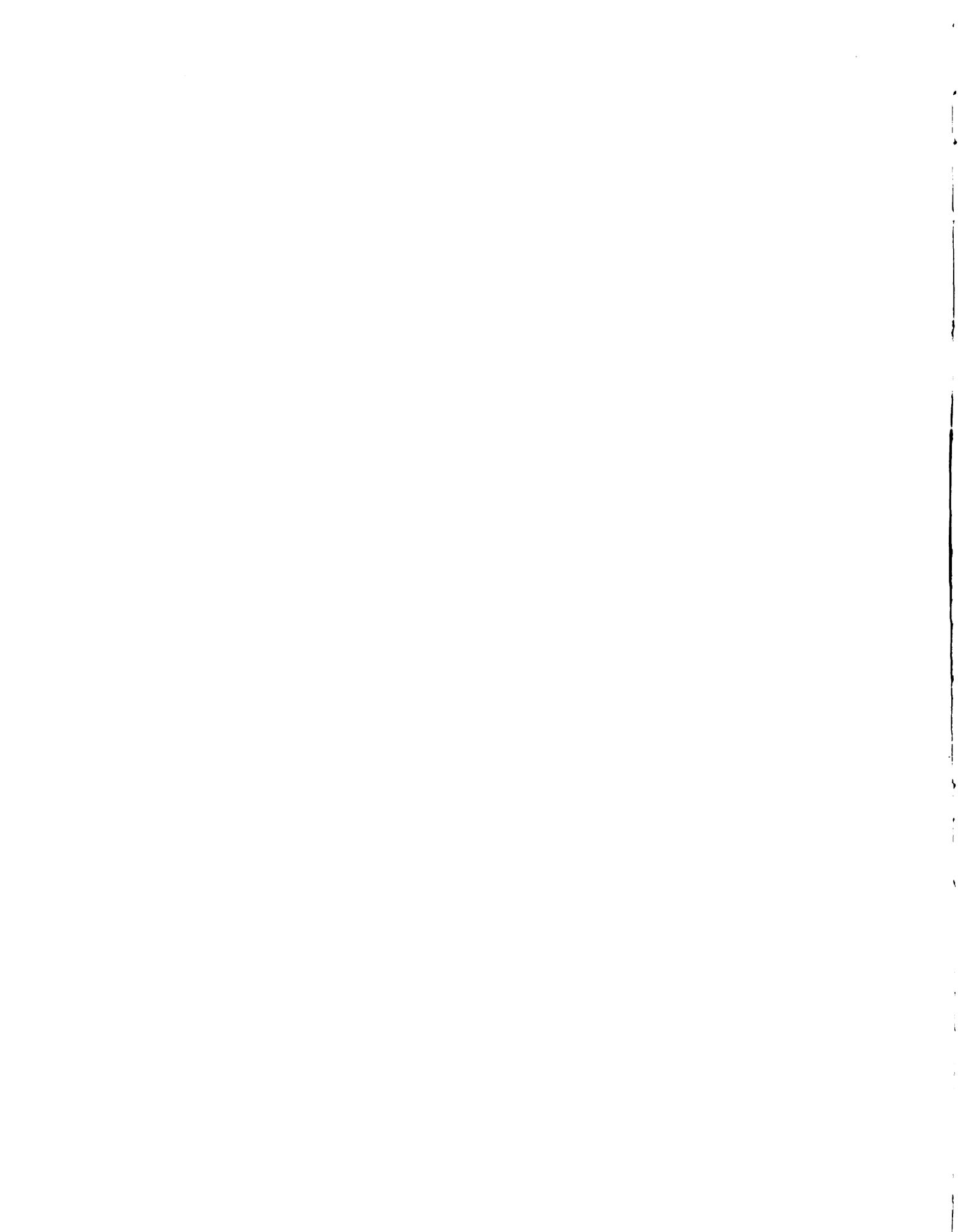


CLOTHING AS RELATED TO ROLE
BEHAVIOR OF NINTH GRADE GIRLS

Thesis for the Degree of M. A.
MICHIGAN STATE UNIVERSITY
Betty Marguerite Wass
1962

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ABSTRACT

CLOTHING AS RELATED TO ROLE BEHAVIOR
OF NINTH GRADE GIRLS

The main area of investigation of this study was clothing as related to the role behavior of ninth grade girls. The objectives of the problem were outlined as follows:

1. to determine what ninth grade girls feel constitute appropriate or ideal clothing for typical adolescent roles.
2. to determine the actual clothing practices of ninth grade girls in these roles.
3. to determine the relationships between ninth grade girls' ideal clothing practices, actual clothing practices, and roles assumed.
4. to obtain ninth grade girls' opinions about the relationship of clothing to behavior.

Ideal and actual clothing practices were examined in conjunction with background factors, clothing awareness, clothing satisfaction, and self-satisfaction.

A questionnaire was developed as the means of obtaining information and was administered in East Lansing, Michigan--a community of predominately young, highly educated, extremely mobile, white collar inhabitants. One hundred fifty-two of the ninth grade girls completed the questionnaire.

Ideal and actual clothing behavior was explored in four roles assumed to be typical of teen-agers. Their typicality was substantiated because a majority of girls in the sample took part in each role. The girls indicated garments they could ideally wear and garments they had actually worn in each of the four roles.

Discrepancies between ideal and actual clothing behavior were noted, and the sum of an individual's discrepancies was called her variant score. The score was used in analysis of other variables, two of which were the awareness and satisfaction scores. Little significance was found between them and the variant score.

The awareness score was a measurement of the girls' sensitivity to clothing and frequency of participation in activities indicating interest in clothing. The relationship between clothing awareness and clothing satisfaction was highly significant. Girls with high clothing awareness were apt to have middle to high clothing satisfaction while girls rating low in awareness also had low satisfaction.

The clothing satisfaction score was a compilation of questions asking how well-dressed the girls felt. In general, they thought they were as well-dressed as the average girl in their age group or better dressed than average. However, the degree of satisfaction they expressed with their clothing varied from role to role.

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Clothing behavior was initially assumed to be an inherent part of role performance. The girls' opinions gave evidence that the assumption was valid. They implied that their actions in all roles were affected by their dress. Over eighty per cent of the sample said certain clothes caused them to act a certain way. A change in dress often accompanies a change in role and may even be the cause of role change or vice versa.

Role and dress are integrated to the degree that certain roles require specific dress, and girls who do not have the proper dress may refuse to take part in the role or may wish they had not taken part. A minority of girls said they were unaffected by dress requirements.

The consensus of ninth graders' opinions reveals that clothes may make them feel self-confident, more grown-up, better behaved, and more comfortable. These findings aid in the understanding of the relationship of clothing to adolescent girls' behavior.

**CLOTHING AS RELATED TO ROLE BEHAVIOR
OF NINTH GRADE GIRLS**

By

Betty Marguerite Wass

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

MASTER OF ARTS

Department of Textiles, Clothing and Related Arts

1962

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10/4/62

ACKNOWLEDGMENTS

The writer wishes to express her sincere appreciation to Dr. Joanne Eicher for spending countless hours directing the thesis, as well as providing understanding and encouragement; to Dr. Mary Gephart and Mrs. Frederica Neville for their thoughtful suggestions and criticisms of the entire project; to Mrs. Marilyn DeLong and the home economics students in Charlotte for their participation in the pre-test; and to Mr. Jack Downs and the ninth grade girls of East Lansing for their cooperation in the final administration of the questionnaire.

The writer would also like to express gratitude to fellow graduate students who frequently were called upon for assistance.

