

THE RELATIONSHIP OF PRESTIGIOUS
CLOTHING TO ACCEPTANCE BY THE
PEER GROUP OF ADOLESCENT
BOYS AND GIRLS

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ABSTRACT

THE RELATIONSHIP OF PRETIGIOUS CLOTHING TO ACCEPTANCE BY THE PEER GROUP OF ADOLESCENT BOYS AND GIRLS

By

Francina Johanna van Staden

The main purpose of this study was to investigate the relationship between the wearing of prestige clothing-- "fashion" accepted by the group--and different aspects of informal peer acceptance. The study grew out of a larger project which dealt with relationships between social class, participation in the formal school organization, informal acceptance by peers, and conformity to and awareness of the clothing mode.

The subjects included 121 boys and 110 girls from a sophomore class of a midwestern high school. The data were collected by means of a questionnaire and a 16 millimeter colored movie film. The questionnaire obtained data concerning acceptance of subjects as being popular, as leaders, and as desirable dating partners. From a sociographic question dealing with "best friends," membership in a friendship group was plotted. To determine what items of clothing were considered "in" by the group, the subjects were asked to designate the items in different dress categories which each

considered to be "in" or "out." Their opinions were used to work out an acceptance or rejection value for every item of clothing included in the study. These values then formed the basis for a prestige clothing score for each subject. Information about the dress worn by the subjects on the day that data were collected was obtained from the film.

Positive relationships were predicted between wearing prestige clothing and popularity, leadership, and being chosen as a dating partner. The data for boys and girls were analyzed separately because differences in results were expected. Subjects with membership in either one of three friendship groups (RFS 11, 15, and 19) containing the "most popular" students were considered to be the "most popular" or the "leading group." All except one "most popular" student belonged to one of these groups. A positive relationship was predicted between belonging to the "leading group" and wearing prestige clothing while a negative relationship was expected between being an isolate and wearing prestige clothing. Data for boys and girls were not separated in the analysis of this hypothesis since RFS 15 contained both boys and girls.

In the statistical analysis of the data the possible effect of social class was partialled out. The main statistical techniques used were F-tests of the difference between means and partial correlations. In addition standard deviations and means were computed for all the variables.

The findings confirmed the prediction of a positive relationship between wearing of prestige clothing and leadership for both boys and girls and a positive relationship between wearing of prestige clothing and popularity for girls. None of the other hypotheses could be accepted at the .05 level of confidence.

According to the results of this study the students who wore prestige clothing, the accepted "fashion," and could therefore be considered clothing leaders were also chosen as leaders in other areas by the population. The popular girls were also wearing prestige clothing. This may indicate that prestige clothing was more necessary for popularity of girls than of boys in this group. Although more research is needed before we can make reliable predictions about cause and effect the results obtained here may indicate that chosen leaders of the adolescent group are also the clothing leaders and possibly also innovators or conveyors of fads. We cannot at this stage say whether individuals wear prestige clothing--"fashionable" clothing (for the group)--to achieve leading positions or whether prestige attached to leaders will cause the clothing which they wear to be accepted as prestigious clothing.

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CHAPTER I

INTRODUCTION

In our complex society the number of years necessary to educate the young has greatly increased since World War II. Today's adolescent is therefore cast into a position where he is neither child nor adult and his ascribed age status does not define what is expected of him. Exactly when, why, or how clothing is used to satisfy the adolescent's psychological and physical needs are the important questions that we have to answer in a century when adolescence has become known as a "problem age."

Home economics teachers have tried to help adolescents with clothing choices and correct use of clothing for many years. The approach has been generally to teach them principles of clothing selection and to guide them towards suitable choices for their figure types and activities. Lately there has been concern about the adolescent's deeper needs, about his need to conform regardless of becomingness, and about his need to show his independence. The answer to the dilemma between what to teach in clothing and what to accept from adolescents in dress can only be clarified by research.

Consciousness of current fashions and fads varies from one adolescent group to another and the group's clothing reflects its own interpretation of the time and environment. If we want to fulfill a useful role as "taste interpreters" as well as "taste makers" to the young we will have to come to grips with their needs and their uses of fashion as well as the basic concepts which determine what will be included in a clothing curriculum. Little research has been done to clarify the acceptance and use of fads and fashions by adolescents and adolescents' attitude towards clothing leadership and conformity.

The purpose of this study was to determine which items of clothing were considered to be prestigious (or "in") by the group of adolescent subjects and to determine the relationship which may exist between wearing prestigious clothing ("fashion" accepted by the group) and acceptance by the peer group. A positive relationship between these variables may be the first indications of possible characteristics of clothing leaders.

CHAPTER II

REVIEW OF LITERATURE

In the first section of the review of the pertinent literature the formation of a peer group, acceptance of individuals in this group, and the extent of alienation of the group from larger society will be discussed. The second section deals with stratification of the adolescent group, constitution of smaller groups or cliques, and factors contributing to status within the group. The last section includes a discussion of the relationship between clothing as symbols of prestige or clothing as symbols of conformity to the mode and clique membership, popularity, leadership, and power as dating partner.

1. Peer Acceptance

The fact that adolescence is an age of special problems related to physical, psychological and social change is generally recognized. Adolescents have outgrown childhood groups but are not accepted by adult groups and as the result they band together to form their own group with its own standards. The ambiguity of their temporary position

accounts in large part for their clinging so tightly to age mate standards.⁴

Social consciousness is high at adolescence because school life forces the individual into close contact with others from all sorts of backgrounds and attention is focused on differences in poise, clothes, family standing, and social participation.¹ At this time the adolescent is also breaking away from his parents and seeks acceptance from his age mates. He gradually exchanges the value system of his parents for that of his peers.

There is a wide range of acceptability by others from the most accepted and highly regarded individual to the very unpopular person.² Coleman⁽¹⁹⁶¹⁾ found that those who were regarded highly were more peer oriented and were committed to the adolescent group.³ This may be one of the reasons for the behavior which led Hurlock⁽¹⁹⁵⁹⁾ to remark that being popular with his peers is one of the strongest desires of the typical adolescent.⁴ Horrocks put it even stronger:

¹Theodore M. Newcomb, Social Psychology (New York: The Dryden Press, Inc., 1950), p. 326.

²Raymond G. Kuhlen, The Psychology of Adolescent Development (New York: The Dryden Press, Inc., 1952), p. 290.

³Raymond G. Kuhlen, The Psychology of Adolescent Development (New York: Harper and Brothers, 1952), p. 329.

⁴James S. Coleman, The Adolescent Society (New York: The Free Press of Glencoe, 1961), p. 9.

⁵Elizabeth B. Hurlock, Developmental Psychology, 2nd ed. (New York: McGraw Hill Book Co., Inc., 1959), p. 292.

His ego-involvement is often such that exclusion can be a major tragedy, while acceptance brings feelings of security and happiness.¹

X (Exactly why an adolescent is accepted or rejected by the group or even what acceptance includes is not completely clear. X Acceptance is sometimes used interchangeably with adjustment but Jersild stated that an adolescent can be highly accepted and therefore a social success but it cannot be assumed that this means good personal adjustment. X) Peer acceptance is often used as an equivalent for popularity. Coleman⁽¹⁹⁶¹⁾ mentioned the importance given to popularity by adolescents in his book³ and Kuhlen⁴ and Lee⁽¹⁹⁴³⁾ found in their research that the acceptable students were judged to be popular, cheerful and happy, enthusiastic, friendly, etc.⁴

X A number of researchers have investigated whether acceptance by the peer group necessarily means alienation from the family. Bowerman and Kinch in a study of fourth to tenth graders found that the children became increasingly oriented toward the peer group but that lowered orientation

¹ John E. Horrocks, The Psychology of Adolescence 2nd ed. (Boston: Houghton Mifflin Co., 1962), p. 129.

² Arthur T. Jersild, The Psychology of Adolescence (New York: The MacMillan Co., 1957), p. 215.

³ Coleman, The Adolescent Society, p. 36.

⁴ Raymond G. Kuhlen and Beatrice J. Lee, "Personality Characteristics and Social Acceptability in Adolescence," Journal of Educational Psychology, XXXIV (September 1943), 339.

toward the family was not inevitable if the child was well adjusted to family members.¹ This was confirmed by Coleman.² We can therefore expect that the family will still have an important influence on adolescent members even if they are highly peer oriented. While the family still has an influence the peer group may be more important and we must look at composition and structure of the group itself.

Stratification in Groups and Status

~~Peer acceptance and status of an individual in the group can be interrelated and is sometimes not differentiated as in Anastasi and Miller's study.~~³ High status resulting from athletic or other capabilities can, however, be one of the reasons for acceptability in some groups.

In studies of the teenager he is often placed in the social class level of his parents by researchers. There were, however, indications that adolescents constructed their own status systems in the study done by Coleman. He

¹Charles E. Bowerman and John W. Kinch, "Changes in Family and Peer Orientation of Children Between the Fourth and Tenth Grades," Social Forces, XXXVII (October 1958-May 1959), 206-211.

²Coleman, The Adolescent Society, p. 5.

³Anne Anastasi and Shirley Miller, "Adolescent Prestige Factors in Relation to Scholastic and Socio-Economic Variables," Journal of Social Psychology, XXIX (February 1949), 43-50.

⁴Coleman, The Adolescent Society, p. 36.

found that adolescents recognized a "leading crowd." Gordon who agreed that a leading group did exist, remarked that:

The entire system was integrated around prestige, resulting in a system of distinct social stratification.¹

The formation of informal groups gives status and stability to the adolescent's life. According to Kuhlen during preadolescence and early adolescence unisexual "gangs" are formed and during adolescence "cliques" and heterosexual "crowds" become common.² Smith maintains that the clique is composed of a closely knit group of members of the same sex while the crowd provides transition from the clique to normal dating and courtship relationships.³ Besides these members of friendship groups there are also individuals who receive no choices from members of groups into which they choose and are isolates and individuals who form mutual friendships outside groups. There was continuous movement of isolates into friendship groups and of individuals among groups in the group studied by Littrell.⁴ Group formation plays an

¹C. Wayne Gordon, The Social System of the High School (Illinois: The Free Press of Glencoe, 1957), p. 23.

²Kuhlen, The Psychology of Adolescent Development, p. 317.

³Ernest A. Smith, American Youth Culture (New York: The Free Press, 1962), pp. 65, 107.

⁴Mary Bishop Littrell, "Reference Groups and Isolates: A Study of Clothing and Appearance Opinions" (unpublished Master's Thesis, Michigan State University, 1968), p. 148.

important role in the stratification system because some of these smaller groups can be classified as leading crowd or as an "in" group as confirmed in Coleman's study.¹

To what extent does socioeconomic class of the family determine the adolescent's prestige in his/her group? Bowerman and Kinch found no consistent differences in orientation of children from three different class groups.² Family social class level was found to be unimportant in determining clothing behavior of adolescents by Hundley³ and in Vener and Hoffer's study there was no indication of relationships between clothing awareness and the social class variables.⁴ However, social class may have an indirect influence. Coleman found that being born into the right family could be a great help to a girl in getting into the leading crowd,⁵ and Angelino, Barnes and Shedd did a study in which no statistically significant differences were found

¹Coleman, The Adolescent Society, p. 36.

²Bowerman and Kinch, "Changes in Family and Peer Orientation of Children Between the Fourth and Tenth Grades," pp. 206-211.

³Winifred Sue Hundley, "The Relationship of Clothing to Social Class, High School Position and Status Inconsistency" (unpublished Master's Thesis, Michigan State University, 1967), p. 75.

⁴Athur M. Vener and Charles R. Hoffer, "Adolescent Orientation to Clothing," Dress, Adornment and the Social Order, ed. by M. E. Roach and J. B. Eicher (New York, London, Sydney: John Wiley and Sons, Inc., 1965), p. 81.

⁵Coleman, The Adolescent Society, p. 36.

between attitudes of mothers and daughters of the same status group toward clothing and the authors inferred that to speak of adolescents' having a particular point of view or dressing in a particular manner¹ was unjustified.

The abilities and skills selected for prominence in the group depend upon the values of the group, e.g., in a study of school children the first grade leader was the boy who could spit the farthest; the fourth grade leader was the child who dared "sass" the teacher; in high school the girl with superior dating power was leader.²

Which factors determine status in an adolescent group? In Gordon's study values of primary importance were:

grade achievement, grade rank, organized activities, clique membership, dating, dress, manners and morals, and socioeconomic position based on occupation of the father.³

The "leading group" is defined primarily in terms of social success: personality, clothes, desirability as a date, money, and family in communities where social success is tied closely to family background.⁴

¹Henry Angelino, Lenorah Barnes, and Charles L. Shedd, "Attitudes of Mothers and Adolescent Daughters Concerning Clothing and Grooming," Journal of Home Economics, XLVIII (1956), 782.

²Musafer Sherif and Carolyn W. Sherif, Groups in Harmony and Tension: An Integration of Studies on Inter-group Relation (New York: Harper and Brothers, 1953), p. 41.

³Gordon, The Social System of the High School, p. 99.

⁴Coleman, The Adolescent Society, p. 37.

Another criterion for being in the leading crowd is scholastic success although it is not mentioned too often and may even be a negative factor for boys. Participation and achievement in other school areas may bring the individual to the center of attention and in this way give access to the clearest and most direct path to membership in the leading group while having a car can also give status.¹ Clothing as a status factor will be discussed under "Clothing."

II. Clothing

There has been a great deal of speculation about the possible relationship between clothing and adolescents' behavior and the connection between some types of clothing and delinquency. Many schools have rules which regulate the dress of students and concern about adolescents' tendency to follow "wrong" as well as "approved" fads is expressed from time to time.² How and why fads are adopted and followed can therefore be an important problem to be solved by research.

(Mary Shaw Ryan: 1966)

¹Coleman, The Adolescent Society, pp. 37, 39.

1. ② Mary Shaw Ryan, Clothing: A Study in Human Behavior (New York, Chicago, San Francisco, Toronto, London: Holt, Rinehart and Winston, Inc., 1966), p. 266.

0. Clothing as a Symbol of Prestige

One of the characteristic elements of social life is the existence of numerous symbols or "signs" which serve to distinguish the social positions and roles of individuals in a community. As one of these "signs" clothing is of crucial importance.¹ (Vener & Hoffer: 1965) (1954)
In their separate studies Hoult,² Douty,³ (1962) Rosencranz,⁴ and Form and Stone⁵ (1957) have shown that the clothing worn was used as a criterion by individuals in assessing the status of others. This was particularly true when the status being assessed was for anonymous others. (Vener

Jacobi and Walters⁶ (1958) stated that dress was used by most women as a symbol of certain socio-economic groups.⁹ (Jacobi & Walters: 1958)
No relationship was found between clothing awareness by

① Vener and Hoffer, "Adolescent Orientation to Clothing," p. 81.

② Thomas Ford Hoult, "Experimental Measurement of Clothing as a Factor in Some Social Ratings of Selected American Men," American Sociological Review, XIX (June 1954), 324-328.

③ Helen I. Douty, "Influence of Clothing on Perception of Persons," Journal of Home Economics, LV:3 (March 1963), 197-202.

④ Mary Lou Rosencranz, "Clothing Symbolism," Journal of Home Economics, LIV (January 1962), 18-22.

⑤ W. R. Form and G. Stone, "Urbanism, Anonymity, and Status Symbolism," American Journal of Sociology, LXII (1957), 504-514.

⑥ Vener and Hoffer, "Adolescent Orientation to Clothing," p. 84.

⑦ John E. Jacobi and S. George Walters, "Social Status and Consumer Choice," Social Forces, XXXVI (October 1957-May 1958), 213.

adolescents and the social class variable as measured by Vener and Hoffer. A possible explanation suggested was that:

youth culture may not be oriented toward the value of clothing in the same manner as that of the broader, community culture.¹ (Vener quoted in 1965, p. 81)

Clothing articles generally associated with prestige have not been identified although prestige value of a specific article has been mentioned occasionally; e.g., Gordon (mentioned cashmere sweaters). These items change from time to time as fads are accepted or rejected. Gordon³ and Ryan⁴ (1965) noted that new fads were frequently adopted by adolescents and Murray Wax⁽¹⁹⁶⁵⁾ explained that adolescents experiment with an unestablished identity by the seemingly over emphasized pre-occupation with fads.⁵ From these references we can infer that fads (or "the newest thing") have prestige value for adolescents. How does this relate to the adolescent's need for conformity to the peer group?

¹ Vener and Hoffer, "Adolescent Orientation to Clothing," p. 81.

