold, dark green, and light blue-green. Typically, Winters are extreme people who are formal, serene, punctual, realistic, and strive for perfection. They should wear unique prints that reflect their personality and avoid flowered prints. Clothing should be refined and concentrated on one color at a time. Historical

periods associated with Winter include Moorish, Imperial Russia, and Persian.

The purpose of the present study was to investigate the effects of Suzanne Cagyill's color analysis process on the self-concept and overall value system of women. It is hypothesized that the color analysis will significantly affect the self-concept of women. The individual's value system is anticipated to affect integration of the color process. The subgroup is expected to yield a higher correlation due to the intensity of their analysis. Personality in congruence with Suzanne's season typology are also anticipated.

Methodology

Subjects

Ninety-eight subjects, 94 women and 4 men, from the Virginia area who agreed to pay three-hundred dollars each for the analysis were chosen as subjects. A subgroup of approximately 45 women participated in a more intense analysis. Ages of participants ranged from under 10 years of age to 70 years of age.

Apparatus

In addition to the color analysis by Suzanne Cagyill, participants completed both the California Psychological Inventory (CPI) and the Gordon-Allport Scale of Values. Various checklists and questionnaires designed by individuals connected with the project were also part of the test protocol (see Appendix). Pre/post test photographs of each subject were the only means of external data used in this study.

California Psychological Inventory (CPI)

The CPI is a 480 item test used to assess personal characteristics for social interaction. Its purpose is to develop relevant personal and social concepts, as well as accurate subscales of measurement. The CPI was used in this study because it most closely

resembled Suzanne's season typology of personality.

Gordon-Allport Scale of Values

The Gordon-Allport Scale consists of questions based on familiar situation. Six alternative answers reflecting the individual's value system are available. A total of 120 answers are presented, with 20 referring to each of the following six motives: theoretical, economic, aesthetic, social, political, and religious. This scale was implemented in the study to determine which values affect integration of the color process.

Input Characteristics (Intervening Variables)

The following 5 internal variables were examined in relation to beauty and self-concept: demographics, resource allocation, income level, satisfaction with family and friends, and past and present physical fitness. The pre/post test photographs of each participant served as the only contributing external variable.

Procedure

Each participant completed both the California Psychological Inventory and the Gordon-Allport Scale of Values prior to the color analysis, performed by Suzanne Cagyill. The analysis consisted of a close examination of skin tone, eye color, hair

color, and body shape of each participant. Subjects were divided according to season and assessed accordingly. Colors harmonious and unique to each individual were recommended to enhance the physical appearance of participants. A designated subgroup of approximately 45 women received a more intense analysis using psychological styling in relation to season and influential historical periods.

In addition to the general color analysis, these women attended a two day beauty clinic, a three day style clinic, and a one day personal style clinic. Greater attention was paid to facial type, body style, focal points, wardrobe planning, and makeup. An adjective checklist was completed by one family member and one non-family member for each subject to assess perceived self-concept and values of the participant. After a two year time interval, subjects repeated the testing and questionnaire process.

Results

The Family Institute of Virginia hopes to secure a 90-97% pre-test/post-test completion rate. The study is expected to: a) demonstrate a significant relationship between the color analysis and the

self-concept of women; b) reveal the effects of the individual's value system on implementation of the color process; and c) suggest personality correlations in congruence with Suzanne's season typology.

Discussion

Although results have not yet been obtained, the general consensus of participants and therapists alike is in agreement with the stated hypothesis. Grace Hadeed, a therapist at the Family Institute of Virginia, had her colors done by Suzanne. She confirms a definite difference in herself and her family, who also had their colors analyzed. The analysis has helped Grace to save both money and energy while shopping. In terms of her self-concept, she states, "I never feel like I look bad." Grace further confirms these positive effects through the changes in her clients who seem more self-assured and "harmonious." Interestingly, she reports that clients expressed increased interest from their husbands after the analysis process.

Judy Yager, a subgroup participant, feels more self-confident and attractive. She feels that she buys the right clothes for herself and saves a lot

of time when shopping now. Judy has found that people seem to listen to her more attentively, which she attributes to her increased feelings of self-worth. Judy also reported an increase in compliments from other people after she participated in the color analysis process.

The results of this study will be applicable and beneficial to many areas of study. The fields of Psychology, women's issues, marketing, and beauty research are all anticipated to greatly benefit from the data. Hopefully, the results will provide a greater understanding of influences affecting beauty and value systems of women.

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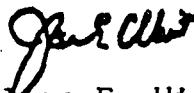
Dear Color Research Project Participant:

Enclosed is your follow-up questionnaire packet for the Color Clinic. Please fill out the forms and bring them with you to the meeting where your palattes and personal presentation will be revised. Additionally, we will be taking a post-test picture of you. The follow-up information gathered from this packet will help provide the necessary information for assessing your change as a result of the Color Clinic. The packet contains the following:

1. Participant Information
 - Demographics
 - Resource Allocation
 - Satisfaction With Life
 - Modeling
 - Current Self Description
2. Color Preference Test
3. Values Scale
4. Color Clinic Follow-Up Questionnaire

Thank you, once again, for your cooperation. By providing this information you will assist the Family Institute of Virginia to help other people look and feel good about themselves. All information contained herein will be treated as confidential.

Sincerely,



Joan E. Winter
Director

CN: _____

COLOR RESEARCH PROJECT

NAME: _____

ADDRESS: (Street) _____

(City) _____

(State) _____ (zip code) _____

HOME PHONE: _____

WORK PHONE: _____

WORK ADDRESS: (Name) _____

(Street) _____

(City) _____

(State) _____ (zip code) _____

I am interested in receiving the -

- overall results of the project: yes no

- results about my change: yes no

NOTE: All information completed in these questionnaires will be kept ABSOLUTELY CONFIDENTIAL, in accordance with Professional Canons of Ethics.