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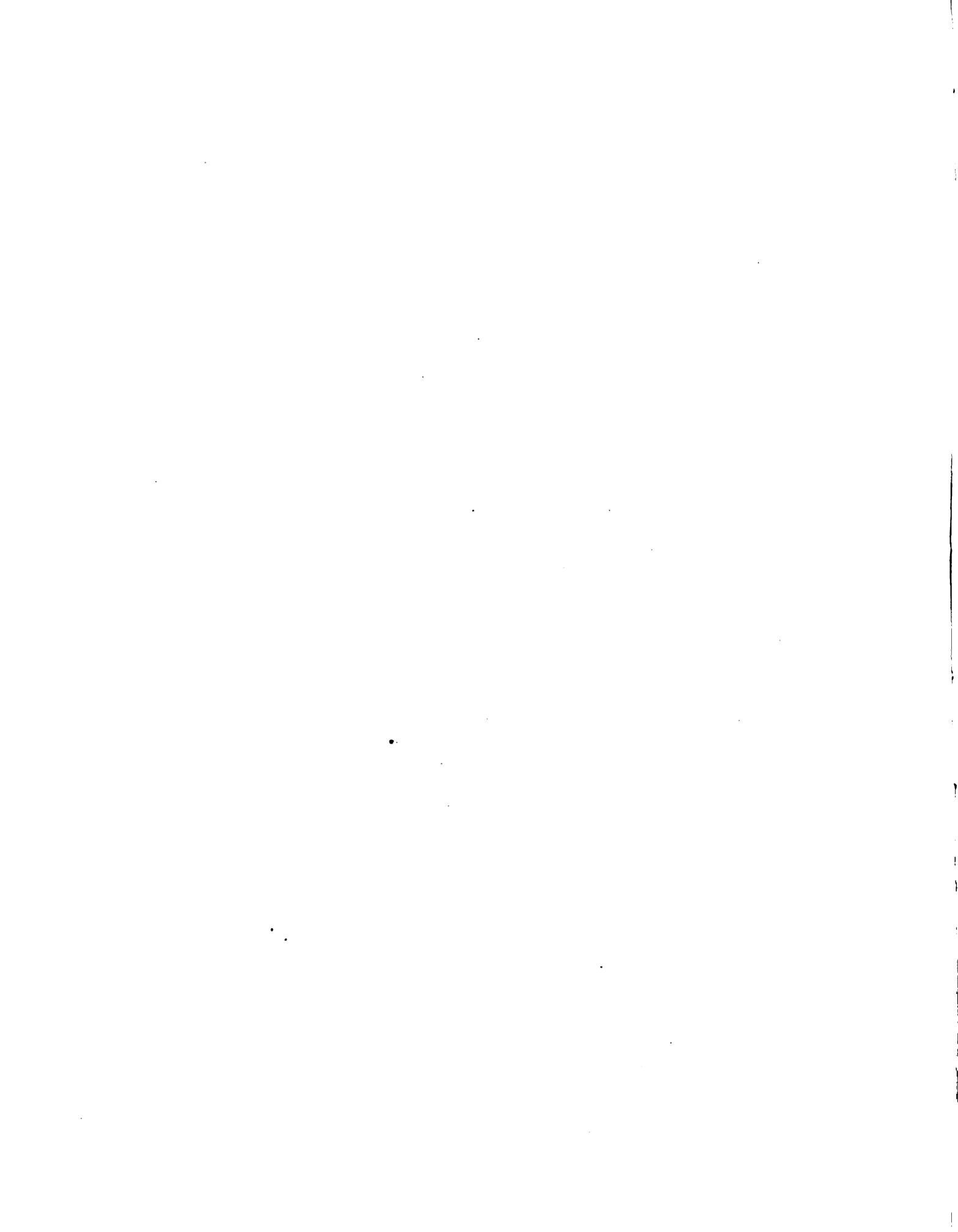
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CHAPTER I

INTRODUCTION

Statement of the Problem

That conduct is largely the performance of a series of roles in a variety of situations is a well-accepted fact,¹ as is the fact that these roles are learned. Within a given group or community an individual has only a limited set of alternatives from which to choose in performing a particular role,² for society restricts the choice. Sociologists feel that role choice presents many conflicts to the teen-ager making this period of life especially difficult.

During adolescence when role choices become a matter of great concern, it is interesting to note that clothing also becomes a matter of utmost importance.³ The purpose of this study was to investigate relationships of clothing and role in teen-age life. The specific objectives of the study follow:

¹Kingsley Davis, Human Society (New York: The MacMillan Co., 1948), p. 90.

²Ibid., p. 93.

³Elizabeth Hurlock, Adolescent Development (New York: McGraw-Hill Book Co., Inc., 1955), p. 216.

1. to determine what adolescents feel constitutes appropriate or ideal clothing for typical adolescent roles.
2. to determine the actual clothing practices of adolescents in these roles.
3. to determine the relationships between adolescents' ideal clothing practices, actual clothing practices, and roles assumed.
4. to obtain adolescents' opinions about the relationships of clothing to behavior.

Review of the Literature

No studies have been done, up to this point, relating teenage role and behavior. Therefore, the review of literature applies as background information, and has been divided into four classifications. The writings reviewed discuss role in general, the adolescent role, clothing and adolescence, and clothing and behavior.

Role

Role as used by George Herbert Mead describes a process of cooperative behavior and of communication.¹ It is an idea borrowed from drama which conceives of human interaction as participants playing parts. "The concept of role refers to the most intricately organized patterns of response of which the human organism is capable, i. e., to verbally organized systems of response to an organized, subdivided, and patterned environment."² Goffman says everyone is always and everywhere, more or less consciously playing a

¹Alfred Lindesmith and Anselm Strauss, Social Psychology (New York: Henry Holt and Company, Inc., 1956), p. 374.

²Ibid., p. 383.

role or "performing."¹ Talcott Parsons says "a role then is a sector of the total orientation system of an individual actor which is organized about expectations in relation to a particular interaction context, that is integrated with a particular set of value standards which govern interaction with one or more alters in the appropriate complimentary roles."² Lindesmith and Strauss summarize the concept of role as that term which is used "to refer to complex patterns of response which are conceptually organized within a supporting context of other roles called 'counter-roles'."³

In the enactment of roles, the following are essential:

- "1. an identification of self (what his part in the situation should be);
2. behavior in given situations which is appropriate to this identification;
3. a background of related acts by others (counter-roles) which serve as cues to guide specific performance.
4. an evaluation by the individual and by others, of the role enactment."⁴

¹Erving Goffman, The Presentation of Self in Everyday Life, (Garden City, New York: Doubleday & Company, Inc., 1959), p. 23.

²Talcott Parsons, The Social System, (Glencoe, Illinois: The Free Press, 1951), p. 38.

³Lindesmith and Strauss, op. cit., p. 407.

⁴Lindesmith and Strauss, op. cit., p. 385.

While societies generalize concepts of roles so that they "inculcate definitions of expectation which apply to all incumbants of the type of role in question"¹ each individual because of differences in basic personality structure will enact a role with some variation. Parsons notes that societies make allowance for ranges of toleration in variations acceptable in role enactment. The individual may be a variant in a situation and remain within limits of toleration, whereas, towards the extremes of the range of variability of basic personality structure are those who are not variant but deviant.² Within the limits of toleration, there may even be appreciation of individual differences in performance. The concept of variance and deviance in clothing presents an interesting aspect of this theory. It seems that there would be a wide range of variants in clothing acceptable for a role. Clothing unacceptable for a situation would fall outside of the limits of toleration and could be called deviant.

Adolescent Role

Parsons states that "it is at the point of emergence into adolescence that there first begins to develop a set of patterns and behavior phenomena which involve a highly complex

¹Parsons, op. cit., p. 238.