² Gordon, The Social System of the High School, p. 117.

³ Ibid., p. 119.

⁴ Ryan, Clothing: A Study in Human Behavior, p. 297.

⁵ Murray Wax, "Themes in Cosmetics and Grooming," Dress, Adornment and the Social Order, ed. by M. E. Roach and J. B. Eicher (New York, London, Sydney: John Wiley and Sons, Inc., 1965), pp. 44-52.

Conformity and the Desire to Be Recognized

Many of the researchers who studied adolescent clothing focused mainly on conformity to the clothing mode and the desire to conform. The importance of conformity to the peer group for adolescents has been demonstrated by several researchers (Barr;¹⁹³⁴ Coleman;¹⁹⁶¹ Wass;¹⁹⁵⁷ Warden;¹⁹⁵⁷ Smucker;¹⁹⁶⁹ Takahashi;¹⁹⁶⁷ Cannon, Staples and Carlson¹⁹⁵²).

There have also been indications that adolescents want to be recognized or excel through their clothing. In 1945, 77 percent of the students in Silverman's study stated that they liked to "invite comment and attention to their

¹ Estelle DeYoung Barr, "Psychological Analysis of Fashion Motivation," Archives of Psychology, XXVI:171 (1934), 81.

² Coleman, The Adolescent Society, p. 228.

³ Betty Marguerite Wass, "Clothing as Related to Role Behavior of Ninth Grade Girls" (unpublished Master's Thesis, Michigan State University, 1962), p. 53.

⁴ Jessie Warden, "Some Desires and Goals for Clothing of College Women," Journal of Home Economics, XLIX (1957), 792.

⁵ Betty Voran Smucker, "Conformity to and Awareness of the Clothing Mode Related to the Peer Acceptance of Adolescent Boys and Girls" (unpublished Master's Thesis, Michigan State University, 1969), p. 59.

⁶ Charlene L. Takahashi and Audrey Newton, "Perceptions of Clothing Conformity," Journal of Home Economics, LIX:9 (1967), 721.

⁷ Kenneth L. Cannon, Ruth Staples and Irene Carlson, "Personal Appearance as a Factor in Social Acceptance," Journal of Home Economics, XLIV (1952), 710-713.

clothing" and in 1964 Evans pinpointed the desire to be recognized and superior to others as most important in the wearing of clothing. In Cobliner's study ⁽¹⁹⁵⁰⁾ desire for prestige and status emerged as the most important single factor, and Creekmore ⁽¹⁹⁶³⁾ found that the striving for satisfaction of needs for belongingness and self-esteem were both related to behavioral actions which reflected clothing as a status symbol.

Even leaders must conform to basic patterns of clothing and conformity appears to be the prime consideration for the clothing of adolescents. The fact that most students do not lead in the adoption of new fads can be inferred from Janney's finding that most students not only ⁽¹⁹⁴¹⁾

1/ Sylvia S. Silverman, Clothing and Appearance, Their Psychological Implications for Teen Age Girls (New York: Bureau of Publications, Teachers College, Columbia University, 1945), p. 57.

2/ Evelyn Evans, "Motivations Underlying Clothing Selection and Wearing," Journal of Home Economics, LVI (1964), 739-743.

3/ W. Godfrey Cobliner, "Feminine Fashion as an Aspect of Group Psychology: Analysis of Written Replies Received by Means of Questionnaire," Journal of Social Psychology, XXXI (1950), 283-289.

4/ Anna Mary Creekmore, "Clothing Behaviors and Their Relations to General Values and to the Striving for Basic Needs" (unpublished Ph.D. Thesis, Pennsylvania State University, 1963), p. 131.

5/ Albert Seymour Glickman, "Clothing Leadership Among Boys" (unpublished Ph.D. Thesis, Ohio State University, 1952), p. 274.

did not originate fads but were several weeks late in following them.¹

~~X~~ Characteristics of clothing leaders will now be discussed under group membership, popularity, leadership, and being chosen as dating partner.

Relationship of Clothing to Group Membership

Adolescents consider appearance to be of significant importance for securing a position in the "leading crowd." "Good looks" phrased in some fashion, including "good dresser," was mentioned second after personality as an important factor in acceptance as member of the group in Coleman's study.² (Coleman: 1961)

There are also indications that leaders in the group of adolescents want to stress their individuality to some extent. (1929) Hurlock who mentioned the importance of conformity in adolescents' lives also pointed out that they have a desire to be individualistic which is fulfilled by following approved patterns of members of an "in-group" who are trying to emphasize their differences from the "outsiders."³ These girls would be the wearers of "in" or prestigious clothing and we might expect to find that leading groups consisting

¹ J. E. Janney, "Fad and Fashion Leadership Among Undergraduate Women," Journal of Abnormal and Social Psychology, XXXVI (1941), 275-278.

² Coleman, The Adolescent Society, p. 36.

³ Hurlock, Developmental Psychology, p. 109.

of members who value leadership in clothing wear "in" or prestigious clothing.

(1963)
Williams found that isolates felt that clothing was even more important for popularity than other students¹ and in Littrell's research⁽¹⁹⁶⁸⁾ the isolates who agreed with the clothing opinion of their chosen friendship groups did in fact become members of the friendship groups into which they chose.² Although there is often discrepancy between behavior and opinion this may indicate that an isolate who uses a prestige-bearing clique of clothing leaders as a reference group may try to follow this group's clothing mode. More related to prestigious clothing and actual behavior than Williams's and Littrell's findings, however, was Janney's⁽¹⁹⁴¹⁾ conclusion that those students who did not follow fads in general were insensitive and unskillful in other types of social situations.³ It may therefore be that isolates are insensitive to status symbols and will not be wearing prestige clothing which is "the newest thing."

¹Madelyn Claire Williams, "Opinions on Clothing, Appearance and Social Acceptance as Factors in Group Cohesion of Ninth Grade Girls," (unpublished Master's Thesis, Michigan State University, 1963), p. 127.

²Mary Bishop Littrell, "Reference Groups and Isolates: A Study of Clothing and Appearance Opinions," p. 118.

³Janney, "Fad and Fashion Leadership Among Undergraduate Women," pp. 275-278.

Relationship of Clothing to Popularity

There is some evidence that adolescents consider appearance to be one of the antecedents to popularity. When Bjorngaard⁽¹⁹⁶²⁾ asked questions regarding general acceptance and popularity without reference to clothing and appearance, responses were made in terms of clothing and appearance as well as general personality characteristics. Williams⁽¹⁹⁶³⁾ also found that clothing was considered first in importance in describing the characteristics of the most popular girl. Their findings supported the results of Cannon, Staples and Carlson⁽¹⁹⁵²⁾ whose investigations showed that personal appearance bears a significant relationship to social acceptance.³

We have seen that conformity is important to adolescents and it is possible that popularity and acceptance could be related to complete conformity to the clothing mode. This idea, however, is contradicted by Evans's finding concerning the relationship between popularity and clothing-wearing motivation.⁽¹⁹⁶⁴⁾ Her results revealed that the most

¹✓ Arlene Louise Bjorngaard, "The Relationship of Social Class and Social Acceptance to Clothing and Appearance of a Selected Group of Ninth Grade Girls" (unpublished Master's Thesis, Michigan State University, 1962), p. 62.

²Williams, "Opinions on Clothing, Appearance and Social Acceptance as Factors in Group Cohesion of Ninth Grade Girls," p. 127.

³Cannon, Staples and Carlson, "Personal Appearance as a Factor in Acceptance," pp. 710-713.

popular students were the most independent in their clothing behavior while the least popular students conformed most to the clothing standards.¹ Janney in her study of the fads accepted by college girls found the fads initiated by some cliques were not followed and if these girls took up a fad it was dropped by others.² Could these be unpopular girls?

Relationship of Clothing to Leadership in Other Areas

The researchers who related leadership in other fields to clothing leadership found a positive relationship. In her study of social and personal characteristics of clothing leaders among college men Sohn found that the only difference between clothing leaders and nonleaders (which was significant) was that clothing leaders were more apt to be leaders in other areas.³ This was supported by Janney's study of college women⁽¹⁹⁴¹⁾ and Glickman's finding that clothing leaders among early adolescent boys are those who are leaders in cooperative group activities.⁽¹⁹⁵²⁾

¹Evans, "Motivations Underlying Clothing Selection and Wearing," pp. 114-119.

²Janney, "Fad and Fashion Leadership Among Undergraduates," pp. 275-278.

³Marjorie Ann Sohn, "Personal-Social Characteristics of Clothing Fashion Leaders Among Fraternity Men" (unpublished Master's Thesis, Pennsylvania State University, 1959), p. 49.

⁴Janney, "Fad and Fashion Leadership Among Undergraduates," pp. 275-278.

⁵Glickman, "Clothing Leadership Among Boys," p. 274.

Relationship of Clothing to
Being Chosen as Dating Partner

Popularity as a dating partner is of significant importance to adolescents. Researchers have tried to find whether students dress to please their own sex or the opposite sex in an attempt to identify motivational factors. Hurlock⁽¹⁹²⁹⁾ reported that adolescent girls were more anxious to please their own sex while Silverman⁽¹⁹⁴⁵⁾ found that the majority of girls wanted to please boys.² The differing results may be caused by the fact that the questions have been put in different ways although Cobliner⁽¹⁹⁵⁰⁾ concluded that the real basis for dressing (for girls) is the desire to be attractive to the opposite sex.

Silverman also reported that 95 percent of the students in her study thought that boys were more attracted to girls who dressed well. The originators of fads in Janney's study tended to be popular with men and Sohn found that

¹Elizabeth B. Hurlock, "Motivation in Fashion," Archives of Psychology, XVII:111 (1929), 55-70.

²Silverman, Clothing and Appearance, Their Psychological Implications for Teen Age Girls, p. 56.

³Cobliner, "Feminine Fashion as an Aspect of Group Psychology: Analysis of Written Replies Received by Means of Questionnaire," p. 288.

⁴Silverman, Clothing and Appearance, Their Psychological Implications for Teen Age Girls, p. 54.

⁵Janney, "Fad and Fashion Leadership Among Undergraduate Women," pp. 275-278.

there was a trend among fraternity men who were clothing leaders toward being popular as dating partners although this relationship was not significant.

X Research findings concerning fashion and fad leadership or prestige giving clothes specifically, are very few.

(1966)
Ryan stated that she knew about no important study of fad and fashion leaders pertaining to the senior high school group. L Ryan: This study is therefore to a large extent exploratory and hypotheses must be tied to existing theory and inferences from studies concerning conformity or other aspects of adolescent behavior where similar findings do not exist.

¹Sohn, "Personal-Social Characteristics of Clothing Fashion Leaders Among Fraternity Men," p. 50.

X ²Ryan, Clothing: A Study in Human Behavior, p. 297.

The review of literature provided above revealed that there will be a positive relationship between wearing prestige clothing and belonging to friendship groups.

CHAPTER III

STATEMENT OF THE PROBLEM

Psychologists agree that clothing as a symbol of conformity or status has an important role in the life of adolescents and researchers have noted the major importance given to clothing for achieving peer acceptance through conformity. The drive for conformity is clearly demonstrated by preoccupation with peer group fashions and adoption of fads and has been confirmed by research. This study was mainly concerned with accepted fashions and fads as prestige-giving symbols and their relationship to other behavioral factors.

An inter-regional research project¹ was initiated to learn more about the adolescent's use of clothing for gaining acceptance by the peer group or for personal gratification. The purpose of the research was to identify dress

¹Interregional project W-98, "The Relationship of Clothing to the Personal and Social Acceptability of Adolescents," interregional research currently in progress at Colorado State University, University of Hawaii, University of Nevada, Michigan State University, University of Minnesota, University of Missouri, Utah State University, Washington State University, and University of Wisconsin. Michigan State University Study under the direction of Anna M. Creekmore, Agricultural Experiment Station Project 1020.

norms for the group studied and to measure conformity to and awareness of these norms and relationships to peer acceptance.

The present study grew out of the data collected for the larger project and examines the relationship between prestigious clothing (fashion and fad accepted by the group) and different aspects of the multi-dimensional measure of peer acceptance which included friendship choices, popularity, leadership, and being chosen as dating partner (see Appendix C, page 84). The last category included in the questionnaire--being chosen as working partner--was not included in this study.

Definition of Terms Used

The first, third and fourth definitions are those used by Clum, one of the researchers of the larger project.¹

1. Dress Category: The term used to designate various dress classifications (e.g., trouser length, skirt length, shoes, etc.). Each category is subdivided to account for all observed variations.
2. Items: Subdivisions under every dress category.
3. Dress Mode: The most frequently occurring item or subdivision in each dress category worn by the subjects.
4. Friendship Patterns: Interpersonal reciprocated relationships which existed among class members revealing the structure of the class as determined by the sociometric technique. Three main patterns are:

¹Terry Lee Clum, "Conformity to the Modal Pattern of Dress as Related to Friendship Patterns of Adolescent Boys and Girls" (unpublished Master's Thesis, Michigan State University, 1969), pp. 15-16.

Reciprocal Friendship Structure (RFS): a socio-metric diagram of three or more individuals whose choices of friendship were returned.

Mutual Pair: a reciprocated choice between only two members; a dyad.

Isolate: an individual who had no reciprocated choices.

5. Peer Acceptance: The favorable or unfavorable reception of a person in a group comprised of individuals of a similar age. In this study peer acceptance was divided into different facets namely choices as: best friends, most popular, date preferences, leaders desired and work companions desired.
6. Prestige Clothing: The term used to designate the degree of acceptance as prestigious ("the newest thing going") or rejection ("completely out of it") of items in every dress category.

Assumptions

The following assumptions were made:

1. "In" clothing represents the latest "fashions" or "fads" already accepted by the class at the time of testing.
2. "In" clothing as "fashionable clothing" will give prestige to the wearer.
3. "Out" clothing was considered to be "out of fashion" by the group tested and would be rejected.
4. Social class level influences stratification of the group tested indirectly but it does not determine it.
5. Clothing worn by the students on the day of testing was representative of their wardrobe.

Hypotheses

- A. There will be a relationship between wearing prestige clothing and belonging to friendship groups.
 - 1. There will be a positive relationship between wearing prestige clothing and belonging to one of the three groups containing the most popular students.
 - 2. There will be a positive relationship between having a low prestige clothing score and being an isolate.
- B. There will be a positive relationship between wearing prestige clothing and being popular.
 - 3. There will be a positive relationship between wearing prestige clothing and being popular for boys.
 - 4. There will be a positive relationship between wearing prestige clothing and being popular for girls.
- C. There will be a positive relationship between wearing prestige clothing and being chosen as leader.
 - 5. There will be a positive relationship between wearing prestige clothing and being chosen as leader for boys.
 - 6. There will be a positive relationship between wearing prestige clothing and being chosen as leader for girls.
- D. There will be a positive relationship between wearing prestige clothing and being chosen as dating partner.
 - 7. There will be a positive relationship between wearing prestige clothing and being chosen as dating partner for boys.
 - 8. There will be a positive relationship between wearing prestige clothing and being chosen as dating partner for girls.

CHAPTER IV

PROCEDURE

The main purpose of the study was to investigate the relationship between adolescents' use of prestigious clothing ("the newest thing going") and behavioral factors such as leadership, popularity, being chosen as a dating partner, and friendship group membership. These factors comprised the multi-dimensional measure of peer acceptance.

The discussion of procedures includes the following sections: measuring instruments, selection of the sample, administration of the measures, and statistical analysis of the data.

Measuring Instruments

The measuring instruments for this study were developed along with those used for the larger project (Appendix C).

Aspects of Peer Acceptance

A questionnaire was used to determine the degree of peer acceptance of every subject. In the larger project three measures of peer acceptance were included. The first measure which was a participation score in formal school

structure and the third which was based on the idea of uni-dimensional peer acceptance along one dimension, intimacy, were not used in this study (Appendix C, page 84).

The second measure was based on the idea that peer acceptance is multi-dimensional and was a modification of the sociometric scale used by Young.¹ The data for the present study were obtained by this measure. The subjects were asked to list the names of their classmates who were chosen as (a) best friends, (b) most popular, (c) leaders, (d) dating partner, and (e) work companion. They were informed that they could list any number of names under each category. The students were also permitted to list a classmate's name under more than one category if they felt it was appropriate.