COLOR CLINIC
FOLLOW-UP QUESTIONNAIRE

SECTION A:

1. In terms of your participation in the Color Clinic, did you have, CHECK ONE:

- Palette only
- Palette plus Style and Focal Points
- Palettes plus Beauty Clinic
- Palettes, Style, Focal Points, and Beauty Clinic

2. Over the last two years have you been in any type of therapy?

- Yes No

3. If yes, were you being seen by a therapist associated with the Family Institute of Virginia:

- Yes No

4. Since you had your palette completed, have you participated in any planned or structured program or consultation with regard to the following:

- | | |
|--|---|
| <input type="checkbox"/> Weight | <input type="checkbox"/> Hairdo consultations (other than normal hairstyling) |
| <input type="checkbox"/> Exercise Program | <input type="checkbox"/> Dress and Wardrobe Seminars |
| <input type="checkbox"/> Beauty Clinic | <input type="checkbox"/> Color Analysis (other than Suzanne). |
| <input type="checkbox"/> Cosmetic Consultation | |
| <input type="checkbox"/> Surgery | |

Other, Please describe : _____

5. Please check if any of your associates have had a color analysis by Suzanne:

- | | |
|---|---|
| <input type="checkbox"/> Spouse/Significant Other | <input type="checkbox"/> Siblings |
| <input type="checkbox"/> Children | <input type="checkbox"/> Mother |
| <input type="checkbox"/> Friends | <input type="checkbox"/> Father |
| <input type="checkbox"/> Colleagues | <input type="checkbox"/> Other, Please list |
| | _____ |
| | _____ |
| | _____ |

6. After my color analysis the period of time it took me to accept and utilize the palettes and its colors was:

_____ immediately ..	_____ three to six months
_____ first week	_____ six to twelve months
_____ first month	_____ over a year
_____ one to two months	_____ never accepted the colors on my palette

Comments:

SECTION B:

INSTRUCTIONS: Below are a list of possible responses or changes which may have occurred to you as a result of participating in the Color Analysis process. Please CIRCLE the number which best describes your agreement with the Statements below:

	<u>NOT</u> DESCRIPTIVE AT ALL					EXTREMELY DESCRIPTIVE
1. I feel more attractive as a result of my color analysis	1	2	3	4	5	6
2. I receive more compliments or comments now on my appearance.	1	2	3	4	5	6
3. Shopping has become an easier process since having my color analysis	1	2	3	4	5	6
4. Other people have reported more satisfaction and ease in shopping for me since having my own color analysis	1	2	3	4	5	6
5. I feel more accepting of my own unique look.	1	2	3	4	5	6
6. My spouse, or significant other, make more positive comments on my appearance.	1	2	3	4	5	6
7. I have utilized my color palette in home or office environment	1	2	3	4	5	6
8. I found the concept of my season and its special look helpful.	1	2	3	4	5	6
9. I found the concept of my season and its personality attributes helpful.	1	2	3	4	5	6

	<u>NOT DESCRIPTIVE</u> <u>AT ALL</u>					<u>EXTREMELY</u> <u>DESCRIPTIVE</u>
10. I feel more self confident and accepting of my looks.	1	2	3	4	5	6
11. I have made major changes in my wardrobe since having the palette.	1	2	3	4	5	6
12. I still wear colors that are not on my palette.	1	2	3	4	5	6
13. I would recommend to others the value of having color analysis.	1	2	3	4	5	6
14. I feel more confident in my ability to find clothes that enhance my appearance.	1	2	3	4	5	6
15. I am now more sensitive to color and aesthetics in the environment.	1	2	3	4	5	6
16. Having the color analysis made a significant difference in my life.	1	2	3	4	5	6
17. The people around me were supportive of my color analysis.	1	2	3	4	5	6

SECTION C:

DEMOGRAPHICS

SECTION A

1. Age: _____ 2. Sex: _____ Male _____ Female
3. Ethnic Origin: _____ 4. Place of Birth _____
5. Marital Status: _____ Single _____ Separated
_____ Married _____ Divorced
_____ Widowed
6. Were you raised in an: _____ Urban Setting _____ Rural Setting
_____ Suburban Setting
7. Socio-economic status during the majority of your growing up years:
_____ Lower _____ Upper Middle
_____ Lower Middle _____ Upper
8. Your present income range:
_____ Below \$10,000 _____ \$30,000 - 39,999
_____ \$10,000 - 19,000 _____ \$40,000 - above
_____ \$20,000 - 29,999
9. Your spouse's present income range: (if not applicable, check here _____):
_____ Below \$10,000 _____ \$30,000 - 39,999
_____ \$10,000 - 19,000 _____ \$40,000 - above
_____ \$20,000 - 29,999
10. What is your occupation: _____
11. What is your spouse's occupation: (if not applicable, check here _____): _____
12. Did you grow up in a family of:
_____ Only male siblings
_____ Only female siblings
_____ Both male and female siblings
_____ No siblings
13. Are you physically disabled? _____ Currently _____ Past _____ Never
14. Do you consider your body weight to be:
_____ Under Weight _____ Somewhat Over Weight
_____ Average Weight _____ Extremely Over Weight

RESOURCE ALLOCATION

SECTION B:

1. Knowing that you have a certain budget and have met your basic needs, you then make decisions on what to do with your extra or excess time and money. Money and time can be spent on improving your:

- FAMILY (your children, spouse/significant other, friends, parents, etc.)
- SELF (your appearance, clothes, grooming, etc.)
- ENVIRONMENT (your house, yard, etc.)