²Parsons, op. cit., p. 239.

combination of age grading and sex role elements."¹ While some of the elements are present in pre-adolescence and others in adulthood this particular age level is unique and distinctive in American society. It is a time when society no longer regards the individual as a child and still does not accord him full adult status; he is expected to learn adult roles in preparation for future performance, but he is not yet given freedom to enact them. Hollingshead in his report called Elmtown's Youth calls this period of life

an ill-defined no-man's-land that lies between the protected dependency of childhood where the parent is dominant, and the independent world of the adult, where the person is relatively free from parental controls. This no-man's-land is a place where the maturing person works out the extremely important developmental tasks of freeing himself from his family, making heterosexual adjustments, selecting a vocation, gaining an education, and--for a considerable percentage of young Elmtowners--establishing a home of his own.²

In parent-child relationships, he says

inconsistent definitions of personal status, rights, responsibilities, duties and roles are encountered constantly. . . . The boys and girls generally consider themselves capable of exercising adult judgment, whereas their parents and other adults usually view them as "immature children,"³

¹Talcott Parsons, "Age and Sex in U. S. Social Structure," American Sociological Review, (October, 1942), p. 606.

²A. B. Hollingshead, Elmtown's Youth (New York: Science Editions, Inc., 1961), p. 148.

³Ibid., p. 152.

and of the law, it is said

there is no consistency between the way the law defines immaturity and maturity for either sex. These conflicting definitions complicate growing up, for in one aspect of life the adolescent is considered an independent adult, whereas in another he is a dependent child.¹

While Parsons feels that the youth culture has important functions in easing the change from the security of childhood into the responsibilities of full adulthood, he, too, recognizes it as a period of considerable strain and insecurity.²

The significance of studying clothing behavior of adolescents increases when this period of life is recognized as a unique time of transition.

Clothing and Adolescence

Society allows the individual a limited set of alternatives in performing each role, and the performer partially identifies his alternative with expressive equipment such as: "insignia of office or rank; clothing; sex, age, and racial characteristics; size and looks; posture; speech patterns; facial expressions; bodily gestures; and the like."³ These make up non-verbal signs which set conditions

¹Ibid.

²Parsons, loc. cit., p. 614.

³Goffman, op. cit., p. 23

for interaction.¹ Some of these are relatively fixed; others such as clothing may vary from one performance to the next. Stone explains that, "Appearance substitutes for past and present action and, at the same time, conveys an incipience permitting others to anticipate what is about to occur. Specifically, clothing represents our action, past, present, and future, as it is established by the proposals and anticipations that occur in every social transaction. . . . This can be clearly seen in the doffing of dress, signaling that an act is done (and another act about to begin), the donning of dress, signaling the initiation of a new act, and the wearing of dress, signaling that action is going on."²

By the time youth reach the period of adolescence they are aware of approved rules related to clothing behavior in particular roles. "Likes and dislikes are markedly influenced by what is in style at the moment, what is becoming to the wearer, and what the adolescent feels is appropriate for the occasion on which these clothes are to be worn."³ They are careful to wear only what is considered "correct."⁴

¹Gregory P. Stone, "Appearance and the Self," Human Behavior and Social Processes (Boston: Houghton Mifflin Company, 1962), p. 86.

²Ibid., p. 100.

³Elizabeth Hurlock, op. cit., p. 220.

⁴Ibid., p. 221.

The "correctness" or "incorrectness" of types of dress for teen-agers is largely determined by the adolescent culture. Silverman noted that among twelve to eighteen-year-olds close conformity in the style of dress for daily wear was prevalent not only within the age groups but among them, girls at twelve and at all ages through eighteen tending to dress in like fashion.¹ There were only small differences in the clothing practices of girls in different economic groups; the tendency to conform was more influential than the economic factor.²

In a study of adolescent populations in ten high schools, Coleman found that having "good clothes" was more important for girls than for boys.³ Girls ranked clothes as very important for getting into the leading crowd⁴ and for popularity with the opposite sex.⁵ Vener found that girls demonstrate greater clothing awareness than boys.⁶ Symonds

¹Sylvia S. Silverman, Clothing and Appearance: Their Psychological Implications for Teen-Age Girls (New York: Bureau of Publications, Teachers College, Columbia University, 1945), p. 114.

²Ibid., p. 50.

³James S. Coleman, The Adolescent Society (New York: The Free Press of Glencoe, 1961), p. 37.

⁴Ibid.

⁵Ibid., p. 50.

⁶Arthur Vener, "Adolescent Orientations to Clothing: A Social-Psychological Interpretation," (unpublished Ph.D. dissertation, Department of Sociology and Anthropology, Michigan State University, 1957), p. 62.

reported that in a study of personal problems of both boys and girls, personal appearance and attractiveness were indicated as major interests.¹ Silverman states that "when the desires arising from this interest and the satisfaction of these desires are not compatible, difficulties develop which girls consider sufficiently serious to rank among the most weighty of their life problems."²

In a study by Flaccus, girls reported that being well-dressed made them feel more sociable and self-confident while being badly dressed made them self-conscious, uneasy, and sensitive about being seen.³

Hurlock summarizes Silverman's study nicely substantiating the previous fact:

Girls who make a poor appearance as judged by their peers, have a rejecting attitude and show a tendency to respond in a characteristically negative fashion. This is especially true of social activities with the same or with the opposite sex, with school and with out-of-school activities. They dislike activities normally characteristic of their age groups, and they do not participate in such activities. Furthermore they show a strong dislike for prominence and leadership activities, which is an indication of an attitude of self-effacement and low self-estimates.

Girls whose appearance is judged to be good by their peers, by contrast, enjoy being with others, and participate in club and other social organizations with both girls and boys. . . . Instead of shunning prominence

¹P. M. Symonds, "Problems and Interests of Adolescents," School Review, 44 (1936), pp. 506-518.

²Silverman, op. cit., p. 2.

³Louis W. Flaccus, "Remarks on the Psychology of Clothes," Pedagogical Seminary, 13 (1906), pp. 61-83.

or leadership activities, they assume many of the leadership positions of their groups.¹

Silverman's study included girls from twelve to eighteen years of age. "The group as a whole, regardless of age, tended to attach considerable significance to clothing and appearance. The right clothes were a necessary concomitant to happiness for about three-quarters of the group.² Clothing and appearance were used to satisfy needs or desires, such as the need for approval, the desire to be sexually attractive, and the need for self-confidence.³

Ryan found in a survey of high school and college girls, that high school girls more often than college girls express feelings of self-consciousness about their clothes.⁴ In Vener's study boys and girls whose fathers were in occupations of higher status tended to express sentiments of high clothing deprivation less frequently than those whose fathers are in occupations of lower status.⁵

It is interesting to note that Coleman found in a question regarding best-dressed girls, "the effect of not

¹Hurlock, op. cit., p. 479.

²Silverman, op. cit., p. 61.

³Ibid., p. 119.

⁴Mary S. Ryan, Psychological Effects of Clothing, Part II. "Comparison of College Students with High School Students, Rural with Urban Students, and Boys with Girls," Cornell University Agricultural Station Bulletin 898, August, 1953, p. 11.

⁵Vener, op. cit., p. 63

being thought of as 'best-dressed' by her classmates nearly doubles a girl's likelihood of wanting to be someone different," and still, being thought of as best-dressed is important largely because it contributes to being popular with boys.¹

For girls, the adult role which society emphasizes is that of wife and mother, and, although the adult feminine role has changed "from one of simple domesticity to one which allows occupational achievement in direct competition with men, along with it there is more emphasis on feminine attractiveness."² Hurlock also says that interest in clothes is closely allied to interest in attracting the attention of the opposite sex.³

According to Hurlock, clothes have three values for the individual: utilitarian value, esthetic value, and value as a symbol of social role. To the adolescent, clothes assume the most importance as symbolism of his social role, his concept of self, and thus, his personality development.⁴

Clothing and Behavior

Hurlock's statement that clothes serve the adolescent as a symbol of social role is interesting in light of the fact

¹Coleman, op. cit., p. 54.

²Parsons, loc. cit., p. 610.