Hypothesis A which relates prestige clothing to group membership was based on sociograms worked out by Clum using category (a) of the multi-dimensional peer acceptance measure to determine the friendship patterns.² Each girl is represented on the sociogram (Figure 1, pages 27 and 28) by a circle containing her code number and each boy is similarly represented by a square. Reciprocated choices are indicated by lines connecting two figures.

¹Mary Jane Young, "The Relationship of Clothing to Peer Acceptance and to Personal Appearance of Adolescents" (unpublished Master's Thesis, Michigan State University, 1967), p. 92.

²Clum, "Conformity to the Modal Pattern of Dress as Related to Friendship Patterns of Adolescent Boys and Girls."

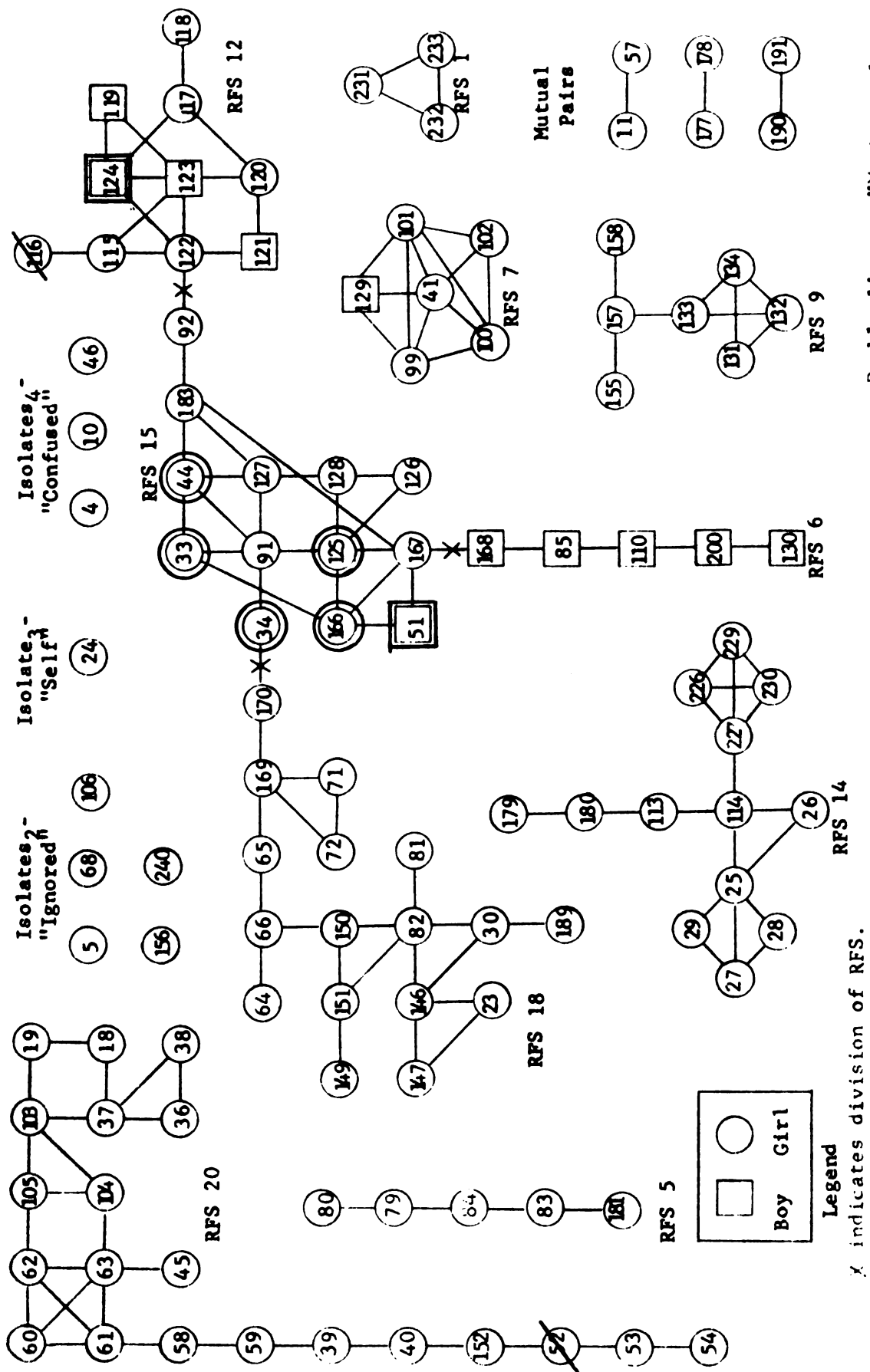
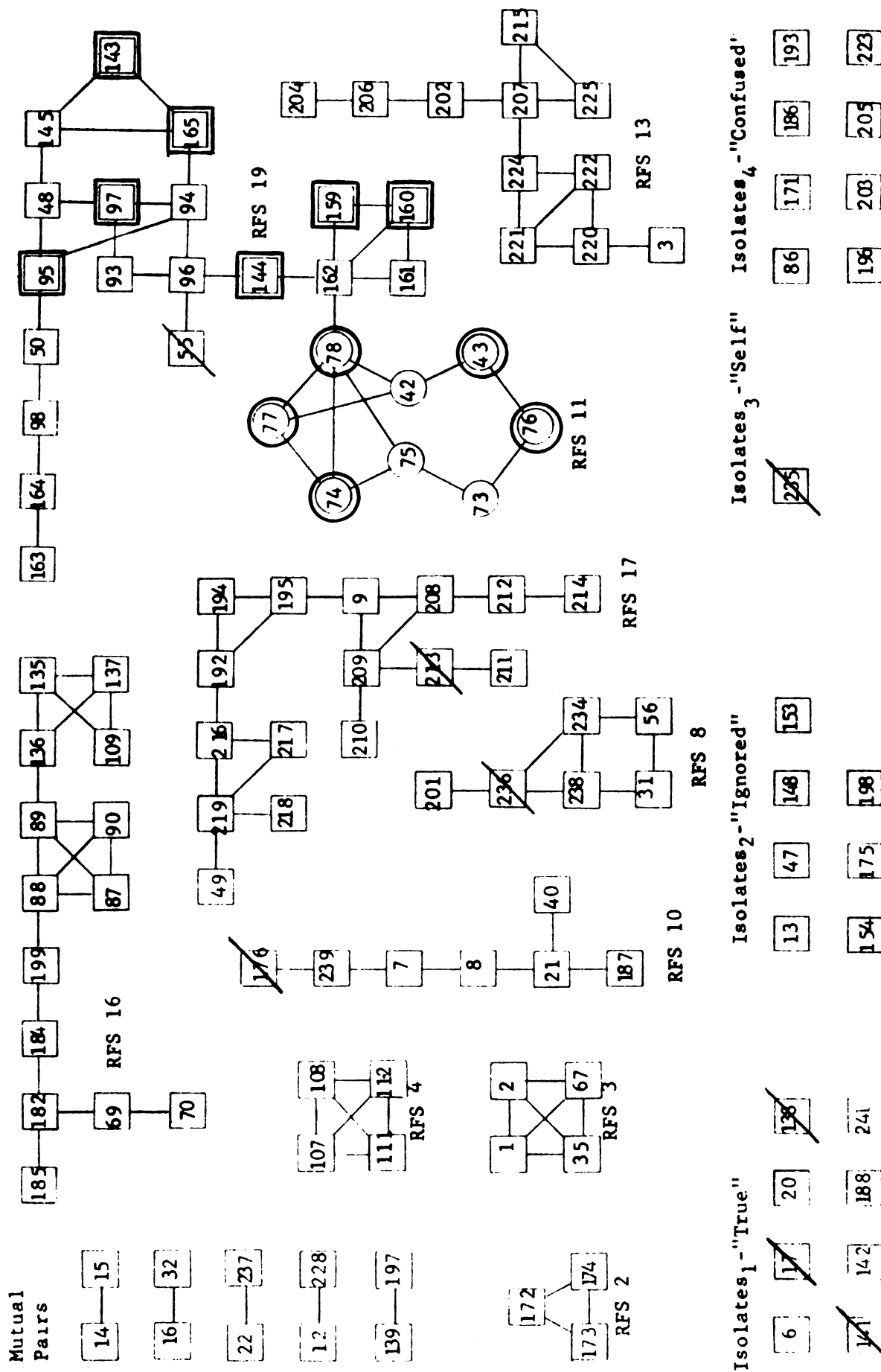


Figure 1. Reciprocal friendships of the tenth grade boys and girls.



Three distinct friendship patterns emerged from the sociograms--reciprocal friendship structures, mutual pairs, and isolates.¹

The sociograms revealed 16 reciprocal friendship structures ranging from three to 45 members. The two largest structures were divided into segments for analytical purposes and the segments are RFS 6, 11, 12, 15, 18, and 19.²

Identification of friendship groups containing the most popular students was as follows:

- a. Fifteen or more choices as popular students were used as criterion for popularity.
- b. Friendship groups containing these students were identified (marked in Figure 1 on pages 27 and 28).

The most popular students were found to be members of RFS 11, 15, and 19 except one who was a member of RFS 12. RFS 11 (8 subjects), 15 (13 subjects) and 19 (18 subjects) were accepted as the groups with the most popular students. Twenty-nine isolates were included in the study.

The popularity score which was used in Hypothesis B was determined by counting the number of choices as "the most popular student in your grade" that a subject received.

The leadership score which was used in Hypothesis C was determined by counting the number of choices as "student in your grade whom you would most like to represent your high school at a meeting of high school students" that a subject received.

¹Ibid., p. 41.

²Ibid., p. 45.

The dating partner score which was used in Hypothesis D was determined by counting the number of choices as "student in your grade that you would most like to date" that a subject received.

Clothing

The techniques for measuring clothing leadership (rating subjects' clothing on a prestige-rejection continuum) was developed to parallel Horn's technique for measuring clothing conformity used for the larger project.¹ In general the technique identified garments or garment features which revealed a modal pattern.

Before the collection of data the investigators made several trips to the school to determine the variety of clothing items within the categories selected which were worn by the sample. Observers noted the different items of dress worn and informal discussions with students gave further indications of clothing categories and items within categories which carried significant importance to students.

Clothing worn by the students in the sample were divided into different categories consisting of varying numbers of items (Appendix C, page 86). These clothing

¹Marilyn J. Horn, "A Method for Determining Normative Patterns of Dress," Proceedings of the National Textiles and Clothing Meeting, Minneapolis, Minnesota, June 19-22, 1968, pp. 49-55.

categories were pretested by taking fashion counts¹ to check for possible omissions. Categories with frequency counts which revealed no modal pattern and those with very high conformity without any deviations were omitted from the data collecting device because the main purpose of the larger project was to measure conformity to the mode. The latest fads were therefore not included among items in the questionnaire. Fads which were not considered did exist since remarks about an eye patch as the latest fad appeared on the completed questionnaire.

The questionnaire included sketches of each item within every category. Students were asked to write "in" under the item that they considered to be "the newest thing going" and "out" under items considered to be "completely out of it" in every category (Appendix C, page 93). The questions were checked to insure that the items included would be appropriate for the season.

The prestige value or value as accepted "fashion or fad" that students gave to every item in every category was determined by counting the number of student choices falling in every clothing category. An "in" as well as "out" percent score of total possible for each item was then worked out. For example:

¹A sample group of 100 subjects were used and the number of times that every item in all the categories selected for the questionnaire appeared was checked.

	"In"	"Out"
<u>Girls' Skirt Length</u>		
About 6" Above Knee	35	4
About 4" Above Knee	39	0
About 1-2" Above Knee	25	0
At Knee Cap	0	2
Just Below Knee	0	2
2" Below Knee	1	92

The percent scores for each item in all the categories are given in Tables 1 and 2 on pages 33 and 34.

A 16 millimeter movie was taken of each subject as he or she walked out of the room and this film was used to determine which item the subject was wearing in every category. The prestige clothing score for each individual was calculated as follows:

- a. "In" score obtained for the item worn in every category multiplied by number of items in every category.
- b. "Out" score obtained for the item worn in every category multiplied by number of items in every category.
- c. Total of "in" scores minus total "out" scores equals prestige clothing score.
- d. Prestige clothing score plus constant (1000). This was necessary to make all scores positive.

Prestige clothing scores were arranged on a continuum from high to low and were determined by subtracting "out" score from "in" score for every individual. Since students did not agree on which specific item was the "newest thing going"

Table 1. Percent scores for boys' prestige clothing items

Clothing Category	In	Out	Clothing Category	In	Out
<u>Boys Trouser Length</u>			<u>Boys Shirt Tails</u> <u>In or Out</u>		
Long with Wrinkle	0	83			
Top of Shoe	19	0	*Dress Shirt IN	28	12
*Ankle	45	1	Dress Shirt OUT	38	16
2" Above Ankle	29	0	Pullover OUT	32	9
4" Above Ankle	7	16	Pullover IN	0	32
			Jac Shirt OUT	1	31
<u>Boys Trousers Fit</u>			<u>Boys Socks Color</u>		
Very tight	18	9			
*Tight	49	0	White	3	78
Medium	34	0	*Dark	64	1
Loose	0	1	Patterned	0	12
Baggy	0	90	Light	3	4
			No Socks	31	5
<u>Boys Shirt Collars</u>			<u>Boys Shoes</u>		
*Botton-down	67	0			
Convertible	5	21	Slip on with		
Collarless	3	15	Buckle	3	3
Knit shirt, plain	0	45	Slip on	20	0
Collar	0	3	*Penny Loafer	26	2
Turtle Neck	12	3	Tassel Loafer	10	0
Jersey or			High Top Loafer	8	0
Sweatshirt	10	3	Moccasin	7	3
Mock Turtle Neck	3	14	Dark Blue Tennis	8	2
			Other Color		
<u>Boys Shirt Fabric</u> <u>Design</u>			Tennis	3	2
			Low sided, White		
*Solid Color	20	7	Sport Tennis	2	2
Small Stripe	44	6	Open Weave Fabric	0	5
Plaid	3	13	Tie Oxford	2	0
Large Print	13	20	Wing Tip	2	5
Small Print	4	8	High cut, Pointed		
Horizontal Stripe	13	8	Toe, Dress Shoe	7	5
Polka Dot	4	38	Desert Boot	0	2
			Cowboy Boot	2	39
			Military or Work		
			Boot	2	31

*Category mode. (used in studies dealing with conformity to the mode).

Table 2. Percent scores for girls' prestige clothing items

Clothing Category	In	Out	Clothing Category	In	Out
<u>Girls Skirt Length</u>			<u>Fabric Design on Dress or Skirt</u>		
6" Above Knee	35	4	*Solid Color	10	12
4" Above Knee	39	0	Small Print	10	1
*1-2" Above Knee	25	0	Medium Print	10	3
At Knee Cap	0	2	Large Print	10	6
Just Below Knee	0	2	Psych. Print	33	9
2" Below Knee	1	92	Polka Dot	3	7
<u>Leg Covering</u>			Small Stripe	10	0
Cl. Text. Knit Hose	19	7	Medium Stripe	1	1
Fish Net Hosiery	25	1	Large Stripe	0	18
Colored Hosiery	26	1	Plaid	1	10
*Plain Nylon Hosiery	26	1	Small Stripe Plaid	7	1
Knee Socks	1	0	Gingham Check	1	30
B. Socks-Anklets	0	79	<u>Girls Shoes</u>		
No Covering	3	10	Penny Loafer	25	5
<u>Type of Clothing</u>			*Plain Loafer	9	2
*Dress	17	7	Tassel Loafer	14	0
Skt. & Shell or Swt	9	4	Buckle Loafer	2	2
Skirt and Blouse	0	13	High Top	5	3
Skirt, Bl. & Sw.	0	19	Moccasin	25	14
Jumper and Blouse	0	11	Tie Oxford	2	14
Suit	0	30	White Tennis Shoe	2	9
Culottes & Blouse	2	0	Colored Tennis	2	9
Pants Dress	22	2	Plain Flats	0	14
Sh. Shift-with Pant	50	15	Flats with Open Work	0	6
<u>Silhouette</u>			Sandal	9	8
*A-line	19	0	Patent Block Heels	2	2
Shift	24	0	Stack Heels	2	13
Tent	24	10			
Drop Waist, Flare or Pleated Skirt	9	12			
Straight, Nat. Waist	3	3			
Nat. Waist, Gathers	7	41			
Nat. Waist, Pleats	3	16			
Empire Waist, Gather	10	17			

*Category mode (used in studies dealing with conformity to the mode).

or which one was "completely out of it," almost every item received some "in" and some "out" counts. The measurement problem was to reconcile the differences in frequency count for each item.