In the following chart, please note by PERCENTAGES where you actually allocate your extra time and money.

FOR EXAMPLE

	TIME	MONEY
FAMILY	50%	35%
SELF	30%	40%
ENVIRONMENT	20%	25%
TOTAL =	100%	100%

You may spend 50% of your excess Time with your Family and 35% of your Money; 30% of your excess Time on your Self and 40% of your Money; 20% of your excess Time on Environment and 25% of your Money.

MY EXCESS RESOURCE ALLOCATION

	TIME	MONEY
FAMILY	%	%
SELF	%	%
ENVIRONMENT	%	%
TOTAL =	100%	100%

2. On the average per year, how much money do you spend on clothes on your self. Please check one of the following:

- | | |
|-------------------------------|---------------------------------|
| <u> </u> \$0 - 250 | <u> </u> \$1000 - 1999 |
| <u> </u> \$251 - 499 | <u> </u> Over \$2000 |
| <u> </u> \$500 - 999 | |

RESOURCE ALLOCATION

SECTION B: (con't)

3. On the average per year, how much money do you spend on clothes on your _____ Spouse (or Significant other) _____ Please check one.

- | | |
|-------------------|---------------------|
| _____ \$0 - 250 | _____ \$1000 - 1999 |
| _____ \$251 - 499 | _____ Over \$2000 |
| _____ \$500 - 999 | |

4. On the average per year, how much do you spend on clothes per Child. Check one:

- | | |
|--------------------|---------------------|
| _____ \$0 - 250 | _____ \$1000 - 1999 |
| _____ \$251 - 499 | _____ Over \$2000 |
| _____ \$500 - 1000 | |

5. In my household, decisions to spend money on my SELF are made:

- _____ jointly by me and my spouse
_____ only by me
_____ only by my spouse
_____ not applicable (if you are single)

6. In my household, decisions to spend money on my FAMILY are made:

- _____ jointly by me and my spouse
_____ only by me
_____ only by my spouse
_____ not applicable (if you are single)

7. In my household, decisions to spend money on my ENVIRONMENT are made:

- _____ jointly by me and my spouse
_____ only by me
_____ only by my spouse
_____ not applicable (if you are single)

RESOURCE ALLOCATION

SECTION B: (con't)

8. When I make a major purchase on clothes or other areas of grooming, I do not tell my spouse the amount I spent on myself. (if not applicable, check here _____).
- ALWAYS 1 2 3 4 5 6 7 NEVER
9. I feel like I have to get permission to spend money on myself in the area of personal grooming:
- ALWAYS 1 2 3 4 5 6 7 NEVER
10. I do not like spending my spouse's money in the areas of clothes and grooming:
- ALWAYS 1 2 3 4 5 6 7 NEVER
11. I spend a certain amount of attention on utilizing color both in my clothes and environment:
- ALWAYS 1 2 3 4 5 6 7 NEVER
12. My spouse (or significant other) supported my decision to take the color clinic. (if not applicable, check here _____):
- TOTALLY 1 2 3 4 5 6 NOT AT ALL
13. My family supported (or would be supportive of) my decision to take the color clinic:
- TOTALLY 1 2 3 4 5 6 NOT AT ALL
14. My friends supported (or would be supportive of) my decision to take the color clinic:
- TOTALLY 1 2 3 4 5 6 NOT AT ALL

Of the following questions, please CIRCLE the number which most represents your experiences or feelings:

15. When I take time for my own personal care of grooming, I feel:
- GUILTY 1 2 3 4 5 6 PLEASED

RESOURCE ALLOCATION

SECTION B: (con't)

16. I feel obligated to take care of my home or others before I spend time and money on myself:
- ALWAYS 1 2 3 4 5 6 NEVER
17. My spouse (significant other) complements me on my appearance:
- ALWAYS 1 2 3 4 5 6 NEVER
18. My family complements me on my appearance:
- ALWAYS 1 2 3 4 5 6 NEVER
19. I receive direct feedback on my appearance from my friends:
- ALWAYS 1 2 3 4 5 6 NEVER
20. I believe that good taste is mostly what is acquired or learned growing up: _____ True _____ False
21. I believe good taste is mostly inherited from one's family:
- _____ True _____ False

SATISFACTION WITH LIFE

SECTION C: (con't.)

INSTRUCTIONS: Below is a list of questions pertaining to your PRESENT feelings of satisfaction about your life. Please put an "X" in the box that most closely describes your feelings.

	VERY SATISFIED	SOMEWHAT SATISFIED	SATISFIED	SOMEWHAT DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	NOT APPLICABLE
3. <u>INTERPERSONAL/SOCIAL RELATIONSHIPS (WITH FRIENDS):</u>	1	2	3	4	5	6	7
4. <u>LIFE WORK:</u>							
a. Educational Level	1	2	3	4	5	6	7
b. Current Occupation or Responsibilities	1	2	3	4	5	6	7
c. Professional Status	1	2	3	4	5	6	7
d. Current Economic/Financial Level	1	2	3	4	5	6	7
e. Current Achievement Level	1	2	3	4	5	6	7
f. Current Potential for Growth	1	2	3	4	5	6	7
g. Relationships With Colleagues	1	2	3	4	5	6	7

SECTION C: (Con't).