³Hurlock, op. cit., p. 222.

⁴Ibid., p. 479

that sociologists feel that role choice presents many conflicts to the teen-ager. It seems that there may be a parallel between the adolescent's high interest in clothing and the many demands made on him concerning role choices. As role choices make up the behavior of an individual, and clothing is a symbol of role, clothing becomes an integral part of his behavior.

Writers in the clothing field have emphasized the effects of clothing on the individual. Morton states

Clothes help to make us self-confident, self-respecting, jolly, free or they make us self-conscious, shy, sensitive, restrained. They determine how much we go into society, the places we go to, the exercise we take. They help us to get jobs and to hold them, to miss them and to lose them.¹

De Beauvoir tells that a woman's humor, deportment, and facial expression may all depend on her gown; when she is not appropriately dressed she feels awkward, common, and therefore humiliated.² Ryan found in her study that the girls most confident about their clothing tended to feel peppy and more talkative. Those less well dressed were likely to feel self-conscious and to try to keep from the center of the group.³

This study will further investigate adolescent girls' opinions about the relationships of clothing to behavior.

¹Grace M. Morton, "Psychology of Dress," Journal of Home Economics, 18 (1926), p. 584.

²Simone de Beauvoir, The Second Sex (New York: Alfred A. Knopf, Inc., 1953), p. 506.

³Mary S. Ryan, Psychological Effects of Clothing, Part I, "Survey of the Opinions of College Girls," Cornell University Agricultural Station Bulletin 882, September, 1952, p. 18.

Summary of Review of Literature

An individual's conduct is largely the performance of a series of roles in a variety of situations. These roles are learned. Role standards to be upheld by the performer depend on the particular society. Some variation in role performance is allowed for each person in consideration of individuals' basic personality differences, and his actions are acceptable as long as they are within limits of toleration set by society.

The adolescent is in a period of life when he is learning complex role patterns and experimenting with role choices. It has been called a transitional period, and part of the transition is the shift in orientation away from parental control toward one's own peers. Conformity to the peer group becomes extremely important and is particularly noticeable in clothing behavior.

Clothing behavior of American adolescents is a phenomenon which has generated spoken and written comments from many sources. Usually this phase of adolescent behavior is briefly mentioned, but is, nevertheless, recognized as something of extreme importance to the respective age group. Clothing aids or hinders the satisfaction of needs and desires of teen-agers, especially as it serves as a symbol of social

role. By the time the youth reaches adolescence, he is aware of approved rules related to dress behavior in the performance of roles.

As role choices make up the behavior of an individual, and clothing is a symbol of role, clothing not only becomes an inherent part of a person's behavior but also influences his behavior. The major premise upon which this study is based is that there is a relationship between the clothing of a teen-ager and his behavior in the roles he assumes.

This is the first study of its kind as no one has previously investigated clothing related to role behavior. It is presented in five chapters. The following chapter will discuss the methodology involved in developing and administering an instrument and will describe the sample. Chapter III deals with adolescents' ideal clothing choices, actual clothing choices, and variance between the choices in four typical adolescent roles. Chapter IV gives an account of adolescents' opinions about clothing relating to behavior and the remaining chapter contains the conclusions and a summary of the study.

CHAPTER II

METHODOLOGY

This project was initiated as exploratory research to discover possible relationships of roles assumed by adolescent girls to their clothing practices.

Instrument

The questionnaire was selected as the means of collecting data as it gave access to responses of a large number of girls in a relatively short time.

Specific areas selected for investigation in this study were: typical roles assumed by adolescents, ideal clothing for typical roles, actual clothing practices in typical roles, opinions about clothing relating to behavior, clothing awareness, clothing satisfaction, self satisfaction, and background factors of the particular sample.

Four situations were chosen and designated as typical because the majority of the sample would probably assume these roles quite frequently. These roles are that of a student at school, at home watching television or studying, at a school sports event, and at church. All of the students would perform the first two roles. On the basis of high school teaching experience, the researcher felt that most of the

students would take part in school sports events at some time, and because the questionnaire was given during the winter, attendance at basketball games were used. Dress for a basketball game would probably be casual; thus, for the fourth situation, a more formal occasion was desirable as a contrast. After considering several possibilities, the role of a student in church was used because acceptable dress for this occasion would be fairly limited, and it was assumed most students attend church.

Ideal clothing for the four roles was indicated on a checklist while actual clothing was listed in open-ended responses which could be coded identically to the checklist.

Open-ended responses were again used to allow latitude in expression of personal opinions concerning clothing relating to behavior.

Items for the questionnaire were chosen from three sources. Questions used in previous studies done by Rosencranz¹ and Vener² were adapted for use in this study along with original items which were constructed in order to lead to desired information.

¹M. L. Rosencranz, "A Study of Interest in Clothing Among Selected Groups of Married and Unmarried Young Women" (unpublished Master's thesis, Department of Textiles, Clothing, and Related Arts, Michigan State College, 1948), Items 4, 5, 6, 10, 11, as found in Rosencranz, Appendix.

²Vener, Items 5, 7, 7a, 7b, 14, 21, 35, as found in Vener, Appendix B.

A clothing awareness scale was constructed to determine a range in respondents' sensitivity to clothing and frequency of participation in activities indicating interest in clothing. Selected items from the Rosencranz study¹ were condensed to a checklist form where frequency of participation in activities which indicate clothing interest was noted. A response of "quite frequently" was weighted 5 points; "frequently," 4 points; "occasionally," 3; "seldom," 2; and "never," 1.

The sum of points for all the activities yielded the clothing awareness scores in Table 1. The possible range of scores was from 6 to 30. The actual range for this sample was 13 to 30 with a majority clustered between 21 and 25, and the median falling at 23. The range follows:

¹Rosencranz, op. cit.

Table 1. Clothing Awareness Scores of Ninth Grade Girls Showing Distribution and Number of Girls with Each Score

Awareness Scores	Number of Girls
13	1
14	3
15	3
16	6
17	3
18	9
19	5
20	11
21	14
22	15
23	15
24	8
25	13
26	10
27	13
28	11
29	6
30	6
Total	152

Clothing satisfaction with one's present wardrobe was measured using a device adapted from Vener's "clothing deprivation" technique.¹ Five questions of the following type were interspersed throughout the questionnaire:

Compared to others of your age, how well do you usually feel you are dressed (in general or in a specific role)?

Better dressed?
 About average?
 Not as well dressed?
 Don't know.

Each response was weighted making a score from 5 to 15 possible. A response of "Better dressed" was given a value of 3 points, "Average," 2 points, and "Not as well dressed," 1

¹Vener, op. cit., Item 35, p. 40.

point. The sum of points produced the "clothing satisfaction" score. If a student answered four of these questions rating herself, and indicated "Don't know" on the fifth, the average of the four responses was used as the number rating of the "Don't know." If the "Don't know" category was checked two or more times, the total score was recorded as an X. The range for the sample studied extended from 5 to 13. An average total score was 10 with a 2 point value for each answer of "Average." A score below 10 indicated that a girl felt better dressed than the average girl, while a score above 10 indicated she felt less well dressed than the average. A majority (92) felt average in all roles. Forty-three scored above average, and ten scored below average. The remaining seven girls were not included in the range because they did not know how well they felt dressed in two or more of the typical roles. (See Table 2.)