The modal item in each category was included when prestige clothing scores were calculated because the students did in some cases consider the mode to be more prestigious than the "newest thing going" thereby indicating that some of the students gave a rejection value to a new item. (This item might or might not be accepted later but had a limited prestige value at the time of data collection.)

Selection of the Sample

The subjects selected for the research project consisted of the entire sophomore class of a central Michigan high school. The school is the only high school in the city and serves the entire city and surrounding rural area. Its students are drawn from a full range of socioeconomic levels and both rural and urban areas.

Uniforms were not required and students were free in selection of dress. Certain regulations regarding dress were published in the "Student Handbook" of 1967-1968; e.g.,

Girls shall use their own judgment in being neat in appearance at all time. . . . Bermudas, shorts, trowsers, pant skirts, blue jeans or slacks of any kind will not be accepted as appropriate attire for girls during any school day.

In this study there were 231 subjects of whom 121 were boys and 110 were girls. There are ten students fewer than in the study by Clum¹ who did the analysis of friendship patterns used in this study.

Collection of the Data

The data were collected on one day. The students gathered in a large auditorium and the questionnaire was given to each. They were allowed to use as much time as necessary to complete the questionnaire. As the students left the auditorium their pictures were taken and the questionnaires were numbered in the order in which the subjects were filmed. To insure accuracy every tenth student carried a number which would be visible when film analysis was done.

Analysis of Data

The data obtained from the questionnaires and film analysis were coded and punched in IBM cards for computer analysis. Transformations of the raw item-scores for prestige clothing were performed to arrive at a prestige clothing score for each individual.

For Hypothesis A which tested relationship between group membership and prestige clothing, data for boys and girls were used together because one of the three groups

¹Clum, "Conformity to the Modal Pattern of Dress as Related to Friendship Patterns of Adolescent Boys and Girls."

composed of the most popular students consisted of both sexes. The isolates were so few that the data for all types of isolates as well as for both sexes were also used together.

For Hypotheses B, C, and D the score for the different variables were analyzed separately for boys and girls since it was expected that there might be a difference in behavior of the two sexes regarding fashion or "in" clothing. Means and standard deviations for boys and girls were calculated for each variable.

The possible effect of social class was eliminated from influencing the relationships by using partial correlations as the appropriate statistical method.

A probability of .05 or less was accepted as an indication that the relationship did not occur by chance.

CHAPTER V

RESULTS AND DISCUSSION

The discussion of the results will include a description of the research situation and subjects' background as well as relationships between prestige clothing and the different aspects of multi-dimensional peer acceptance (acceptance in the informal school structure): group membership, popularity, leadership, and being chosen as dating partner.

Descriptive Data

The sample was not a random sample and therefore does not include a representative cross section of adolescents with the result that generalizations to other populations cannot be made. In order to understand the possible implications for other groups a description of the subjects' backgrounds has been included. Information of biographical nature was obtained from the questionnaire (Appendix C, page 82).

The school which included both urban and rural students had an enrollment of 1,193 for 1967-68 for grades nine through twelve with 281 students in the sophomore

class.¹ Two hundred and thirty-one sophomores, 121 boys and 110 girls, took part in this study. Ninety-four percent of the subjects were fifteen or sixteen years of age. Six percent were seventeen and one girl was eighteen (Table A.1, Appendix A, page 69).

Data of urban and rural students were not separated as it was assumed that differences in clothing and other behavior between urban and rural students would not be significant within one school. Ryan did find differences between well-dressed ratings of college girls from larger cities and smaller towns with the first group being rated higher both by themselves and by the group.² The results obtained in the city where the data for this project were collected, population 6,754,³ may differ from results of similar projects in other cities or towns. The original collectors of the data noted that the subjects of the current study were dressed rather "conservatively" considering fashions and fads prevalent at the time elsewhere. Forty-four percent of the subjects lived in rural areas; 7 percent

¹Michigan Education Directory and Buyers Guide,
1967-68.

²Mary Shaw Ryan, Psychological Effects of Clothing. Part II. Comparison of College Students with High School Students, Rural with Urban Students, and Boys with Girls, Bulletin 898, Cornell University Agricultural Experiment Station, Ithaca, New York, August 1953.

³U.S. Bureau of the Census, Census of Population:
1960 (Washington, D.C.: Department of Commerce, p. 24.

were from the suburban area and 49 percent from the city (Table A.2, Appendix A, page 69).

We have seen in the review of literature that family social class has not determined stratification of the adolescent group or peer acceptance but that it does have an influence. Although the possible effect of social class was partialled out in this study it may still be necessary to take economic and social position into consideration when results of different groups are compared. Ryan noted that college girls of higher economic backgrounds tended to be rated higher on the well-dressed scale than girls from lower economic levels,¹ and Sohn who predicted that clothing leaders would have higher levels of socioeconomic background than followers found a trend in the predicted direction although the relationship was not significant.²

The socioeconomic level of each subject was determined by using the McGuire-White Index³ which is based on analysis of the parents' occupation, education and income. Five categories were utilized with upper level being the highest social class.

¹Ryan, Psychological Effects of Clothing. Part II. Comparison of College Students with High School Students, Rural with Urban Students, and Boys with Girls, Bulletin 898.

²Sohn, "Personal-Social Characteristics of Clothing Fashion Leaders Among Fraternity Men," p. 50.

³Carson McGuire and George D. White, "The Measurement of Social Status" (unpublished research paper in Human Development, No. 3, revised, Department of Educational Psychology, The University of Texas, 1963).

Table 3. Distribution of boys and girls by socioeconomic levels of their families

Socioeconomic Status	Boys		Girls		Total	
	No.	%	No.	%	No.	%
Upper	1	0.8	3	2.7	4	1.8
Upper-Middle	11	9.1	8	7.3	19	8.2
Lower-Middle	39	32.2	32	29.1	71	30.6
Upper-Lower	58	47.9	56	50.9	114	49.4
Lower-Lower	<u>12</u>	<u>9.9</u>	<u>11</u>	<u>10.0</u>	<u>23</u>	<u>10.0</u>
Totals	121	99.9*	110	100.0	231	100.0

*Error due to rounding.

Although there were representatives from all the socioeconomic classes among the subjects the majority were in the lower-middle and upper-lower levels.

The median income for residents of the city was \$5,681 and for county residents it was \$5,091 indicating a depressed area when compared to \$6,256 median income for the state as a whole.¹ Analysis of data obtained from the questionnaire revealed that the majority of major wage earners in subjects' families had as much as a high school education or had completed eight grades. Seventy-five percent of the

¹U.S. Bureau of the Census, Michigan General Social and Economic Characteristics: 1960 (Washington, D.C.: Department of Commerce, pp. 183, 185.

families fell in these categories while 21 percent had some education beyond high school. Nearly one-third of the employed males in the city had semi-skilled occupations and one-half of the employed males in the county did semi-skilled work or farming¹ (Table A.3, Appendix A, page 70).

The separate variables will be described briefly before the relationships between variables are discussed.

Clothing

Student opinion was used to determine what clothing was prestigious. Students designated which item in every category on the questionnaire was "in" ("the newest thing going") and which one was "out" ("gave rejection to the wearer"). New items were assumed to have prestige value while some items would be rejected as "old-fashioned" or "out." Since the latest fads were not included among the choices presented in the questionnaire, we are dealing with already accepted "fashion" as prestige clothing rather than items which might be accepted or rejected in the future.

Analysis of student choices of "in" and "out" items revealed that the students did not always agree as to what was "in" or "out" and that the mode in a number of categories received the highest percentage score as the "in"

¹U.S. Bureau of the Census, Michigan General Social and Economic Characteristics: 1960 (Washington, D.C.: Department of Commerce, pp. 287, 312.

item (see pages 30-34 for fuller explanation). This was especially true for boys' clothing where the mode got the highest score in five out of seven cases. This indicates that the "newest thing going" or prestige clothing for boys was not very different from the mode. We could also infer that newer fashions to which they are not yet accustomed would not hold as much prestige value for boys as for girls. Some of the items judged to be the actual "newest thing going" by data collectors sometimes received quite a few choices as an "out" item, while the mode received only an occasional choice as "out." It has already been noted that the subjects as a group were judged to be "conservative" in dress.

There was a high correlation between prestige clothing score and conformity to the mode. For girls the correlation was 0.30 and for boys even higher, 0.81. This high correlation is an indication of limitations in the method of measurement discussed above although it might also be a confirmation of Glickman's finding that clothing leaders have to conform to the mode to some extent.¹

In Table 4 the means and standard deviations of students' prestige clothing scores and conformity to the mode scores are given. The conformity to the mode scores

¹Glickman, "Clothing Leadership Among Boys," p. 274.

Table 4. Prestige clothing score and conformity to the mode: means and standard deviation

Variables	Mean	Standard Deviation	Range
<u>Prestige Clothing</u>			
Boys	1639.26	715.42	683-2979
Girls	1182.04	298.40	156-1931
<u>Conformity to the Mode^a</u>			
Boys	2331.49	687.68	591-3485
Girls	1690.06	458.76	769-2448

^aSmucker, "Conformity to and Awareness of the Clothing Mode Related to the Peer Acceptance of Adolescent Boys and Girls.

were worked out by Smucker as part of her study.¹ Table A.4 in the appendix (Appendix A, page 71) gives the frequencies of boys' prestige clothing scores and of girls' prestige clothing scores and Figures 2 and 3 are the curves drawn from these frequencies for boys and girls, respectively (Appendix B, pages 72 and 73). The high standard deviation and the skewness of the frequency curve for boys showed that the measure for boys' prestige clothing was not fine enough to distinguish between boys with very small differences in clothing and to separate adequately the boys who are clothing leaders (wearers of prestigious clothing) from others. This

¹Smucker, "Conformity to and Awareness of the Clothing Mode Related to the Peer Acceptance of Adolescent Boys and Girls."

phenomenon resulted from the exclusion of categories having no modal pattern of dress in the original attempt to measure conformity to the mode for the larger project.

Aspects of Multi-Dimensional
Peer Acceptance

A score of fifteen choices as popular students in the class was arbitrarily accepted as cut-off point in determining the "most popular" students because it was necessary to distinguish between students who received choices from their own friendship groups and those who were also designated as "most popular" by other class members. Nineteen students received more than fifteen choices as "most popular." Except for one student, all these students were members of RFS's 11, 15, and 19 and these friendship groups were designated as leading groups although the majority of the members did not have popularity scores higher than fifteen. It is not known whether the "leading crowd" in Coleman's study¹ were all members of specific friendship groups or whether they were an unstructured "group" where prestige or symbols of prestige were common among different friendship groups to which each belonged. In this study friendship groups containing the greatest number of popular students were assumed to be the "leading groups."

¹Coleman, The Adolescent Society, p. 36.

Table 5 shows the mean of the prestige clothing score of all 39 members of the "leading group" containing the most popular students (RFS's 11, 15, and 19) and the mean of the prestige clothing score of the rest of the subjects as well as the different standard deviations.

Table 5. Means and standard deviations of RFS's 11, 15 and 19 and the rest of the subjects

Prestige Clothing of:	Frequency	Mean	Standard Deviation
RFS 11, 15, 19	39	1951.86	627.55
Other subjects	192	1793.10	598.31

Data for boys and girls were not separated because RFS 15 was composed of both boys and girls. The comparison will therefore not indicate possible differences between boys and girls.

The means and standard deviations of prestige clothing scores of the 29 isolates and the rest of the subjects can be seen in Table 6. In this case the data for boys and girls were also used together because the number of isolates was small and a further categorization with analysis would have been unreliable.

Table 6. Means and standard deviations of prestige clothing scores of isolates and the rest of the subjects

Prestige Clothing of:	Frequency	Mean	Standard Deviation
Isolates	29	1822.32	563.35
Other Students	202	1818.01	611.28

The other aspects of informal peer acceptance in this study were: popularity, leadership, and being chosen as dating partner. The means and standard deviations of these factors are compared in Table 7. Data for boys and girls were separated to allow comparison since it was expected that behavior towards new or "fashionable" clothing might be different.

Table 7. Means and standard deviations for popularity, leadership, and dating partner scores

Variables	Mean	Standard Deviation
<u>Popularity</u>		
Boys	3.54	8.08
Girls	3.84	8.86
<u>Leadership</u>		
Boys	2.49	3.67
Girls	3.39	5.91
<u>Dating Partner</u>		
Boys	3.22	5.95
Girls	3.62	7.90

The popularity scores received by individuals varied from zero to 64. Eighty percent (187) of the subjects had a score lower than five. The 187 students included 97 boys and 90 girls. The large number of people receiving low scores was expected because of the assumption that a number of most popular students would generally be recognized while the majority of students would be ignored or receive choices from close friends only or members of their friendship groups. The frequency distribution of popularity scores for boys is illustrated in Figure 4 (Appendix B, page 74) and the distribution for girls is shown in Figure 5 (Appendix B, page 75).

Leadership scores varied from zero to 32. Ninety-six boys and 85 girls, 181 subjects, received less than five choices as leader. Measurement of leadership was limited to the opinions of members of the sophomore class in that the subjects were asked to name the class members whom they would choose to represent their school at a meeting for high school students. While subject opinion as measuring instrument is often not as accurate as measurement of actual behavior there is also reason to believe that it is more valid in determining whom students regard as leaders than using an index of students who take the lead in formal school organizations. Students eager to please parents or teachers, or individuals striving for academic achievement rather than those striving for acceptance by peers may be

more motivated to seek these positions. The fact that Smucker¹ who tested the same subjects found a highly significant relationship between conformity to the clothing mode and peer acceptance in the informal or friendship structure while the relationship between conformity to the clothing mode and peer acceptance in the formal school structure or participation in formal school organization was not significant may indicate that this discrepancy between informal acceptance and achievement in formal school organization did exist in this class.

The number of choices that subjects received as dating partners varied from zero to 38. In this case 99 boys and 90 girls--a total of 189 students--received less than five choices. The fact that students were restricted to choices of class members was a limiting factor. Girls especially mentioned dating boys from other schools or towns or members of senior classes. This measure did, however, give an indication of dating magnetism of individuals within the group.

Relationship Between Wearing Prestige Clothing and Friendship Groups

A positive relationship was predicted between wearing prestige clothing (having a high prestige clothing score)

¹Smucker, "Conformity to and Awareness of the Clothing Mode Related to the Peer Acceptance of Adolescent Boys and Girls," pp. 49-50, 52-53.

and belonging to one of the three friendship groups containing the "most popular" students, RFS 11, 15 and 19. Coleman¹ and Gordon² noted that, according to student opinion, the "leading crowd" did rely on clothing among other things to be accepted into the leading group but the researchers did not show that students actually behaved in this way and used clothing to get into the leading group. Janney's³ prestigious groups did actually originate fads accepted by other students but her findings can not be directly extrapolated to this study in which emphasis was on the mode or generally worn items in the questionnaire. Table 8 gives the relationship between the friendship groups containing the "most popular" students and other students.

The difference between the two means was not significant. This finding indicates that members of the "leading group" containing the "most popular" students did not wear more prestigious clothing than the rest of the students and thus could not be clothing leaders. Differences between boys and girls are not shown because their data were not separated.

¹Coleman, The Adolescent Society, p. 36.

²Gordon, The Social System of the High School, p. 117.

³Janney, "Fad and Fashion Leadership Among Undergraduate Women," pp. 275-278.

Table 8. The significance of the variation from the mean of prestige clothing score for friendship groups and isolates

Prestige Clothing of the Rest of the Students and:	Degrees of Freedom	F Statistic	Significance
Friendship groups	1	2.15	0.14 (N.S.)
Isolates	1	0.001	0.97 (N.S.)

An analysis of variance testing for relationships between the three groups (RFS 11, 15, 19) revealed a multiple correlation coefficient of 0.81. This indicates a high correlation between prestige clothing scores of the three groups and we can assume that the groups did not differ significantly as far as the wearing of prestige clothing was concerned and none of the groups could be considered clothing leaders on the basis of the findings.

Hypothesis A (2) stated that Isolates were not expected to be wearing prestige clothing or that they would have low prestige clothing score. Table 8 gives the difference between means for Isolates and the rest of the students.

The difference was not significant and it can therefore not be accepted that Isolates wear "out" clothing or have a significantly lower prestige clothing score than other class members.

Relationship Between Wearing Prestige
Clothing and Popularity

Hypothesis B predicted that there would be a relationship between being popular and wearing prestige clothing (having a high prestige clothing score). Data for boys and girls were separated and the different relationships are shown in Table 9.