5. PHYSICAL FITNESS:

	VERY SATISFIED	SOMEWHAT SATISFIED	SATISFIED	SOMEWHAT DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	NOT APPLICABLE
a. <u>Current Level of Health</u>	1	2	3	4	5	6	7
b. <u>Prior Health History</u>	1	2	3	4	5	6	7
c. <u>Current Eating Habits</u>	1	2	3	4	5	6	7
d. <u>Past Eating Habits</u>	1	2	3	4	5	6	7
e. <u>Current Physical Athletic Activity</u>	1	2	3	4	5	6	7
f. <u>Current Quality of Sexual Involvement</u>	1	2	3	4	5	6	7
g. <u>Past Quality of Sexual Involvement</u>	1	2	3	4	5	6	7

6. PRESENT GENERAL APPEARANCE:

a. <u>Height</u>	1	2	3	4	5	6	7
b. <u>Weight</u>	1	2	3	4	5	6	7
c. <u>Body Shape</u>	1	2	3	4	5	6	7
d. <u>Make-up or Grooming</u>	1	2	3	4	5	6	7
e. <u>Hair Style</u>	1	2	3	4	5	6	7
f. <u>Clothing Style</u>	1	2	3	4	5	6	7

7. PAST PHYSICAL APPEARANCE:

a. <u>Height</u>	1	2	3	4	5	6	7
b. <u>Weight</u>	1	2	3	4	5	6	7
c. <u>Body Shape</u>	1	2	3	4	5	6	7
d. <u>Make-up or Grooming</u>	1	2	3	4	5	6	7
e. <u>Hair Style</u>	1	2	3	4	5	6	7
f. <u>Clothing Style</u>	1	2	3	4	5	6	7

MODELING

SECTION D:

INSTRUCTIONS: Each of us has a concept of our appearance which is formed by your own feelings as well as the feelings of our mother, father, siblings and friends. Please CIRCLE the number which best describes your agreement with the statements below:

	<u>NOT DESCRIPTIVE</u> AT ALL				<u>EXTREMELY</u> DESCRIPTIVE	
	1	2	3	4	5	6
1. My mother thought I was attractive.	1	2	3	4	5	6
2. My father thought I was attractive.	1	2	3	4	5	6
3. My attractiveness presented a conflict for my mother.	1	2	3	4	5	6
4. My attractiveness presented a conflict for my father.	1	2	3	4	5	6
5. My mother encouraged me to be attractive.	1	2	3	4	5	6
6. My father encouraged me to be attractive.	1	2	3	4	5	6
7. I feel my mother was attractive.	1	2	3	4	5	6
8. I feel my father was attractive.	1	2	3	4	5	6
9. I believe my mother felt she was attractive.	1	2	3	4	5	6
10. I believe my father felt he was attractive.	1	2	3	4	5	6
11. I felt my siblings (if any) encouraged me to be attractive.	1	2	3	4	5	6
12. I feel my siblings were more attractive than I.	1	2	3	4	5	6

MODELING (con't).

NOT DESCRIPTIVE
AT ALL

EXTREMELY
DESCRIPTIVE

13.	I think my mother had good taste.	1	2	3	4	5	6
14.	I think my father had good taste.	1	2	3	4	5	6
15.	I feel I am attractive.	1	2	3	4	5	6
16.	My attractiveness presented a conflict for me.	1	2	3	4	5	6
17.	I felt members of my extended family encouraged me to be attractive.	1	2	3	4	5	6
18.	I felt my friends encouraged me to be attractive.	1	2	3	4	5	6

CURRENT SELF DESCRIPTION

SECTION E

INSTRUCTIONS:

Below are a list of adjectives which describes how a person may view himself. Please CIRCLE the number which most accurately describes how you presently view yourself.

SECTION F

1.	ATTRACTIVE	1	2	3	4	5	6	7	8	9	UNATTRACTIVE
2.	TASTEFUL	1	2	3	4	5	6	7	8	9	TACKY
3.	STRIKING	1	2	3	4	5	6	7	8	9	DULL
4.	SOFT	1	2	3	4	5	6	7	8	9	HARD
5.	SENSUAL	1	2	3	4	5	6	7	8	9	AUSTERE
6.	ELEGANT	1	2	3	4	5	6	7	8	9	GRACELESS
7.	POISED	1	2	3	4	5	6	7	8	9	AWKWARD
8.	ASSERTIVE	1	2	3	4	5	6	7	8	9	PASSIVE
9.	CONFIDENT	1	2	3	4	5	6	7	8	9	HESITANT
10.	SUCCESSFUL	1	2	3	4	5	6	7	8	9	UNSUCCESSFUL
11.	RESOURCEFUL	1	2	3	4	5	6	7	8	9	HELPLESS
12.	ENERGETIC	1	2	3	4	5	6	7	8	9	DEPRESSED
13.	HARMONIOUS	1	2	3	4	5	6	7	8	9	DISCORDANT
14.	DISTINCTIVE	1	2	3	4	5	6	7	8	9	AVERAGE
15.	SENSITIVE	1	2	3	4	5	6	7	8	9	CALLOUS
16.	BRIGHT	1	2	3	4	5	6	7	8	9	DULL
17.	VIVACIOUS	1	2	3	4	5	6	7	8	9	MEEK
18.	BEAUTIFUL	1	2	3	4	5	6	7	8	9	UGLY

9 62049

NAME _____



TEST BOOKLET

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Study of Values

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Part I

DIRECTIONS: A number of controversial statements or questions with two alternative answers are given below. Indicate your personal preferences by writing appropriate figures in the boxes to the right of each question. Some of the alternatives may appear equally attractive or unattractive to you. Nevertheless, please attempt to choose the alternative that is *relatively* more acceptable to you. For each question you have three points that you may distribute in any of the following combinations.

1. If you agree with alternative (a) and disagree with (b), write 3 in the first box and 0 in the second box, thus
2. If you agree with (b); disagree with (a), write
3. If you have a slight preference for (a) over (b), write
4. If you have a slight preference for (b) over (a), write

a	a	b	b	b
0	3	3	2	1
a	a	b	b	b
1	1	2	2	1

Do not write any combination of numbers except one of these four. There is no time limit, but do not linger over any one question or statement, and do not leave out any of the questions unless you find it really impossible to make a decision.