Table 2. Distribution of Clothing Satisfaction Scores on Present Wardrobe of Ninth Grade Girls

Satisfaction Scores	Number of Girls
5	4
6	5
7	6
8	10
9	18
10	92
11	5
12	3
13	2
Total	145

The rest of the questionnaire was made up of both objective and subjective questions consisting of check list, true-false, multiple choice, and open-ended response items. A large number of open-ended items were included because the exploratory nature of the project made it desirable to give respondents unlimited choices in answering questions. The areas studied and the numbers of the items in the questionnaire (see Appendices) relating to them are as follows:

Appendix A

Background factors: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,
11, 12, 13

Appendix B

Clothing awareness: 1
Clothing satisfaction: 2, 5, 12, 15, 24, 26
Self satisfaction: 19
Typical roles assumed: 13, 17, 18, 23b, 25
Ideal clothing for typical roles: 4b, 6, 7, 8, 9,
21b, 22b, 25c
Actual clothing practices in typical roles: 3, 13a,
14, 16b, 23a, 25a
Opinions about clothing relating to behavior: 20,
22, 27a, 27b, 27c, 28

Statistical Techniques

The majority of analyses was done using descriptive statistics with percentages showing frequency distributions.

In addition, relationships between some variables were analyzed using the chi-square test of significance.¹

¹The chi-square test is a very general test which can be used

¹See Appendix C.

whenever we wish to evaluate whether or not frequencies which have been empirically obtained differ significantly from those which would be expected under a certain set of theoretical assumptions."¹ The chi-square formula follows:

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

The following procedure was employed for showing probability values:²

When probability is greater than .05 "not significant" . . . NS
When probability is .05 or less but greater than .01 "moderately significant" P.05
When probability is .01 or less but greater than .001 "highly significant" P.01
When probability is .001 or less "extremely significant" P.001

For purposes of this study, a probability of .05 or less is accepted as indicating a significant relationship or one that is not likely to occur by chance.

The Community and the Sample

The questionnaire was administered to 152 ninth grade girls in the East Lansing High School, East Lansing, Michigan. This included all of the girls in the ninth grade class except two who were not available. Certain factors made this school particularly desirable. There is no other high school in East Lansing; thus the views expressed by

¹Hubert M. Blalock, Social Statistics (New York: McGraw-Hill Book Company, Inc., 1960), p. 212.

²Margaret J. Hagood, Statistics for Sociologists (New York: Henry Holt and Company, 1952), p. 325.

these girls would be comprehensive of girls in this age group in the public schools in this community. The school has no written rules concerning dress; therefore, the students' interpretations of proper dress for school are not limited by school policies. The school is coeducational, and from the point of view of studying girls' clothing reactions, more closely approximates the life situation than would an all-girls' school.¹

The community from which the sample was derived is atypical in many respects. It is the location of Michigan State University and, consequently, the University affects a large segment of the population in relation to elements such as level of education, age, mobility, occupation, and income.

In the community of East Lansing, according to the 1960 census, persons of age twenty-five and over have a median of 15.8 years of schooling compared to 10.8 for the state of Michigan. The median age is 22.2 years while the state median age is 28.3 years.

Fifty and seven-tenths per cent of the population moved into their present homes in East Lansing after 1958.

The census reports that white collar workers predominate with 71.9% in white collar occupations and only 7% in manufacturing industries. The median East Lansing income is \$7,152 while the median state income is \$6,256. Twelve

¹This is the same rationale as Silverman used in selection of a school for her study, (Silverman, op. cit., p. 33).

and two-tenths per cent of its residents have incomes under \$3,000 but 31.7% have incomes of \$10,000 and over.

These facts are revealed in similarities in background factors of the girls in the sample.

Forty-six per cent of the ninth grade girls had attended grade school in a town other than East Lansing or had attended two or more grade schools in East Lansing. It appears that the families of the ninth grade girls were only slightly less mobile than the average population.

In 95% of the cases (144) the father was the main financial support of the family, and 67% of the family heads were college graduates. (See Table 3).

Table 3. Education of Heads of Families of Ninth Grade Girls

Education	Number
No school	0
Some grade school	1
Graduated from grade school . . .	3
Some high school	6
Graduated from high school . . .	17
Some college	14
Graduated from college	102
Don't know	9
Total	152

Sixty-seven per cent (102) were also classified as professionally or semiprofessionally employed (classes 1 and 2 in Table 4). Less than 5% were semiskilled or unskilled workers (classes 6 and 7, Table 4). All were placed using Warner's occupational classification.¹

¹W. Lloyd Warner, Social Class in America (Chicago: Science Research Associates, Inc., 1949), p. 140-41.

Table 4. Occupational Ranking of Heads of Families of Ninth Grade Girls

Ranking	Number
1	63
2	39
3	26
4	7
5	10
6	6
7	1
Total	152

Thirty-four per cent of the families also had a second person contributing to their financial support.

Religious preference was designated as Protestant in 123 instances (81%). (See Table 5).

Table 5. Religious Preference of Ninth Grade Girls

Religion	Number
Protestant	123
Catholic	17
Jewish	3
None	8
No response	1
Total	152

Most of the girls were active in some clubs or organizations. Only 12% indicated that they belonged to none. Fifty-seven per cent of them belonged to two or more clubs or organizations.

All of the girls fell into the fourteen or fifteen year old age groups.

Generalizing, the city is made up of a young, highly educated, extremely mobile, white collar population. The

majority of the sample reflect these characteristics. However, a small percentage of the ninth grade girls come from low socio-economic classes and reside in an area relatively separated from the rest of the city. It was thought that the latter group compared to the majority group with high socio-economic background would provide an interesting study in contrasts. While this study does not emphasize social class, it is part of a larger project which will delve into relationships of social class and clothing behavior.¹ The instrument employed was also used as a means of collecting background information for the larger project.

Pretest

The questionnaire was pretested in a twelfth grade home economics class in Charlotte, Michigan. Twenty-four girls filled in the questionnaire. The purpose of the pretest was to determine the approximate amount of time which must be allotted for answering it, the interpretations which students would have of various items, the types of responses which would be obtained, and the over-all reactions of girls

¹Joanne B. Eicher, "Ninth Grade Girls Attitudes and Behavior Related to Role, Appearance, Social Class, and Group Acceptance," (research in progress for Michigan State University Agricultural Experiment Station). A portion of the study is also being carried out in another M.A. thesis, A. Bjorngaard, "The Relationship of Social Class and Social Acceptance to Clothing and Appearance of a Selected Group of Ninth Grade Girls" (Michigan State University, expected to be completed, August, 1962.)

to the study.¹ Students were advised to ask questions if any items were not clearly understood. As a result of the pretest a small number of items were reworded or omitted.

Administration of Instrument

The revised questionnaire was administered in the East Lansing High School, East Lansing, Michigan. As final scheduling arrangements were made, the impossibility of administering the instrument to the entire class of twelfth grade girls, as was originally intended, became evident. Because all ninth grade girls were available, the decision was made to use ninth graders for two reasons: the responses of one complete segment of the high school population would be obtained, and their responses as a sample would be representative of prior and subsequent classes of ninth grade girls in East Lansing.

With the change from twelfth to ninth graders, the researcher thought that the instrument might be too difficult. However, a ninth grade teacher and counselor in East Lansing approved of its comprehensibility for this grade level so it was used as completed after the first revision. Since the researcher also thought that there might be differences in the names given to certain items of clothing in different schools,

¹The researcher experimented with a checklist and an open-ended response for the section about ideal clothing choices. The checklist produced uniform choices and simplified coding; therefore, that form was chosen for the final instrument.

a high school student in East Lansing was asked to check the lists of clothing used in the questionnaire to see if the East Lansing nomenclature corresponded with that used in the questionnaire.

The questionnaire was administered during one home-room period to 140 ninth grade girls assembled in the school cafeteria. Twelve girls filled it out at a later date. The instrument was constructed in two sections, the first consisting of background information, and the second of personal responses concerning clothing behavior. The girls were instructed to sign the first part which would give the writer information about the composition of their class, and to place it in a sealed envelope which was provided for them before proceeding to the second section which they were asked not to sign. It seemed that responses would be more accurate if the girls felt they would be anonymous. The second section was coded with a number matching the first section in order that responses could be correlated with background factors when the data were analyzed.¹

The atmosphere of the cafeteria was not as desirable as one might wish, for it was very crowded. The responses indicated, however, that the girls had taken the questionnaire quite seriously.