Table 9. Relationship of prestige clothing to popularity, leadership and dating magnetism

Variables		Prestige Clothing
		<u>r</u>
<u>Popularity</u>		
Boys		0.09
Girls		0.19*
<u>Leadership</u>		
Boys		0.21*
Girls		0.22*
<u>Dating Power</u>		
Boys		0.13
Girls		0.12

*Significant at .05 level.

From the results shown in Table 9 we can possibly judge that prestigious clothing was important for the popular girls but not for the popular boys. Cannon, Staples and

Carlson¹ who found that personal appearance bore a significant relationship to social acceptance during the junior and high school period, remarked that:

Whether a good personal appearance contributes to self assurance with resulting social acceptability or whether a strong social interest carries with it a desire to adopt a standard of dress and grooming which meets the group approval, we cannot say.

The results in this study did indicate some relationship between popularity and wearing prestige clothing or "in" clothing for girls but it is impossible to say what factors play a role as far as cause and effect is concerned.

Relationship Between Wearing Prestige Clothing and Leadership

In the studies of clothing leadership done by Sohn² and Glickman the relationship between clothing leadership and leadership in other areas was the only significant relationship. Janney found that cliques containing clothing leaders were leaders in other areas as well as in adoption of fads.⁴ As indicated in Table 9 a relationship between leadership and wearing prestige clothing was significant for

¹Cannon, Staples and Carlson, "Personal Appearance as a Factor in Social Acceptance," p. 713.

²Sohn, "Personal-Social Characteristics of Clothing Leaders Among Fraternity Men," p. 49.

³Glickman, "Clothing Leadership Among Boys," p. 274.

⁴Janney, "Fad and Fashion Leadership Among Undergraduate Women," pp. 275-278.

boys as well as for girls in this study. We can therefore accept the proposition that clothing leaders were leaders in other areas of group activities as well.

Relationship Between Wearing Prestige
Clothing and Being Chosen
as Dating Partner

Hypothesis D consisted of a prediction that there would be a positive relationship between wearing prestige clothing and being chosen as dating partner. Neither the correlation coefficient for boys (0.13) nor for girls (0.12) was significant at the .05 level (see Table 9). Janney found that the girls who originated fads were also popular as dating partners.¹ This finding was the only evidence that leadership in clothing was significantly related to these two factors.

¹Ibid.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

This study grew out of a larger interregional project¹ which was designed to explore the relationship of social class, social participation, social acceptance and conformity to and awareness of clothing norms. The major concern of the present study was to determine what clothing was considered to be "fashionable" or prestigious by the subjects to whom the questionnaire was administered and to investigate the relationship between wearing prestigious clothing and acceptance by peers as being popular, a leader, a desirable dating partner and a member of a friendship group.

A review of the literature pertinent to the problem revealed that little research has been done regarding leadership in the area of clothing and acceptance of fads and fashion by adolescents and, no study with high school students as subjects could be found. Although references to clothing as a symbol of prestige or status were encountered

¹Interregional project W-98, "The Relationship of Clothing to the Personal and Social Acceptability of Adolescents."

in studies dealing with motivation in clothing and conformity to the clothing mode this study is to a large extent exploratory in the measurement of what adolescents regard as "fashionable for the group" (or prestige clothing) and in making predictions about relationships between clothing leadership and different aspects of peer acceptance.

The population consisted of the sophomore class of a midwestern high school and questionnaires were administered to 121 boys and 110 girls. The questionnaire was designed to obtain data about social class and other demographic factors, social participation in the formal school organizations, informal acceptance by the peers, awareness of clothing norms, and opinion designations as to which items were considered to be prestigious in clothing.

The techniques used for data collection included the questionnaire and 16 millimeter colored motion pictures. The film showed the back and front of the dress of each subject in motion and was taken on the day the questionnaire was administered.

The film was used to determine the items in every dress category that each student was wearing and from these a prestige clothing score was determined based on all the students' choices of "in" ("the newest thing going") and "out" ("completely out of it") items. Sociograms constructed by Clum¹ and based on choices of best friends within the

¹Clum, "Conformity to the Modal Pattern of Dress as Related to Friendship Patterns of Adolescent Boys and Girls."

class were used to identify a "leading group" and isolates. The friendship groups of the students who were chosen as "most popular in your grade" were located. All the popular students except one were found to be members of one of the three friendship groups, RFS 11, 15 and 19. These groups were considered to be a "most popular" or "leading group."

In the questionnaire subjects were asked to name class members whom they considered as most popular, or leader, or a desirable dating partner. The choices of members of the class then served to determine the popularity, leadership and dating scores for each individual.

The data for boys and girls were not separated by sex when relationships between average prestige clothing score of all members of the three friendship groups containing most popular students, or isolates, and the rest of the class were determined because RFS 15 contained both boys and girls and the isolate group was small. When relationships between prestige clothing and popularity, leadership and dating choices were determined separate analyses were conducted for boys and girls because differences in behavior toward accepted "fashion" or prestige clothing were expected to appear.

F-tests were used to determine the significance of the difference between means of prestige clothing score of the three friendship groups containing the "most popular" students and prestige clothing score of the rest of the students. The same statistic was used to determine whether

there was a difference between means of prestige clothing score of isolates and other subjects. The effect of social class was eliminated by using partial correlations in determining the relationships between wearing prestige clothing and popularity, leadership, or being chosen as dating partner. Means and standard deviations of the scores were determined for all the variables: prestige clothing, popularity, leadership, and choices as dating partner.

A summary of the proposed hypotheses and the results are given below. The hypotheses contain predictions about possible relationships between different aspects of informal peer acceptance and prestige clothing. They are therefore dealing with relationships between clothing behavior and adolescent peer group behavior.

- A. There will be a relationship between wearing prestige clothing and belonging to friendship groups.
 - 1. There will be a positive relationship between wearing prestige clothing and belonging to one of the three friendship groups containing the most popular students.

The difference between means for prestige clothing scores of the three friendship groups containing the "most popular" students and the rest of the subjects was not significant. This result does not give us reason to believe that members of friendship groups chosen as "most popular" or "leading group" wear prestige clothing (or accepted "fashion") more than the other class members or that they can be regarded as clothing leaders.

2. There will be a positive relationship between having a low prestige clothing score and being an isolate.

No significant difference between the mean of the prestige clothing score for isolates and the mean of the prestige clothing score for other class members was found. We cannot assume therefore that isolates will not wear as many prestige items of clothing as other class members.

Hypothesis A was therefore rejected as far as a positive relationship between being a member of RFS 11, 15 and 19 and wearing prestige clothing is concerned as well as the negative relationship that was expected to exist between wearing prestige clothing and being an isolate.

- B. There will be a positive relationship between wearing prestige clothing and being popular.

The correlation coefficient measuring the relationship between prestige clothing score and popularity score was not significant for boys but the coefficient for girls was significant at the .05 level of confidence. This may mean that popular girls wear prestigious clothing but it is not known whether wearing prestigious clothing helps to make a girl popular or whether popular girls transmit to clothing their own prestige.

Hypothesis B can therefore be accepted for girls but must be rejected for boys.

- C. There will be a positive relationship between wearing prestige clothing and being chosen as leader.

A significant relationship was found to exist between prestige clothing score and being chosen as leader for both boys and girls. Both of these correlation coefficients were significant at the .05 level of confidence. These findings indicate that the students who wear prestige clothing (and may be considered clothing leaders) are also chosen as leaders by the members of their group.

These findings indicate that Hypothesis C can be accepted for both boys and girls.

- D. There will be a positive relationship between wearing prestige clothing and being chosen as dating partner.

The relationship between wearing prestige clothing and being chosen as dating partner was not found to be significant for either boys or girls. Hypothesis D was therefore not confirmed.

In summary the only relationships that were confirmed were the relationships between prestige clothing scores and leadership for both boys and girls and the relationship between prestige clothing score and popularity for girls.

Implications of the Findings

Home economics teachers attempt to help high school students to make clothing decisions and to "choose wisely," yet very little empirical information about their deeper

needs is available. Often it is just assumed that clothing that is flattering to the individual's figure type and serviceable should be acceptable to the adolescent. It has been shown that conformity to the peer mode is important for the adolescent and concern about his needs to conform to peer standards regardless of becomingness has lately been expressed. Little research has been done, however, about the acceptance of fashions and fads and the rejection of items that are "out of fashion" in spite of the fact that it is acknowledged that adolescents easily adopt fads, some of which are disapproved of by adults.

Our knowledge about the adoption of new fashions or fads and the rejection of old ones among adolescents is so meagre that we have to start by studying actual behavior. Besides establishing a pattern of dress accepted as "in" we have to find out who wears this clothing. Do the popular students, or the leaders, or students popular as dating partners wear prestige or "in" clothing? Can we identify members of an "in group" who are also clothing leaders or wearers of prestige or "in" clothing?

The results of this study indicated that both the boys and the girls who were chosen as leaders wore prestige clothing while there was also a significant relationship between popularity and wearing prestige clothing for girls but not for boys. (Although no cause and effect relationships have been established knowing that clothing leaders

are those students who are also chosen as leaders in other areas by the class may be helpful for teachers. These are the students whose clothing will be the example that others follow.) If generalizations could be made to other populations this finding might mean that teachers could use leadership in other areas as a predictor for leadership in clothing and leaders could be studied when clothing motivation of the group must be investigated.

Another important fact that has become clear in this study is that a finer measure of prestige clothing or accepted "fashion" must be devised. In order to measure the "new thing" categories of items must contain information about new items rather than being limited to clear modal frequencies. In the larger project from which this study was developed dress categories with two or more equally popular items within the category as well as those categories where one item was worn by 90 percent or more of the subjects were not included. These excluded categories might contain "in" items. For boys' clothing especially the measure did not make a clear enough distinction between wearers of prestigious clothing and others.

The many problems encountered in a study dealing with adolescent peer group "fashion" are indications of how little we actually know about the adolescent's adoption of fashion and fad although we know that fads are frequently adopted.

Recommendations for Further Study

One of the problems in dealing with "in" or "fashionable" clothing is to find out which items are considered "fashionable" or prestigious by the group. The analysis of the questionnaires showed that students did not agree about the item that was prestigious ("in") in every category. An attempt was made to use the opinion of students with a high score for awareness of the mode to designate which item was "in" or "out" in every category. Their opinions were even less reliable than the opinion of the total group possibly because they had a high score for "awareness of the dress mode" and not of prestigious or "in" clothing. A better indication might be found if students were asked to name members of the group whom they considered clothing leaders--their opinion might give a better indication of what is prestigious or "fashionable" for the group.

Besides looking at items of clothing being worn, general appearance should also be considered for a complete picture because the total appearance may give a clearer picture of how "fashionable" a subject is dressed than analysis of different items.

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APPENDIX A

**TABLES OF BIOGRAPHICAL DATA AND
FREQUENCY DISTRIBUTION**

Table A.1. Numerical and percentage distribution of subjects according to age

Age	Boys		Girls		Total	
	No.	%	No.	%	No.	%
15	43	35	62	56	105	46
16	67	55	44	40	111	48
17	11	10	3	3	14	6
18	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>0</u>
Total	121	100	110	100	231	100

Table A.2. Numerical and percentage distribution of subjects according to area of residence

Area of Residence	Boys		Girls		Total	
	No.	%	No.	%	No.	%
Town	53	44	60	54	113	49
Suburb	14	12	3	3	17	7
Rural	<u>54</u>	<u>45</u>	<u>47</u>	<u>43</u>	<u>101</u>	<u>44</u>
Total	121	101*	110	100	231	100

*Error due to rounding.

Table A.3. Numerical and percentage distribution of subjects according to education of main wage earner of the family

Education of Main Wage Earner	Boys' Families		Girls' Families		Total	
	No.	%	No.	%	No.	%
Graduate School	3	3	4	4	7	3
College Graduate	8	7	6	5	14	6
Some Education Beyond High School	15	12	20	18	35	15
High School Graduate	49	41	35	32	84	36
Attended High School	28	23	29	26	57	25
Completed Eighth Grade	16	13	14	13	30	13
Attended Elemen- tary School	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>4</u>	<u>2</u>
Total	121	101*	110	100	231	100

*Error due to rounding.

Table A.4. Frequency distributions of prestige clothing scores for boys and girls (interval--100)

Boys		Girls	
Intervals	No.	Intervals	No.
651-750	1	151-250	1
751-850	1	251-350	0
851-950	1	351-450	1
951-1050	1	451-550	0
1051-1150	2	551-650	2
1151-1250	0	651-750	0
1251-1350	0	751-850	2
1351-1450	2	851-950	3
1451-1550	4	951-1050	7
1551-1650	3	1051-1150	9
1651-1750	7	1151-1250	8
1751-1850	6	1251-1350	11
1851-1950	11	1351-1450	14
1951-2050	4	1451-1550	13
2051-2150	6	1551-1650	17
2151-2250	4	1651-1750	8
2251-2350	12	1751-1850	8
2351-2450	10	1851-1950	6
2451-2550	9		
2551-2650	5		
2651-2750	13		
2751-2850	13		
2851-2950	5		
2951-3050	1		

APPENDIX B

FIGURES OF FREQUENCY DISTRIBUTIONS

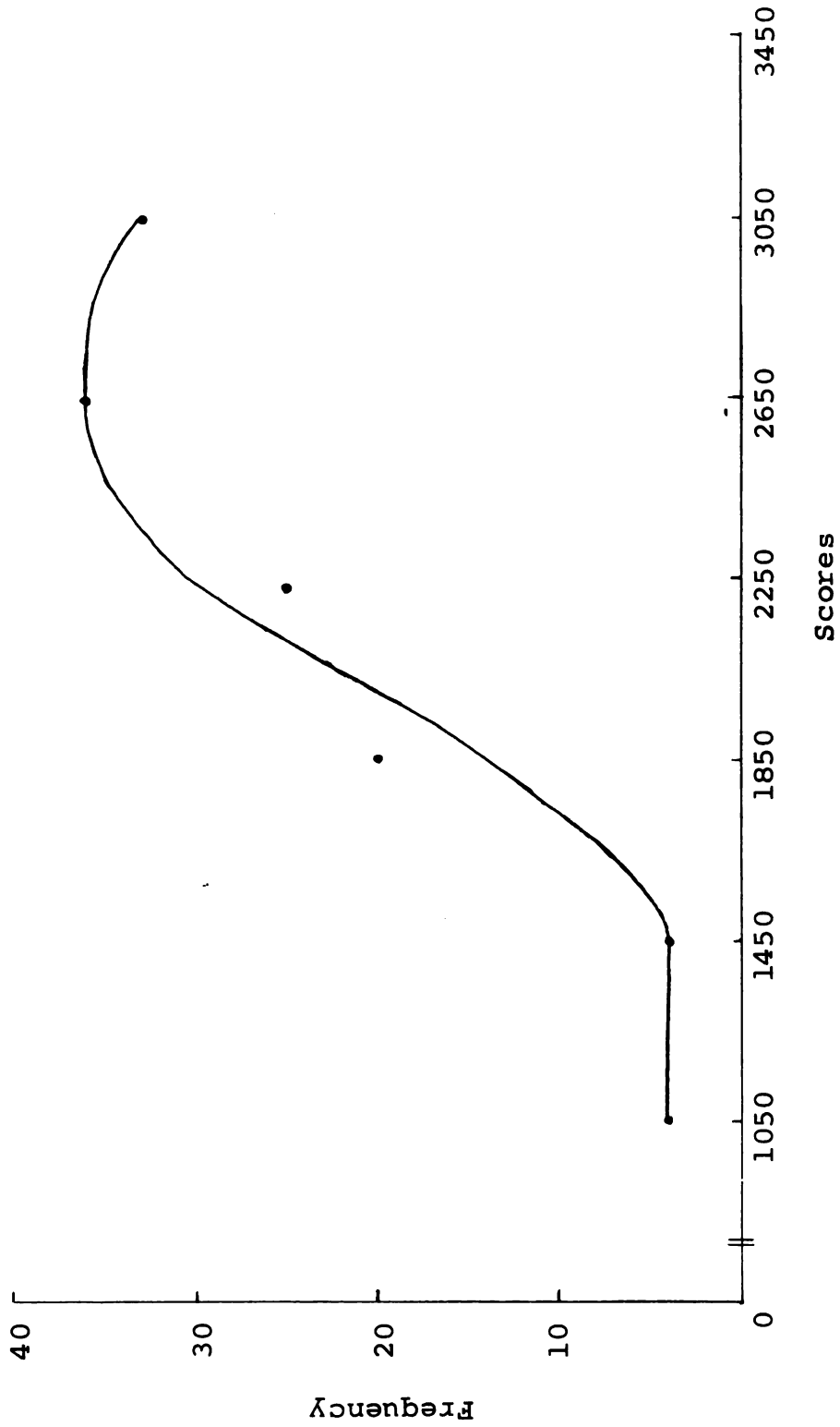


Figure 2. Frequency distribution of prestige clothing scores for boys.