REMEMBER: A + B MUST EQUAL 3

1. The main object of scientific research should be the discovery of truth rather than its practical applications. (a) Yes; (b) No.
2. Taking the Bible as a whole, one should regard it from the point of view of its beautiful mythology and literary style rather than as a spiritual revelation. (a) Yes; (b) No.
3. Which of the following men do you think should be judged as contributing more to the progress of mankind? (a) Aristotle; (b) Abraham Lincoln.
4. Assuming that you have sufficient ability, would you prefer to be: (a) a banker; (b) a politician?
5. Do you think it is justifiable for great artists, such as Beethoven, Wagner and Byron to be selfish and negligent of the feelings of others? (a) Yes; (b) No.
6. Which of the following branches of study do you expect ultimately will prove more important for mankind? (a) mathematics; (b) theology.
7. Which would you consider the more important function of modern leaders? (a) to bring about the accomplishment of practical goals; (b) to encourage followers to take a greater interest in the rights of others.
8. When witnessing a gorgeous ceremony (ecclesiastical or academic, induction into office, etc.), are you more impressed: (a) by the color and pageantry of the occasion itself; (b) by the influence and strength of the group?

	^a <input type="checkbox"/>	^b <input type="checkbox"/>			
			^a <input type="checkbox"/>		^b <input type="checkbox"/>
	^a <input type="checkbox"/>			^b <input type="checkbox"/>	
		^a <input type="checkbox"/>		^b <input type="checkbox"/>	
			^a <input type="checkbox"/>	^b <input type="checkbox"/>	
	^a <input type="checkbox"/>				^b <input type="checkbox"/>
		^a <input type="checkbox"/>		^b <input type="checkbox"/>	
			^a <input type="checkbox"/>	^b <input type="checkbox"/>	
				^a <input type="checkbox"/>	^b <input type="checkbox"/>
Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	R	S	T	X	Y
				Z	

9. Which of these character traits do you consider the more desirable? (a) high ideals and reverence; (b) unselfishness and sympathy.
10. If you were a university professor and had the necessary ability, would you prefer to teach: (a) poetry; (b) chemistry and physics?
11. If you should see the following news items with headlines of equal size in your morning paper, which would you read more attentively? (a) PROTESTANT LEADERS TO CONSULT ON RECONCILIATION; (b) GREAT IMPROVEMENTS IN MARKET CONDITIONS.
12. Under circumstances similar to those of Question 11? (a) SUPREME COURT RENDERS DECISION; (b) NEW SCIENTIFIC THEORY ANNOUNCED.
13. When you visit a cathedral are you more impressed by a pervading sense of reverence and worship than by the architectural features and stained glass? (a) Yes; (b) No.
14. Assuming that you have sufficient leisure time, would you prefer to use it: (a) developing your mastery of a favorite skill; (b) doing volunteer social or public service work?
15. At an exposition, do you chiefly like to go to the buildings where you can see: (a) new manufactured products; (b) scientific (e.g., chemical) apparatus?
16. If you had the opportunity, and if nothing of the kind existed in the community where you live, would you prefer to found: (a) a debating society or forum; (b) a classical orchestra?

a	b				
<input type="checkbox"/>	<input type="checkbox"/>				
		a	b		
		<input type="checkbox"/>	<input type="checkbox"/>		
a			b		
<input type="checkbox"/>			<input type="checkbox"/>		
	a			b	
	<input type="checkbox"/>			<input type="checkbox"/>	
a			b		
<input type="checkbox"/>			<input type="checkbox"/>		
	a	b			
	<input type="checkbox"/>	<input type="checkbox"/>			
			a	b	
			<input type="checkbox"/>	<input type="checkbox"/>	
	a			b	
	<input type="checkbox"/>			<input type="checkbox"/>	
Total					
R	S	T	X	Y	Z

17. The aim of the churches at the present time should be: (a) to bring out altruistic and charitable tendencies; (b) to encourage spiritual worship and a sense of communion with the highest.
18. If you had some time to spend in a waiting room and there were only two magazines to choose from, would you prefer: (a) SCIENTIFIC AGE; (b) ARTS AND DECORATIONS?
19. Would you prefer to hear a series of lectures on: (a) the comparative merits of the forms of government in Britain and in the United States; (b) the comparative development of the great religious faiths?
20. Which of the following would you consider the more important function of education? (a) its preparation for practical achievement and financial reward; (b) its preparation for participation in community activities and aiding less fortunate persons.
21. Are you more interested in reading accounts of the lives and works of men such as: (a) Alexander, Julius Caesar, and Charlemagne; (b) Aristotle, Socrates, and Kant?
22. Are our modern industrial and scientific developments signs of a greater degree of civilization than those attained by any previous society, the Greeks, for example? (a) Yes; (b) No.
23. If you were engaged in an industrial organization (and assuming salaries to be equal), would you prefer to work: (a) as a counselor for employees; (b) in an administrative position?

	a		b		
	<input type="checkbox"/>		<input type="checkbox"/>		
		a		b	
		<input type="checkbox"/>		<input type="checkbox"/>	
		a		b	
	<input type="checkbox"/>		<input type="checkbox"/>		
			a		b
			<input type="checkbox"/>	<input type="checkbox"/>	
	a				b
	<input type="checkbox"/>				<input type="checkbox"/>
			a		b
		<input type="checkbox"/>	<input type="checkbox"/>		
Total					
	R	S	T	X	Y
					Z

- 24. Given your choice between two books to read, are you more likely to select: (a) THE STORY OF RELIGION IN AMERICA; (b) THE STORY OF INDUSTRY IN AMERICA?