¹The pledge of anonymity has not been broken, for findings have not been reported in any way which would reveal the name of the respondent.

CHAPTER III

IDEAL AND ACTUAL CLOTHING CHOICES, COMPARISONS AND VARIANTS

Ideal Clothing For Four "Typical" Roles

Four roles were assumed to be typical in teen-age activities. They were roles of a student at school, at home watching television or studying, at a basketball game, and in church. Typicality of the first two roles was evident because all girls filling out the questionnaire would be in school and all would go home. Those who did not go to basketball games and/or church would be familiar with these activities, and they would have opinions about appropriate dress for them. The response was 100 per cent to the questions asking for opinions about proper dress for school, home, and basketball games. Only one girl said she could not describe correct dress for church because she did not attend church.

A compilation of the responses about correct clothing for each role follows. The girls were to check all of the items which they thought were appropriate in each category. In most instances, they did check multiple choices.

Table 6 shows that opinions about proper clothing change according to change in role. Clothing which is appropriate in one situation is not considered proper in another.

Table 6. Opinions of Ninth Grade Girls Regarding Ideal Clothing for Four Typical Roles: School, Home, Basketball Game, and Church*

	School	Home	B. B. Game	Church
Coat of real fur like mink	2	---	0	20
Coat with real fur trim like mink	10	---	6	46
Coat with raccoon collar	125	---	106	92
Coat of synthetic fur	26	---	16	45
Plain colored dressy coat	23	---	16	136
Coat of bold, bright plaid	77	---	69	19
Coat of small check or plaid	104	---	92	68
Car coat	131	---	143	8
Leather jacket	47	---	67	2
Ski parka or jacket	63	---	94	1
Checked none of these	0	---	0	0
Suit	51	9	24	135
Taffeta party dress	2	3	0	3
Taffeta sheath dress	4	3	0	11
Wool sheath dress	72	11	33	117
Dress with full skirt	103	21	64	80
Sleeveless dress, no jacket	12	8	0	8
Sleeveless dress with jacket	53	7	16	86
Dress with low-cut neckline	4	4	1	5
Dress with high neckline	90	11	38	90
Checked none of these	16	122	60	0
Straight or slim skirt	144	81	127	136
Pleated skirt	148	96	145	126
Flared skirt	114	67	99	77
Full gathered skirt	101	64	87	64
Kilts	117	95	121	6
Knee ticklers (skirt above the knee)	107	95	112	9
Checked none of these	0	40	3	0
Bulky knit sweater	148	124	147	48
Pullover sweater	145	129	145	84
Cardigan sweater	144	114	138	107
Sweatshirt	26	137	90	1
Tailored blouse	145	100	125	112
Dressy blouse	95	23	60	127
Checked none of these	0	3	0	4

* -- means alternative was not included on the instrument.
 0 means alternative was included but was chosen by no one.

Table 6.--Continued

	School	Home	B. B. Game	Church
Whimsey or veil	3	---	3	67
Scarf on head	126	---	105	23
Small hat	28	---	26	132
Large hat	9	---	8	24
No hat	78	---	79	59
Mittens	141	---	118	14
Gloves	85	---	69	144
No gloves or mittens	52	---	59	28
Shoes with 3" heels	3	3	1	110
1" heels	4	3	2	100
Flat, dressy shoes	103	26	74	124
Loafers	147	133	142	8
Tennis Shoes	141	139	145	1
Sandals	11	46	10	0
Knee-high socks or tights	140	121	133	5
Nylons	129	26	97	145
Bobby socks	148	---	145	8
No stockings	9	65	7	10
Slippers	---	122	---	---
Checked none of these	0	5	0	0
Billfold, no purse	122	---	130	33
Satin or velvet purse	2	---	2	29
Small leather purse	131	---	124	128
Medium-sized leather purse	117	---	93	106
Large leather purse	48	---	38	29
Tote bag	24	---	16	9
Checked none of these	2	---	5	2
Slacks	6	149	114	3
Jeans	2	109	14	0
Pedal pushers	2	108	9	0
Culottes	72	102	91	9
Bermuda or Jamaica shorts	7	127	34	2
Short shorts	2	58	2	0
Checked none of these	75	1	25	139
Housecoat, robe, or duster	---	109	---	---
Pajamas	---	78	---	---
Checked none of these	---	37	---	---

In the first category, coats, the car coat and the coat with the raccoon collar (which may be one and the same) are first choices for school and also for basketball games. The car coat becomes quite inappropriate for church with only 5% (8) of the girls choosing it, and the plain colored dressy coat which was not favored for school or basketball games, becomes the first choice for church. It is interesting to note that the coat with the raccoon collar was chosen 125 times for school while the coats with real fur trim and of synthetic fur were chosen only ten and twenty-six times. Raccoon collared coats were fashionable with teen-agers this year, as were car coats. Jackets were also fairly acceptable for school but not proper for church. Real fur coats were designated as all right for church but not for school or basketball games by twenty girls. Older women often wear real fur; perhaps teen-agers feel fur coats are correct only for an older age group.

In the suit and dress category, suits were the overwhelming choice for church followed by wool sheath dresses. Taffeta dresses, sleeveless dresses, and dresses with low-cut necklines were rejected for all four situations again reflecting fashion trends, teen-age mores, and, in some instances, the season the instrument was administered. None of these garments received as many positive responses in any situation as did the skirts, blouses, and sweaters.

Ryan in 1953 described skirts, blouses, and sweaters as the universal college dress.¹ It is equally accepted as the proper high school dress today. Currently fashionable kilts and knee ticklers which were said to be appropriate for school, were not generally acceptable for church. Blouses were favored over sweaters for church. Skirts were less preferred for home wear than for school, basketball games, and church. Twenty-six per cent (40) indicated skirts were not appropriate to be worn at home.

Small hats were best for church along with scarves for school and basketball games. Gloves were specified as church wear as were mittens for school.

Leather purses were equally acceptable in three situations, but appeared to be more of a necessity for church.

Footwear proprieties are extremely noticeable because they shift so definitely from loafers, tennis shoes, and flat, dressy shoes for school, home, and basketball games, to heels and flat, dressy shoes for church. Knee high socks and bobby socks were correct in the first three situations, but only nylons received general acceptance for church. Eighty-five per cent (129) of the girls felt nylons were also appropriate for school.

¹Mary S. Ryan, Psychological Effects of Clothing, Part III. "Comparison of College Students with High School Students, Rural with Urban Students, and Boys with Girls," Cornell University Agricultural Experiment Station Bul. 900, August, 1953, p. 12.

Slacks were most frequently designated as home wear, and secondly for basketball games.

The lounging and sleeping wear category was omitted from the instrument for all situations except at home wear, and therefore appeared as appropriate garb only in that category.

Actual Clothing in Four "Typical" Roles

In reference to the four roles assumed to be typical, a student at school, at home, at a basketball game, and at church, the girls were asked to state what they had worn the last time they took part in each of these roles. Table 7 contains this information.