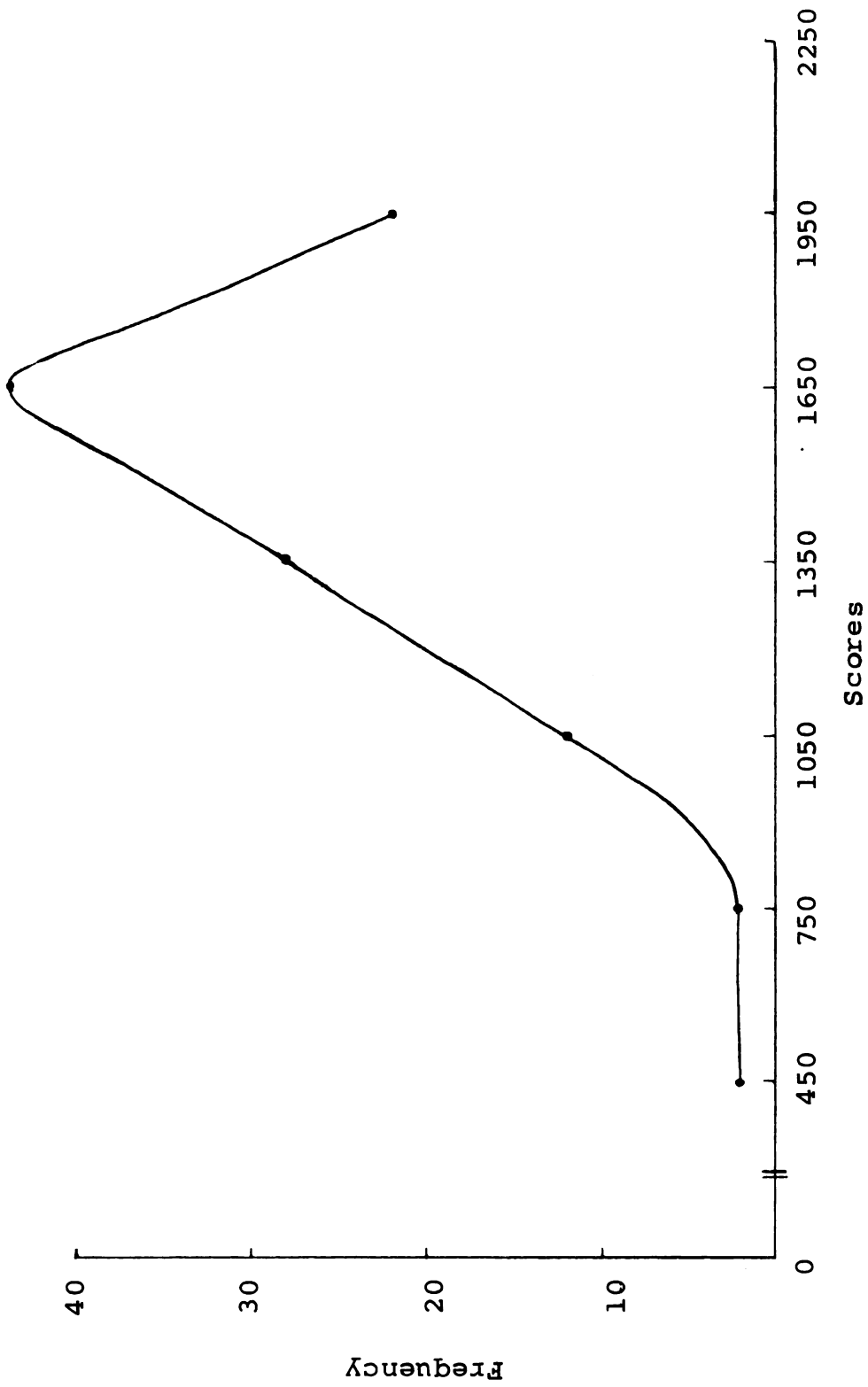


Figure 3. Frequency distribution of prestige clothing scores for girls.

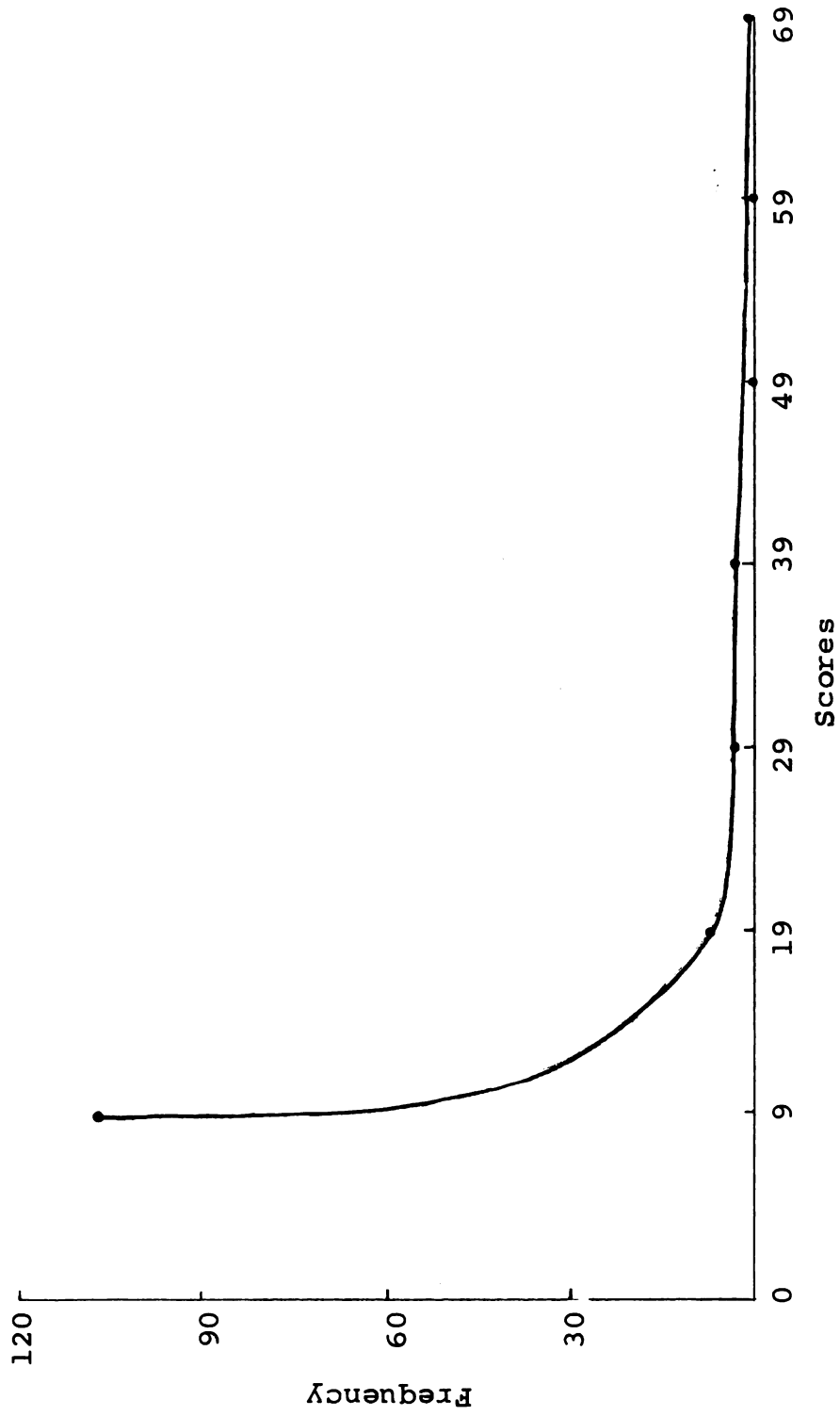


Figure 4. Frequency distribution of popularity scores for boys.

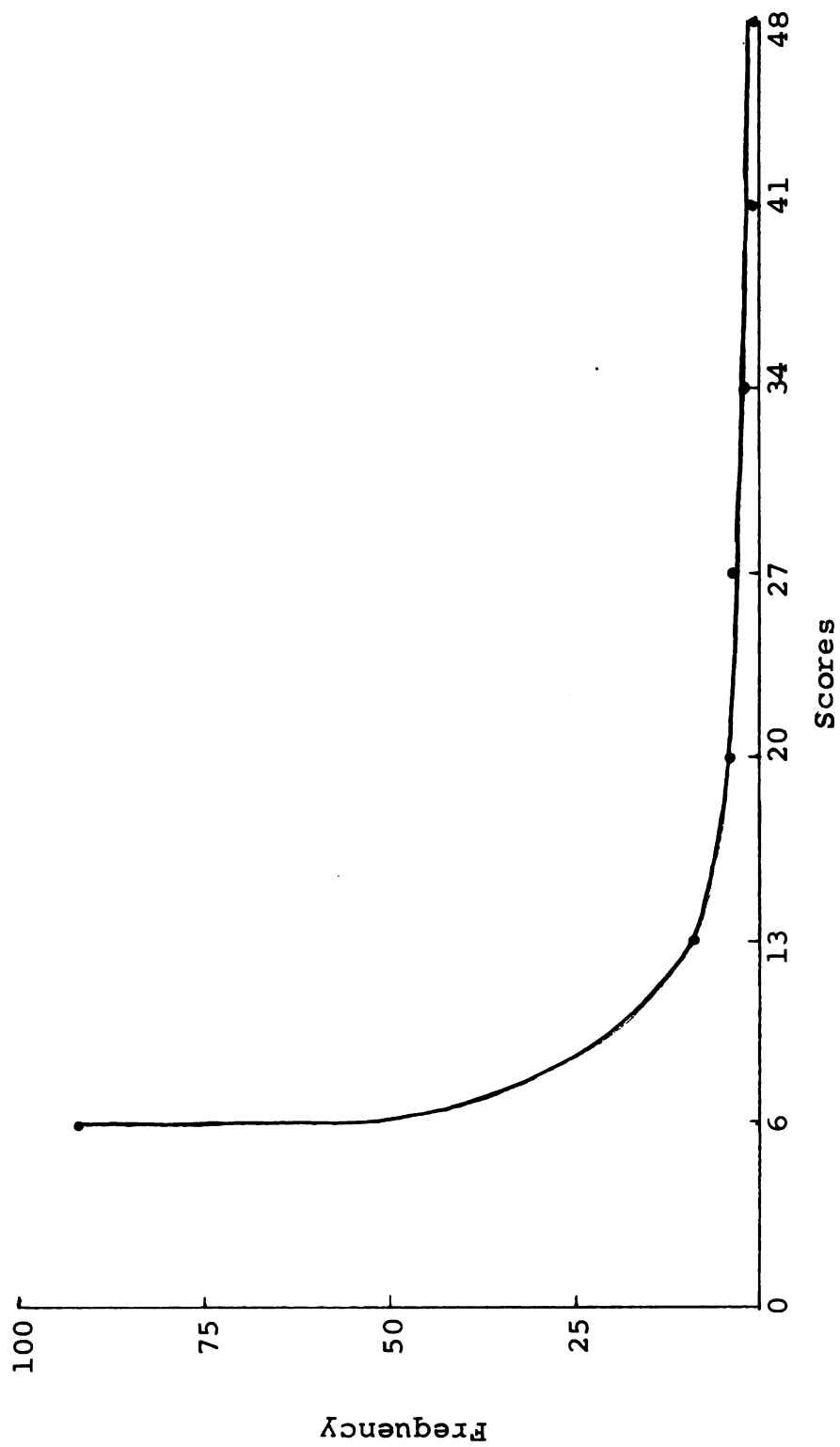


Figure 5. Frequency distribution of popularity scores for girls.

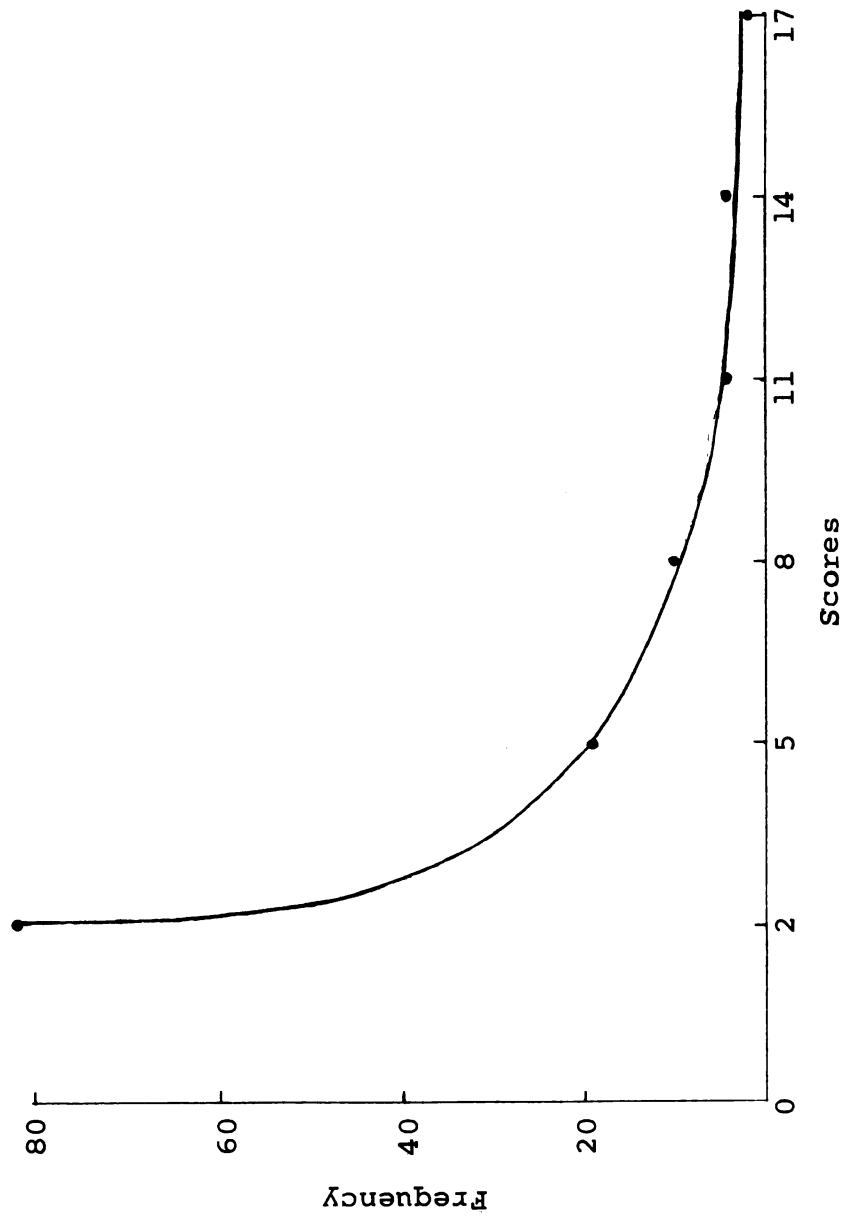


Figure 6. Frequency distribution of leadership scores for boys.