- 25. Would modern society benefit more from: (a) more concern for the rights and welfare of citizens; (b) greater knowledge of the fundamental laws of human behavior?

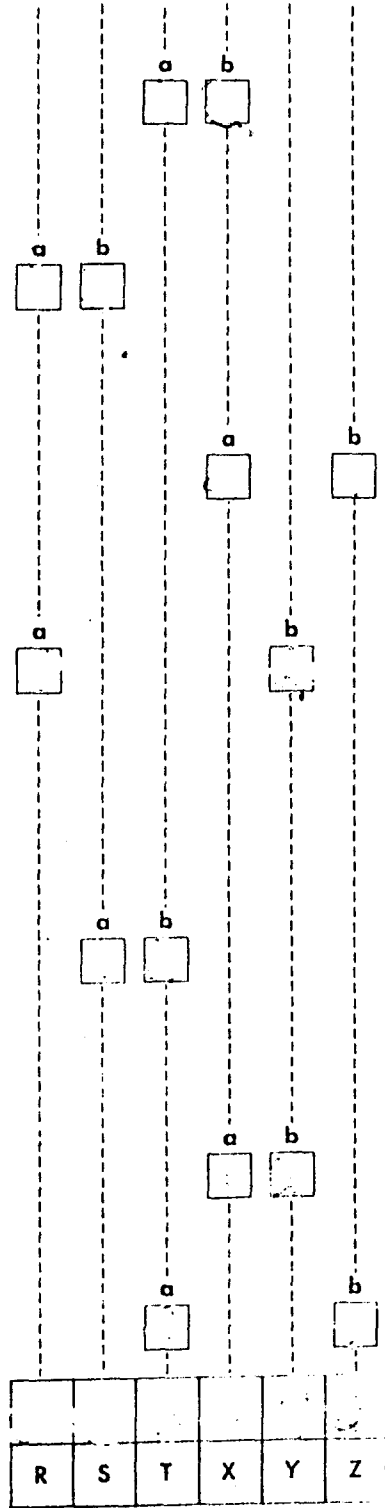
- 26. Suppose you were in a position to help raise standards of living, or to mould public opinion. Would you prefer to influence: (a) standards of living; (b) public opinion?

- 27. Would you prefer to hear a series of popular lectures on: (a) the progress of social service work in your part of the country; (b) contemporary painters?

- 28. All the evidence that has been impartially accumulated goes to show that the universe has evolved to its present state in accordance with natural principles, so that there is no necessity to assume a first cause, cosmic purpose, or God behind it. (a) I agree with this statement; (b) I disagree.

- 29. In a paper, such as the New York Sunday Times, are you more likely to read: (a) the real estate sections and the account of the stock market; (b) the section on picture galleries and exhibitions?

- 30. Would you consider it more important for your child to secure training in: (a) religion; (b) athletics?



Part II

DIRECTIONS: Each of the following situations or questions is followed by four possible attitudes or answers. Arrange these answers in the order of your personal preference by writing, in the appropriate box at the right, a score of 4, 3, 2, or 1. To the statement you prefer most give 4, to the statement that is second most attractive 3, and so on.

Example: If this were a question and the following statements were alternative choices you would place:

4 in the box if this statement appeals to you most.

3 in the box if this statement appeals to you second best.

2 in the box if this statement appeals to you third best.

1 in the box if this statement represents your interest or preference least of all.

		4		
	3			
				2
			1	

You may think of answers which would be preferable from your point of view to any of those listed. It is necessary, however, that you make your selection from the alternatives presented, and arrange all four in order of their desirability, guessing when your preferences are not distinct. If you find it really impossible to state your preference, you may omit the question. Be sure not to assign more than one 4, one 3, etc., for each question.

REMEMBER: MARK YOUR FIRST CHOICE 4, YOUR SECOND CHOICE 3, AND SO FORTH.

1. Do you think that a good government should aim chiefly at—(Remember to give your first choice 4, etc.)
 - a. more aid for the poor, sick and old
 - b. the development of manufacturing and trade
 - c. introducing highest ethical principles into its policies and diplomacy
 - d. establishing a position of prestige and respect among nations
2. In your opinion, can a man who works in business all the week best spend Sunday in —
 - a. trying to educate himself by reading serious books
 - b. trying to win at golf, or racing
 - c. going to an orchestral concert
 - d. hearing a really good sermon
3. If you could influence the educational policies of the public schools of some city, would you undertake —
 - a. to promote the study and participation in music and fine arts
 - b. to stimulate the study of social problems
 - c. to provide additional laboratory facilities
 - d. to increase the practical value of courses
4. Do you prefer a friend (of your own sex) who —
 - a. is efficient, industrious and of a practical turn of mind
 - b. is seriously interested in thinking out his attitude toward life as a whole
 - c. possesses qualities of leadership and organizing ability
 - d. shows artistic and emotional sensitivity
5. If you lived in a small town and had more than enough income for your needs, would you prefer to —
 - a. apply it productively to assist commercial and industrial development
 - b. help to advance the activities of local religious groups
 - c. give it for the development of scientific research in your locality
 - d. give it to The Family Welfare Society
6. When you go to the theater, do you, as a rule, enjoy most —
 - a. plays that treat the lives of great men
 - b. ballet or similar imaginative performances
 - c. plays that have a theme of human suffering and love
 - d. problem plays that argue consistently for some point of view

	d	b	c		
	b	c	d	a	
	a	d	c	b	
	c	d	a	b	
	a	b	c	d	
	a	b	c	d	
	a	b	c	d	
Total					
	R	S	T	X	Y