Over three-fourths of the sample (77.6%) told what they had worn for each of the four roles. Ninety-eight per cent (149) of the girls answered the questions denoting their dress for school. Ninety-two girls said they changed their clothes when they got home from school the previous day. Fifty-nine did not. In the cases where the respondents did not change clothes, the question asking what they had worn at home was coded identically to what they had worn to school. Typicality of attendance at basketball games was verified because 84% (128) of the girls indicated that they did go to basketball games. Only three of the 128 failed to describe what they had worn last time they went to a basketball game. The questions about clothing for church allowed the individual

Table 7. Practices of Ninth Grade Girls Regarding Actual Clothing for Four Typical Roles: School, Home, Basketball Game, and Church*

	School	Home	B. B. Game	Church
Coat of real fur like mink	0	---	0	0
Coat with real fur trim like mink	2	---	1	4
Coat with raccoon collar	22	---	27	13
Coat with synthetic fur	4	---	3	7
Plain colored dressy coat	38	---	38	66
Coat of bold, bright plaid	0	---	0	0
Coat of small check or plaid	35	---	12	25
Car coat	34	---	36	8
Leather jacket	0	---	0	0
Ski parka or jacket	0	---	4	0
No response	7	---	4	19
Suit	2	0	0	26
Taffeta party dress	0	0	0	0
Taffeta Sheath dress	0	0	0	1
Wool sheath dress	3	0	0	29
Dress with full skirt	4	0	2	8
Sleeveless dress, no jacket	0	0	0	0
Sleeveless dress, with jacket	0	0	0	3
Dress with low-cut neckline	0	0	0	1
Dress with high neckline	0	0	1	9
No response	3	1	3	17
Straight or slim skirt	80	1	70	47
Pleated skirt	46	0	38	11
Flared skirt	3	0	1	0
Full gathered skirt	6	1	0	1
Kilts	1	0	3	0
Knee ticklers (skirt above the knees)	0	0	0	0
No response	3	0	3	19
Bulky knit sweater	1	3	3	0
Pullover sweater	33	11	36	31
Cardigan sweater	52	2	44	6
Sweatshirt	6	34	3	0
Tailored blouse	89	35	65	21
Dressy blouse	17	0	10	8
No response	3	1	3	18

* -- means alternative was not included on the instrument.

0 means alternative was included but was chosen by no one.

Table 7.--Continued

	School	Home	B. B. Game	Church
Whimsey or veil	2	---	1	13
Scarf on head	49	---	27	11
Small hat	10	---	12	22
Large hat	11	---	4	3
No hat	66	---	74	79
No response	3	---	3	20
Mittens	---	---	---	4
Gloves	---	---	---	83
No gloves or mittens	---	---	---	39
Shoes with 3" heels	0	0	0	32
1" heels	0	0	0	61
Flat, dressy shoes	34	0	31	33
Loafers	58	16	54	3
Tennis shoes	56	21	39	0
Sandals	0	0	0	0
Knee-high socks or tights	42	0	35	0
Nylons	32	0	32	124
Bobby socks	72	---	57	3
No stockings	0	1	2	0
Slippers	---	8	---	---
No response	3	0	3	19
Billfold, no purse	21	---	62	38
Satin or velvet purse	1	---	0	0
Small leather purse	75	---	33	60
Medium-sized leather purse	51	---	29	23
Large leather purse	0	---	0	1
Tote bag	0	---	1	1
No response	3	---	3	22
Slacks	0	55	7	0
Jeans	0	14	1	1
Pedal pushers	0	1	0	0
Culottes	0	0	1	0
Bermuda or Jamaica shorts	0	8	1	0
Short shorts	0	1	0	0
No response	3	0	3	22
Housecoat, robe, or duster	---	4	---	---
Pajamas	---	4	---	---
No response	---	0	---	---

who did go to church to tell what she wore the last time, and the one who did not go to describe garments in her wardrobe which would be correct for church. Seventeen girls (11.2%) did not answer the church question.

It was the intention of the researcher to make the checklist inclusive in order that open-ended responses about actual dress could be coded using the checklist for ideal dress. However, a few discrepancies occurred; some items of actual dress did not fit into any category.¹ The most obvious discrepancy occurred in the coat category because of the omission of "boycoat" from the list. The boycoat is usually a plain colored casual coat, and was very popular as an item of actual dress this year. When a boycoat was the garment actually worn, the "coat of small check or plaid" category was checked as the one best expressing the casual style of this coat.

The plain colored dressy coat was chosen most often for church, school, and basketball games. The coat with a raccoon collar was worn quite frequently in all three situations, but all other fur and fur-trimmed coats were rejected. The real fur coat, the coat of bold, bright plaid, and the

¹It would have been interesting to see how many of the items worn did not fit into the categories, and how many times girls did not wear any of the garments listed in a category, but, unfortunately, this information was not recorded. Instead, the responses of actual clothing worn were "forced" into the category which seemed closest to the item.

leather jacket were worn by no one.

Suits and wool sheath dresses were worn to church but in only a few instances was anything from the dress category worn for any other occasion.

Skirts, blouses, and sweaters were the pieces of attire most frequently worn except at home where slacks, jeans, and shorts replaced skirts.

Scarves and hats were often worn for school and basketball games. Fur "Cossack" hats were popular for school wear. Only twenty-five (16.4%) girls wore hats to church.¹ Thirteen wore whimses or veils which may serve as a hat substitute. Approximately half of the sample wore no head coverings for any occasion.

High heels were worn only for church. The most versatile shoes were flat, dressy shoes which were worn equally as often for school, basketball games, and church. Loäfers and tennis shoes were favorites for school, home and basketball games. Bobby socks, worn most often for school and basketball games, were worn by only three people to church, while 124 wore nylons to church.

Purses were used most often for church and school while the majority of girls attending basketball games carried only a billfold.

Only four girls, who explained they were tired or ill,

¹This percentage probably reflects religious affiliation because only 11% were Roman Catholic and would be required to wear a head covering.

wore housecoats, robes, dusters, or pajamas at home for studying or watching television.

Comparison of Ideal and Actual Clothing Choices

The tables depicting actual and ideal clothing choices show a wide range in what is designated as appropriate dress. However, in each situation one or two garments are most frequently chosen. Others are completely rejected. The range of choices on Table 6 appears more spectacular because the respondents indicated multiple choices for appropriate garments, whereas, in actual categories only one of the garments was usually worn; therefore, only one would be checked for each girl.

No single garment was considered equally ideal for all roles, nor was any rejected in all roles.

Some garments were not included in the instrument as alternatives. For home attire, these were coats, hats, gloves, and purses, and for the other three situations, housecoats, robes, dusters and pajamas.

Discrepancies in actual and ideal wear seem to occur most often because of garments currently in fashion. Current-fashion items chosen as ideal wear included coats with raccoon collars, car coats, and pleated skirts. Although these were first choices for school and basketball games, the garments worn most often were plain colored coats and straight skirts. What the girls do and what they desire do not coincide.

Practicality seems to be a stronger force than fashion in this case.

For church, the suit was the ideal choice but the wool sheath dress was most frequently worn. Small hats were also called most proper but over half of the girls wore no hats.

Stone comments that certain garments are typical of a particular age grade. He calls the most popular items of clothing of a peer group the uniforms of the peer circle.¹ Skirts, blouses, and sweaters appear to approximate a uniform for this age grade. Dresses were often called proper for school, but were not usually worn.

Slacks appear to be favored for basketball games, but were actually seldom worn. Girls might wear skirts because this is a school event and they do not ordinarily wear slacks to school, because of their interest in dressing to please boys, or because they planned to go to a school dance following the game and felt slacks would not be appropriate there.

Many girls said anything was proper at home. One hundred forty-four girls (95%) checked housecoat, robe, duster, and pajamas as proper at-home wear, but only eight girls actually wore them on this occasion. One respondent said all garments were appropriate at home but some were more appropriate than others. Slacks were the usual at-home attire.

¹Stone, op. cit., p. 113.

This presents an over-all comparison of actual and ideal clothing choices. The next section will consider specific variants between actual and ideal dress.

Variants Between Ideal and Actual Clothing Choices

A variant, according to Parsons, is one whose actions digress slightly from the norms of role enactment but still remain within limits of toleration set by society.¹ Those falling beyond the limits of toleration are deviants. Adapting Parsons' terminology, in this study the word, variant, is used to represent clothing which was worn by a girl but which she did not check as being proper garb for the particular role being considered.