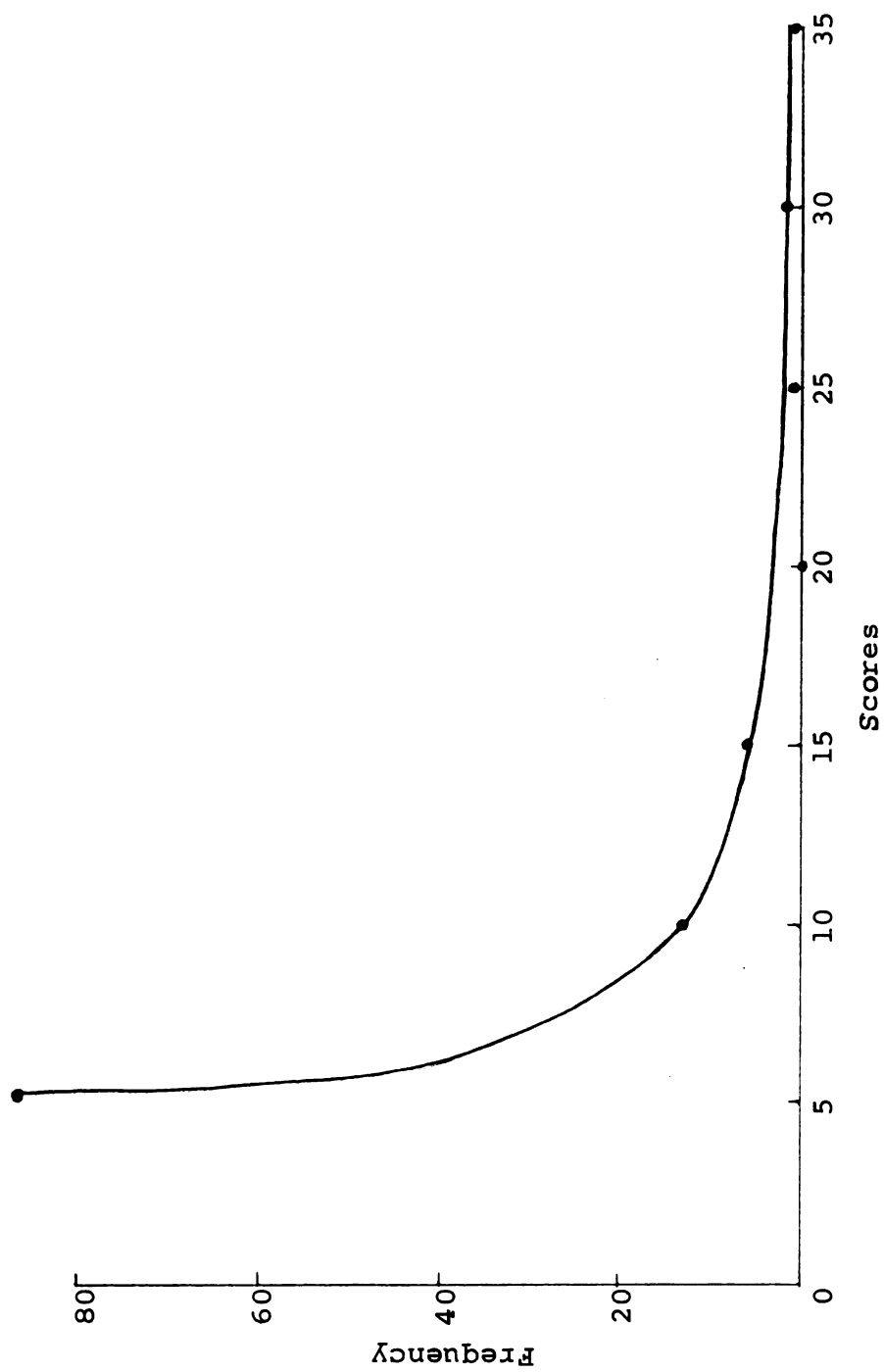


Figure 7. Frequency distribution of leadership scores for girls.

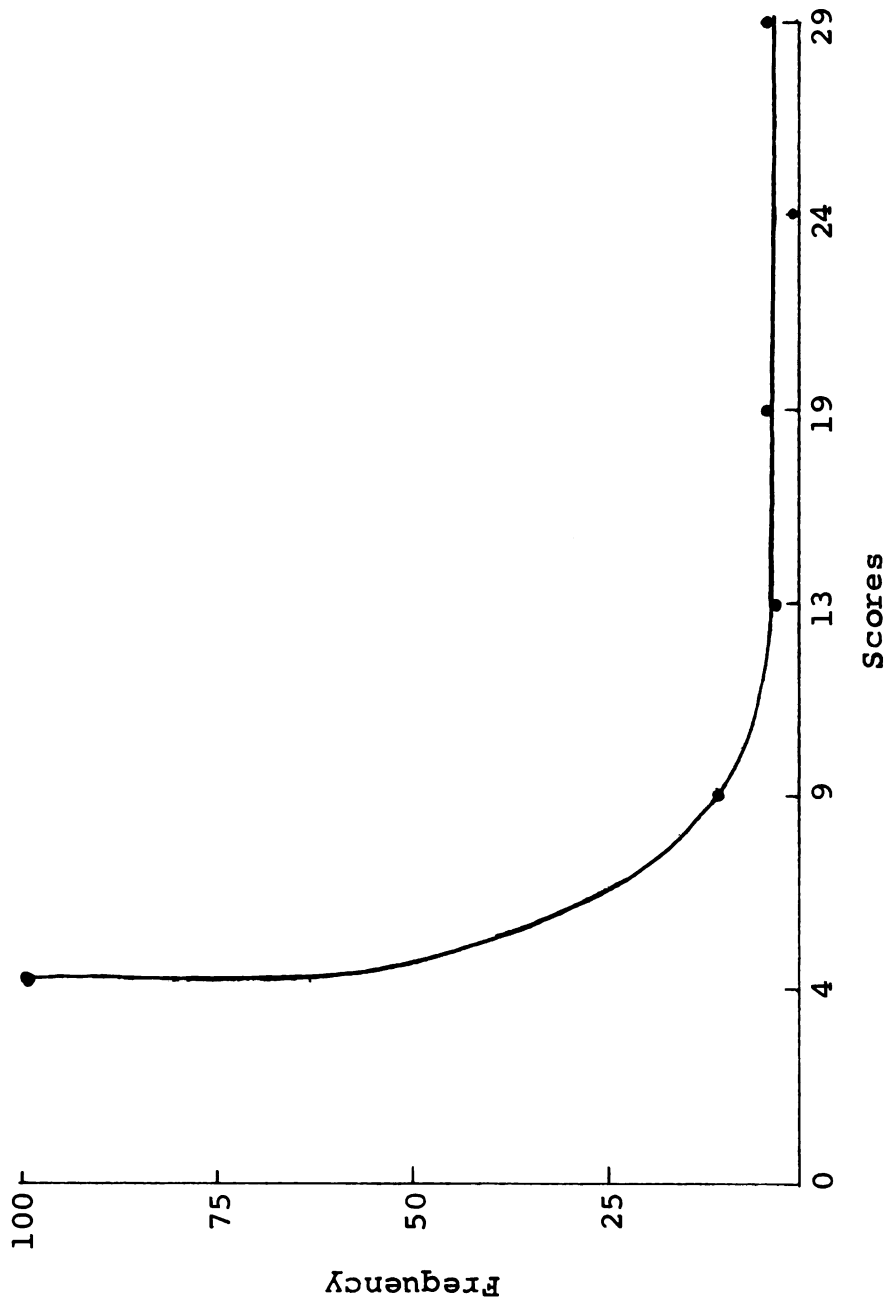


Figure 8. Frequency distribution of dating choice scores for boys.

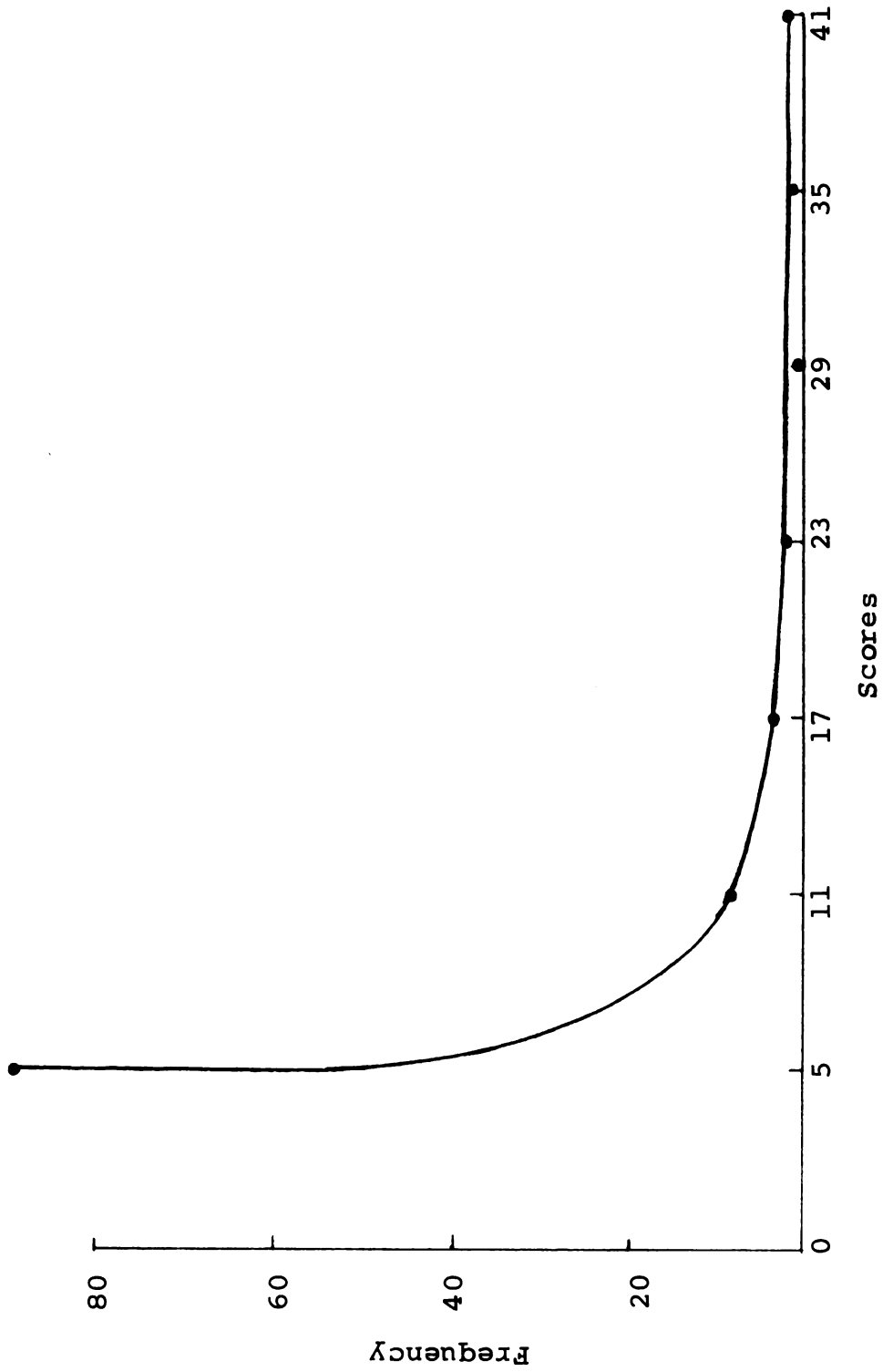


Figure 9. Frequency distribution of dating choice scores for girls.

APPENDIX C

QUESTIONNAIRE

Dear Students:

We would like your help in our survey about teenagers and their clothing. It is only with the help of you students that our study can be of value.

At the beginning of each section you will find directions for the correct procedure to follow in that section. We would very much appreciate your cooperation in completely filling out the following questionnaire to the best of your knowledge.

Thank you.

Name _____

Age _____ Male _____ Female _____

Check where you live:

In Town _____

Suburb _____

Rural Area _____

Below is a list of the organizations in your school. Check
 your position in those to which you belong.

Do Not Write
 In This Column

Name of Organization	Member	Committee Member	Chairman of Committee	Elected Officer (other than president) Write name of position	President
1. Sophomore Class					
2. Art Club					
3. Audio-Visual					
4. Girls Athletic Association					
5. Future Nurses					
6. Future Teachers					
7. Pen Pals					
8. Pep Club					
9. Science Club					
10. French Club					
11. Future Business Leaders of America					
12. Key Club					
13. Annual Staff					
14. Band					
15. Choir					
16. Cheerleaders					
17. Future Farmers					
18. Future Homemakers					
19. Spotlight Staff					
20. Student Council					
21. Varsity Football					
22. Jr. Varsity Football					
23. Varsity Basketball					
24. Jr. Varsity Basketball					
25. Baseball					
26. Cross Country					
27. Golf					
28. Gymnastics					
29. Tennis					
30. Track					
31. Wrestling					
32. Other					

1. Please indicate the main wage earner in your family.

_____ father
 _____ mother
 _____ other (please specify) _____
 (example: stepfather, uncle, brother)

Do Not Write in
This Column.

2. Please indicate the source of income for the major wage earner in your family.

_____ a) wages, hourly wages (weekly paycheck)
 _____ b) profits and fees from a business or
 profession
 _____ c) salary paid on a monthly basis
 _____ d) social security or unemployment insurance
 _____ e) odd jobs, irregular work, seasonal work
 _____ f) if other, please explain

3. Please explain in detail what the main wage earner does at work. Please explain specifically type of work. Examples: salesman in a clothing store, waiter, manages 20 other workers in an office, works on the assembly-line, owns and manages a small store with 6 employees.

4. Does any other person contribute to the financial support of your family?

_____ yes _____ no

5. If yes, please explain who (mother, brother, uncle).

6. Please explain in detail the type of work done by this person.

7. Please indicate the source of income for the second person who contributes to your family's financial support.

_____ a) wages, hourly wages (weekly paycheck)
 _____ b) profits and fees from a business or profession
 _____ c) salary paid on a monthly basis
 _____ d) social security or unemployment insurance
 _____ e) odd jobs, irregular work, seasonal work
 _____ f) if other, please explain

8. Please indicate highest level of education achieved by each of the following:

_____ father

_____ mother

_____ main wage earner (if other than mother or father)

- a) finished 7th grade or lower
 b) finished 8th grade
 c) finished 9th grade
 d) finished 10th or 11th grade
 e) graduated from high school
 f) 1 to 3 years of college
 g) college graduate
 h) graduate school after college
 i) don't know

9. If the main wage earner is a college graduate, what is the highest degree he holds?

Do Not Write In
This Column

List the full names of tenth grade students that best fit each of the following:

1. Which students in your grade are your best friends (the ones you feel closest to)?

2. Who do you think are the most popular students in your grade?

3. Give the names of the students in your grade that you would most like to date.

4. List the names of students in your grade whom you would like to represent your high school at a national meeting of high school students.

5. If all the students in your grade were asked to help on a class project which of the students would you like to work with?

You will find all the tenth grade students' names listed below. We would like you to show the degree of closeness you would most prefer with each by circling the proper number beside their name. Classify each student according to the categories listed below. Notice that each situation represents a different degree of "closeness." Please be sure to circle one number by every name.