7. Assuming that you are a man with the necessary ability, and that the salary for each of the following occupations is the same, would you prefer to be a —
- mathematician
 - sales manager
 - clergyman
 - politician
8. If you had sufficient leisure and money, would you prefer to —
- make a collection of fine sculptures or paintings
 - establish a center for the care and training of the feeble-minded
 - aim at a senatorship, or a seat in the Cabinet
 - establish a business or financial enterprise of your own
9. At an evening discussion with intimate friends of your own sex, are you more interested when you talk about —
- the meaning of life
 - developments in science
 - literature
 - socialism and social amelioration
10. Which of the following would you prefer to do during part of your next summer vacation (if your ability and other conditions would permit) —
- write and publish an original biological essay or article
 - stay in some secluded part of the country where you can appreciate fine scenery
 - enter a local tennis or other athletic tournament
 - get experience in some new line of business
11. Do great exploits and adventures of discovery such as Columbus's, Magellan's, Byrd's and Amundsen's seem to you significant because —
- they represent conquests by man over the difficult forces of nature
 - they add to our knowledge of geography, meteorology, oceanography, etc.
 - they weld human interests and international feelings throughout the world
 - they contribute each in a small way to an ultimate understanding of the universe

The diagram consists of six vertical dashed lines, each representing a column labeled R, S, T, X, Y, and Z. Each line has several boxes at different heights, corresponding to the options in the questions. The boxes are marked as follows:

- Column R:** Box at question 8 level (a), box at question 9 level (c), box at question 10 level (b).
- Column S:** Box at question 7 level (c), box at question 9 level (a), box at question 10 level (a).
- Column T:** Box at question 7 level (a), box at question 9 level (b), box at question 10 level (c), box at question 11 level (b).
- Column X:** Box at question 7 level (d), box at question 9 level (c), box at question 10 level (c), box at question 11 level (a).
- Column Y:** Box at question 7 level (b), box at question 9 level (b), box at question 10 level (d), box at question 11 level (c).
- Column Z:** Box at question 7 level (b), box at question 9 level (d), box at question 10 level (d), box at question 11 level (d).

At the bottom of the grid is a row of six boxes labeled R, S, T, X, Y, Z. To the left of this row is the word "Total".

12. Should one guide one's conduct according to, or develop one's chief loyalties toward —
- a. one's religious faith
 - b. ideals of beauty
 - c. one's occupational organization and associates
 - d. ideals of charity

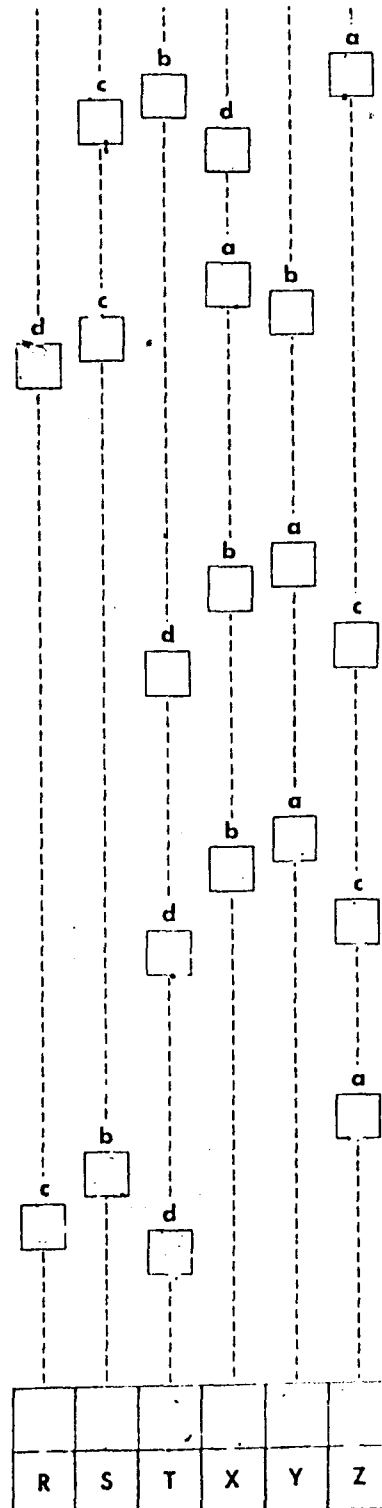
13. To what extent do the following famous persons interest you —
- a. Florence Nightingale
 - b. Napoleon
 - c. Henry Ford
 - d. Galileo

14. In choosing a wife would you prefer a woman who — (*Women answer the alternative form below*)
- a. can achieve social prestige, commanding admiration from others
 - b. likes to help people
 - c. is fundamentally spiritual in her attitudes toward life
 - d. is gifted along artistic lines

(*For women*) Would you prefer a husband who —

- a. is successful in his profession, commanding admiration from others
- b. likes to help people
- c. is fundamentally spiritual in his attitudes toward life
- d. is gifted along artistic lines

15. Viewing Leonardo da Vinci's picture, "The Last Supper," would you tend to think of it —
- a. as expressing the highest spiritual aspirations and emotions
 - b. as one of the most priceless and irreplaceable pictures ever painted
 - c. in relation to Leonardo's versatility and its place in history
 - d. the quintessence of harmony and design



SCORE SHEET FOR THE STUDY OF VALUES

DIRECTIONS:

1. First make sure that every question has been answered.
Note: If you have found it impossible to answer all the questions, you may give equal scores to the alternative answers under each question that has been omitted; thus,
 Part I. 1½ for each alternative. The sum of the scores for (a) and (b) must always equal 3.
 Part II. 2½ for each alternative. The sum of the scores for the four alternatives under each question must always equal 10.
2. Add the vertical columns of scores on each page and enter the total in the boxes at the bottom of the page.
3. Transcribe the totals from each of the foregoing pages to the columns below. For each page enter the total for each column (R, S, T, etc.) in the space that is labeled with the same letter. **Note that the order in which the letters are inserted in the columns below differs for the various pages.**