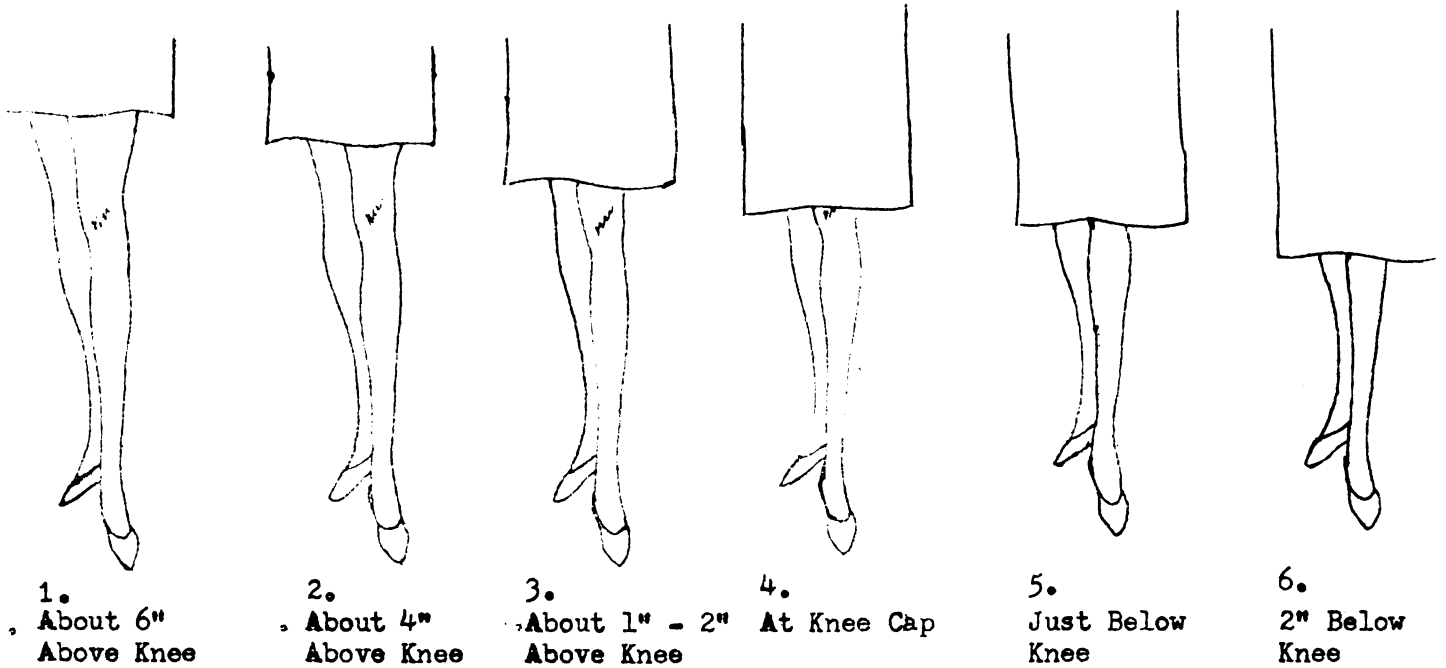
Beside each student's name circle one number which is closest to how you feel:

- 0 if you don't know this person very well
1 if you would be in the same class with this person
3 if you would enjoy eating lunch with this person
4 if you would choose this student to be a close friend

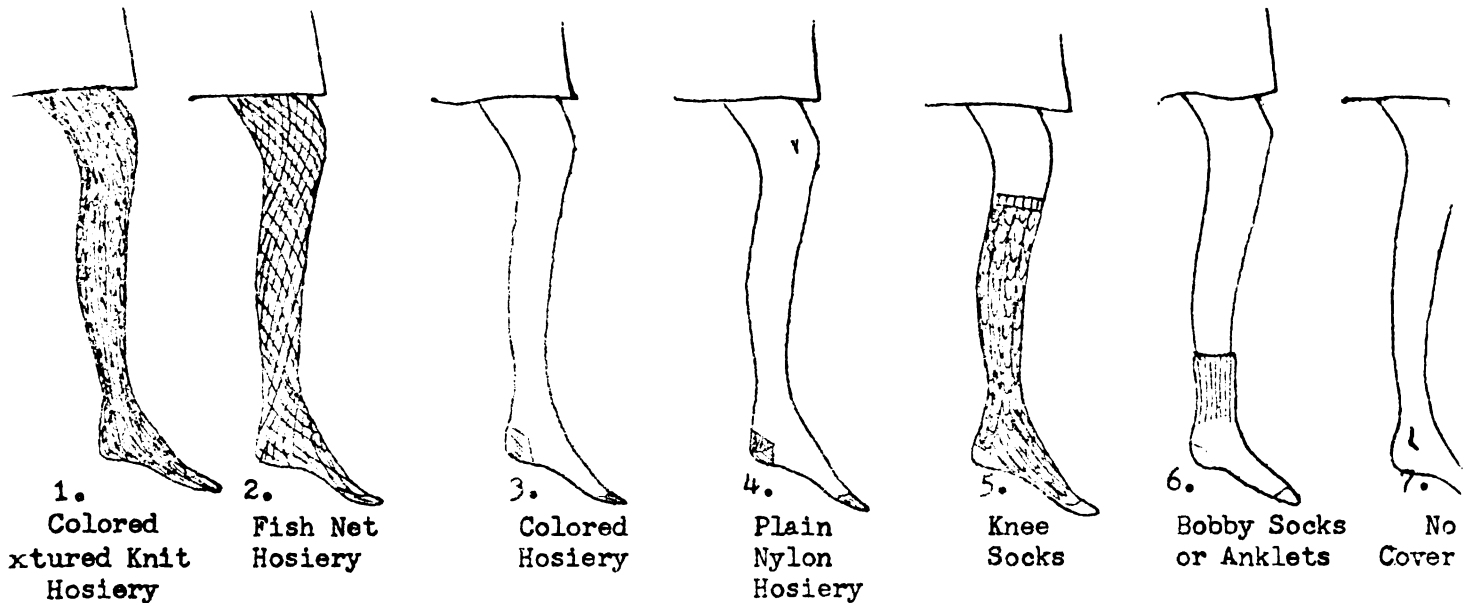
[illegible]

- I. You will find, on the following pages, pictures of both boys and girls items of clothing. The pictured items are divided into categories according to style and ways of wearing them. Circle one item in each category which you think is most commonly worn by the majority of boys or girls in your class.

A. Girls Shirt Length



B. Girls Leg Covering





1.

Dress



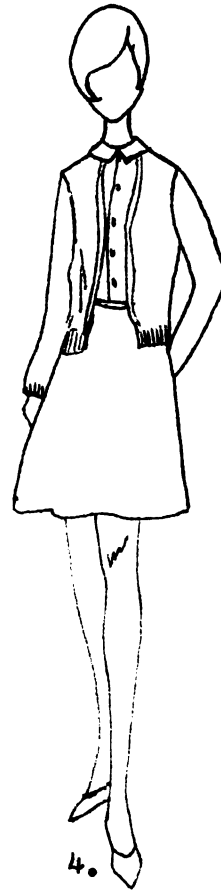
2.

Skirt & Shell
or Sweater



3.

Skirt & Blouse



4.

Skirt, Blouse
& Sweater



5.

Jumper &
Blouse



6.



7.



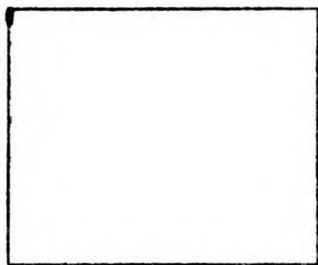
8.



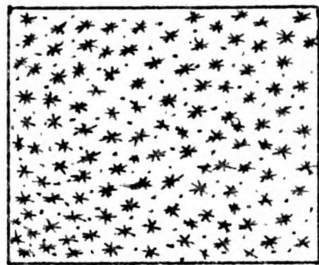
9.

Short Shirt with

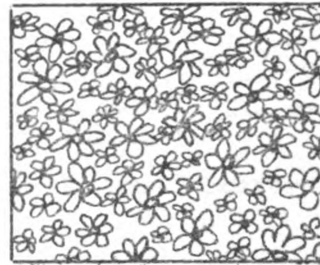
E. Girls Fabric Design of Dresses or Skirts



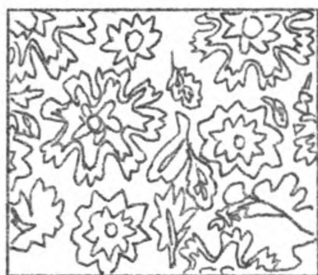
1. Solid Color



2. Small Print



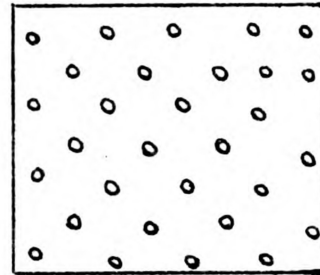
3. Medium Print



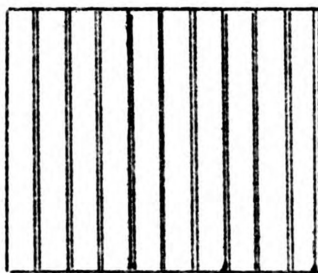
4. Large Print



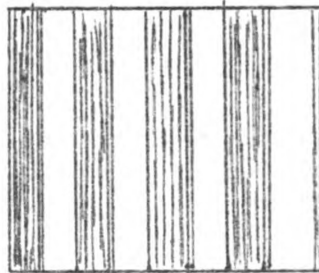
5. Psychedelic Print



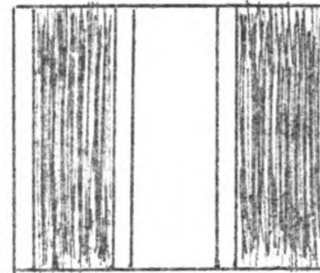
6. Polka Dot



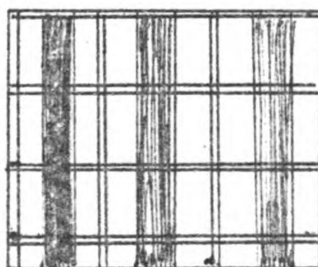
7. Small Stripe



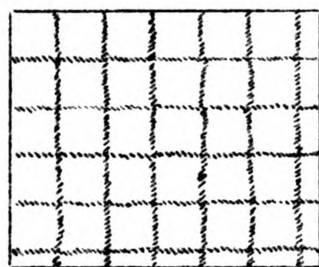
8. Medium Stripe



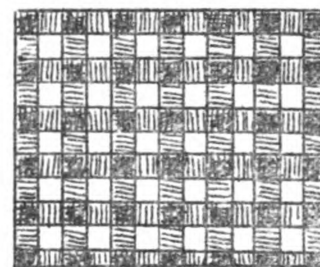
9. Large Stripe



10. Plaid

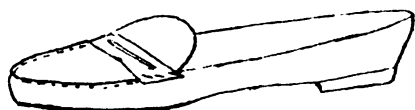


11. Small Stripe Plaid



12. Gingham Check

F. Girls Shoes



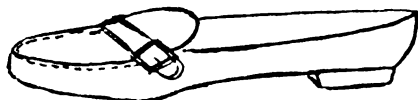
1. Penny Loafer



2. Plain Loafer



3. Tassal Loafer



4. Buckle Loafer



5. High Top (Tie or Buckle)



6. Moccasin



7. Tie Oxford



8. White Tennis Shoe



9. Colored Tennis Shoe



10. Plain Flats

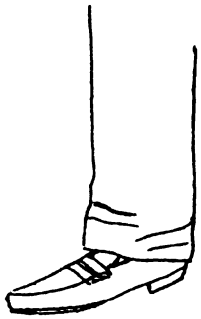


11. Flats with Open Work

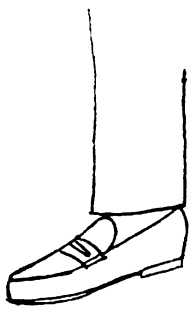


12. Sandal

13. Patent Block Heels
(Pump or Sling Back)14. Stack Heels
(Pump or T-Strap)

G. Boys Trousers Length

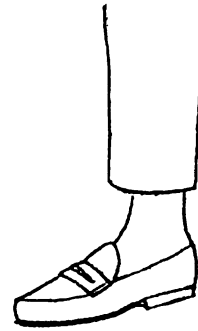
1. Long with Wrinkle



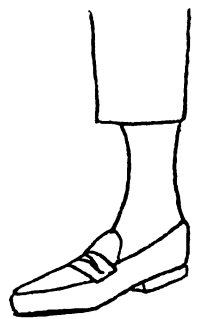
2. Top of Shoe



3. Ankle



4. 2" above Ankle



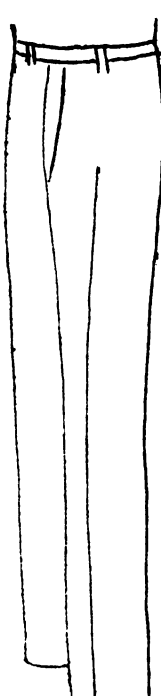
5. 4" above Ankle

H. Boys Trousers Fit

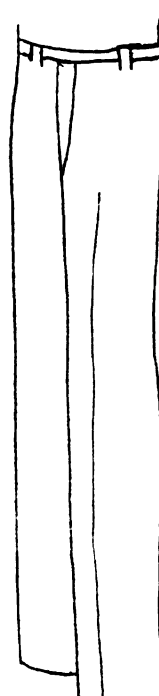
1. Very Tight



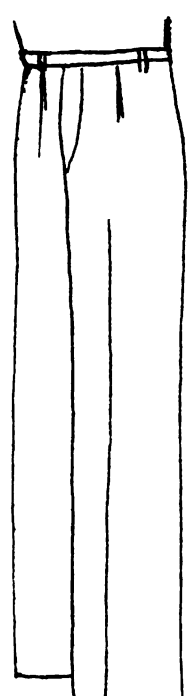
2. Tight



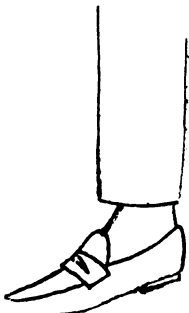
3. Medium



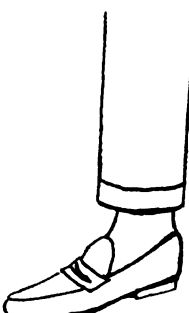
4. Loose



5. Baggy

I. Boys Trousers Cuff

1. No Cuff



2. Cuff



3. Frayed Cuff

J. Boys Trousers Type

1. Jeans

2. Casual Slacks

3. Dress Slacks

K. Boys Shirt Collars

1. Button-down Collar



2. Convertible Collar



3. Collarless



4. Knit Shirt Plain Collar



5. Turtle Neck



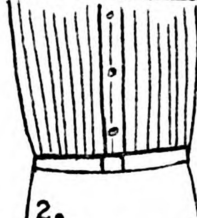
6. Jersey or Sweatshirt Collar



7. Mock Turtle Neck

L. Boys Shirt Fabric Design

1. Solid Collar



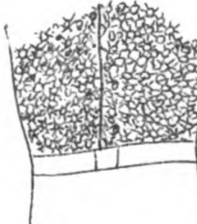
2. Small Stripe



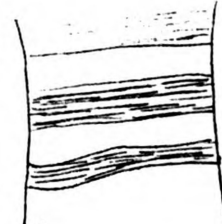
3. Plaid



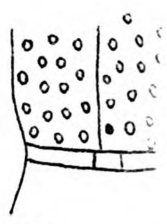
4. Large Print



5. Small Print



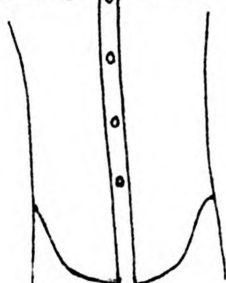
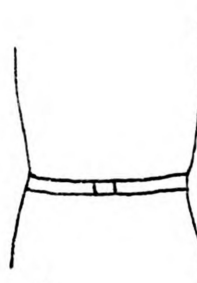
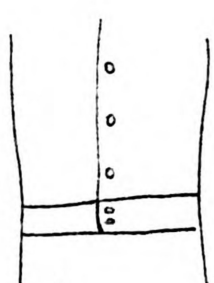
6. Horizontal Stripes



7. Polka Dot

M. Boys Shirt Tails

IN or OUT

1. Dress Shirt
IN2. Dress Shirt
OUT3. Pullover
OUT4. Pullover
IN5. Jac Shirt
OUT**N. Boys Shirt Colors**

1. Black

2. Light Blue

3. Dark Blue

4. Brown

5. Cranberry

6. Gold

7. Green

8. Olive Green

9. Grey

10. Orange

11. Purple

12. Red

13. Tan

14. White

15. Yellow



1. Slip On With Buckle



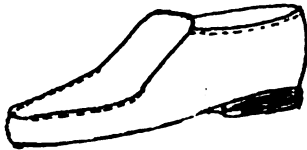
2. Slip On



3. Penny Loafer



4. Tassel Loafer



5. High Top Loafer



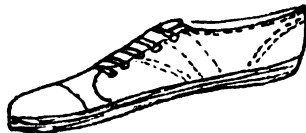
6. Moccasin



7. Dark Blue Tennis



8. Other Color Tennis



9. Low Sided, White Sport Tennis



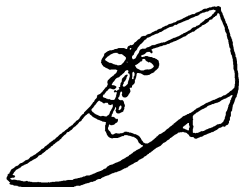
10. Open Weave Fabric



11. Tie Oxford



12. Wing Tip



13. High Cut, Pointed Toe, Dress Shoe



14. Desert Boot



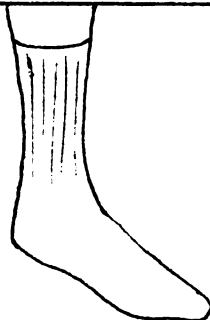
15. Cowboy Boot



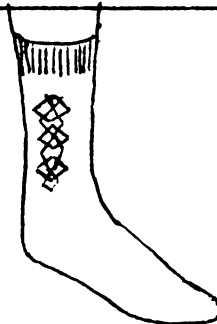
16. Military or Work Boot



1. White Socks



2. Dark Socks
(black, Grey, brown,
dark blue & green)



3. Patterned Socks



4. Light Socks
(tan, gold, rust,
cranberry, light green)



5. No Socks

17. Now go back over the pictures and write "IN" by any one of the items in each category which you think is the "newest thing going". Write "OUT" by the items which are completely "out of it". If none of the pictures in a category represents what you think is the "IN" or "OUT" item show how your idea is different by marking over the pictured item most nearly like it.

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