Page Totals	Theoretical	Economic	Aesthetic	Social	Political	Religious	The sum of the scores for each row must equal the figure given below.
Part I							
Page 3	(R)	(S)	(T)	(X)	(Y)	(Z)	24
Page 4	(Z)	(Y)	(X)	(T)	(S)	(R)	24
Page 5	(X)	(R)	(Z)	(S)	(T)	(Y)	21
Page 6	(S)	(X)	(Y)	(R)	(Z)	(T)	21
Part II							
Page 8	(Y)	(T)	(S)	(Z)	(R)	(X)	60
Page 9	(T)	(Z)	(R)	(Y)	(X)	(S)	50
Page 10	(R)	(S)	(T)	(X)	(Y)	(Z)	40
Total							240
Correction Figures	+ 2*	- 1	+ 4	- 2*	+ 2	- 5*	
Final Total							240

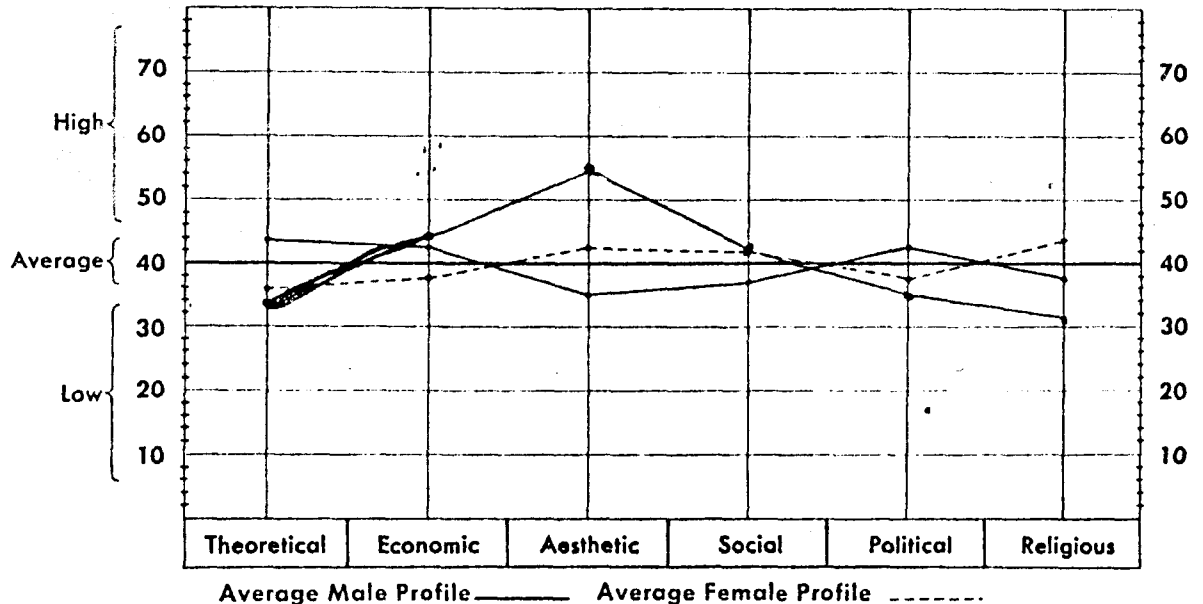
4. Add the totals for the six columns. Add or subtract the correction figures as indicated.
5. Check your work by making sure that the total score for all six columns equals 240. (Use the margins for your additions, if you wish.)
6. Plot the scores by marking points on the *vertical lines* in the graph on the next page. Draw lines to connect these six points.

*In the 1951 Edition these figures were: *Theoretical* +3, *Social* -3. These new correction figures have been employed in determining the norms in the 1960 manual.

NAME _____ DATE _____
Last First Middle Initial

SEX (M or F): F

PROFILE OF VALUES



INTERPRETATION

The profile can be best interpreted if the scores obtained are compared with the following ranges. (Detailed norms for college students and for certain occupations will be found in the *Manual of Directions*.)

Men

High and low scores. A score on one of the values may be considered definitely high or low if it falls outside the following limits. Such scores exceed the range of 50% of all *male* scores on that value.

<i>Theoretical</i>	39-49	<i>Social</i>	32-42
<i>Economic</i>	37-48	<i>Political</i>	38-47
<i>Aesthetic</i>	29-41	<i>Religious</i>	32-44

Outstandingly high and low scores. A score on one of the values may be considered very distinctive if it is higher or lower than the following limits. Such scores fall outside the range of 82% of all *male* scores for that value.

<i>Theoretical</i>	34-54	<i>Social</i>	28-47
<i>Economic</i>	32-53	<i>Political</i>	34-52
<i>Aesthetic</i>	24-47	<i>Religious</i>	26-51

Women

High and low scores. A score on one of the values may be considered definitely high or low if it falls outside the following limits. Such scores exceed the range of 50% of all *female* scores on that value.

<i>Theoretical</i>	31-41	<i>Social</i>	37-47
<i>Economic</i>	33-43	<i>Political</i>	34-42
<i>Aesthetic</i>	37-48	<i>Religious</i>	37-50

Outstandingly high and low scores. A score on one of the values may be considered very distinctive if it is higher or lower than the following limits. Such scores fall outside the range of 82% of all *female* scores for that value.

<i>Theoretical</i>	26-45	<i>Social</i>	33-51
<i>Economic</i>	28-48	<i>Political</i>	29-46
<i>Aesthetic</i>	31-54	<i>Religious</i>	31-56