A variant score for each girl was obtained by comparing her ideal and actual clothing choices. Each time she wore a garment which she had not checked as being proper on the checklist for that role she was given one point. The sum total of points composed her variant score. For example, a girl might check straight skirt, pleated skirt, and flared skirt as ideal wear for school, while actually she wore a full gathered skirt. This was recorded as one variant.

The variant scores for the entire sample in all four roles ranged from 0 to 15. Some girls such as those who did attend basketball games did not fill in all of the ideal and

¹Parsons, The Social System, p. 239.

actual sections. The variant scores are listed in Table 8 according to the number of sections to which the girls responded.

Table 8. Range of Variant Scores for Ninth Grade Girls Based on Number of Roles to Which They Responded

Variant Score	Response to Number of Roles				Total
	4 out of 4	3 out of 4	2 out of 4	1 out of 4	
0	7	3	-	1	11
1	17	2	4		23
2	22	5	1		28
3	18	8	1		27
4	14	4	1		19
5	11	1			12
6	9	1			10
7	8	2			10
8	5				5
9	1				1
10	3				3
11	1				1
12	1				1
13					0
14					0
15	1				1
Total	118	26	7	1	152

The groups were collapsed for the final analysis; therefore, all four sections were considered as one with the eleven with no variants composing one group, those with one variant composing another group, etc. Also those with variant scores of nine or above were considered as one group. The relationships of the variant score to other factors will be discussed later.¹

The variant scores for each of the four roles were computed as seen in Table 9. The largest number of girls had no variants in the home situation as would be expected because

¹Infra, p. 54.

many girls felt anything was proper to wear at home. The second largest number with no variants occurred in the school category, and this seems to reinforce the assumption that ninth graders' wardrobes are geared for school. The most variants were found in clothing for church which again seems logical because dress requirements are fairly rigid for church and ninth graders' wardrobes are apt to be planned for school which is not as formal a situation as church.

Table 9. Distribution of the Number of Variants of Ninth Grade Girls in Four Roles

Role	Number of Variants									Total
	0	1	2	3	4	5	6	7	8	
School	53	62	24	6	1					146
Basketball game	45	53	19	6	4					127
Church	37	39	35	12	8	2	2	1	1	137
Home	106	29	12	4	1					152

A computation was done comparing each category of actual and ideal clothing choices to investigate possible patterns of variants for the entire group. The skirt category for school wear will be used as an example. On the questionnaire, it was listed as follows:

- ___straight or slim skirt
- ___pleated skirt
- ___flared skirt
- ___full gathered skirt
- ___kilts
- ___knee ticklers (skirt above knees)

Each item was coded with a number from 0 to 5, straight or slim skirt as 0 and knee ticklers as 5. The responses of the girls were keypunched on IBM cards and recorded on the 101

electronic statistical machine. Table 10 shows a portion of the results produced on the 101.

Table 10. Comparison of Ninth Grade Girls' Actual and Ideal Skirt Choices for School Wear as Produced on 101

Item No.	Total	0	1	2	3	4	5
0	80	76	78	59	55	65	60
1	46	44	45	38	32	38	36
2	3	3	3	3	3	3	3
3	6	6	6	5	3	4	2

The column at the left shows item numbers, 0 representing straight or slim skirt, 1 representing pleated skirt, etc. In this case, number 4, kilts, and number 5, knee ticklers, were not recorded by the 101 because no one actually wore them to school. The second column gives the total number of girls who wore each of the items. The remaining columns tell how many of the girls who wore the item listed in the first column chose the other items as proper dress. Item 0 was worn to school by eighty girls on the day the questionnaire was administered. Seventy-six of the eighty indicated in the ideal dress section that this item (straight or slim skirt) was proper dress for school. Therefore, there were four variants in this row. Of the eighty, seventy-eight also chose item 1, fifty-nine chose item 2, fifty-five, item 3, sixty-five, item 4, and sixty, item 5 as proper dress for school. Forty-six girls wore item 1 (pleated skirt) and forty-five of them said it was proper leaving one variant. Item 2 (flared skirt) was worn by three and called proper by the same

three girls meaning no variants occurred in this row.

Generally, throughout the comparisons, there was a consistently small number of variants in each situation.¹

Chi-Square Analysis of Variants as Related to Clothing Awareness and Satisfaction

A possible explanation for individual differences in number of variants could have been differences in clothing awareness² and satisfaction.³ No significant relationships were found between the variants and satisfaction⁴ or variants and awareness.⁵

However, the relationship between clothing awareness and clothing satisfaction was highly significant.⁶ Girls with low clothing awareness also had low satisfaction, and

¹The largest number of variants were in the coat category, and here the discrepancy was because of the wording of the instrument. As previously explained, (supra, chap iii, p. 37) "plain colored casual coat" was a style not included on the checklist. Therefore, a plain colored coat was usually coded by the researcher in the category which seemed the closest, "plain colored dressy coat." A large discrepancy was evident in school wear where the actual coat worn by thirty-eight girls was coded as a plain colored dressy coat. Only six of the thirty-eight called this proper dress; thus, thirty-two variants were recorded.

²Supra, chap. ii, p. 19. See clothing awareness scores.

³Supra, chap. ii, p. 20. See clothing satisfaction scores.

⁴See Table 25, Appendix C.

⁵See Table 26, Appendix C.

⁶See Table 27, Appendix C.

girls with high awareness had high satisfaction. It appears that the girls who did not think themselves well-dressed indicated the least interest in clothes. Girls in the middle satisfaction group were almost equally divided between high, middle, and low awareness.

Clothing Satisfaction Concerning Actual Choices

Several questions were asked concerning specific clothing satisfactions. One question investigated the amount of satisfaction each girl felt with her entire wardrobe. Responses are shown in Table 11.

Table 11. Satisfaction of Ninth Grade Girls with Entire Wardrobe

Item	Number
Very satisfied	21
Usually satisfied	115
Not very satisfied	14
I don't like it	2
Total	152

The above responses were correlated with the clothing satisfaction scores¹ using chi-square. No significance was found between the amount of satisfaction with the entire wardrobe and how they felt dressed in the typical roles (clothing satisfaction score).²

Ryan found when asking high school and college girls how well dressed they felt that very few of the high school

¹Supra, chap. ii, p. 20. See Clothing satisfaction scores.

²See Table 28, Appendix C.

girls checked better dressed than average, while one-third of the college girls did.¹ She felt that the difference may be because of a greater desire for conformity in the high school girl than in the college girl. High school girls may so strongly desire to be dressed as the average girl is dressed that they convince themselves they are succeeding rather than falling below the average. Ninety per cent of her high school sample felt as well-dressed as average.²

This particular ninth grade sample does not support the above findings. Forth-three girls (28%) scored above average; they appear most similar to Ryan's college group. Perhaps the economic background factor of the sample enters into the results.

As seen in Table 12, satisfaction with clothing varied from role to role. Seventy-nine per cent of the girls thought they were dressed about average for any occasion. Sixteen per cent felt they were better dressed than average and three per cent felt not as well dressed as average. The percentage feeling better dressed was highest at church and lowest at home. Proper clothing choices for church would be more limited than for home. However, in the two situations more respondents felt better dressed than the average girl in the church role. It may be that they were not aware of what the majority of girls wore at home, and therefore, felt not

¹Ryan, Part II, p. 5.

²Ibid., p. 27.

as well dressed as the average girl in this situation. A larger percentage thought they were dressed about average in the school and basketball game role. Clothing for these two situations was quite similar which suggests that wardrobes of ninth graders emphasize school wear.

Table 12. Number and Percentage Distribution of Ninth Grade Girls with Clothing Satisfaction in Specific Roles

	Better dressed		About average		Not as well dressed		Don't know		Total
	No.	%	No.	%	No.	%	No.	%	
Any occasion	25	16	118	79	4	3	2	1	149
Church	26	18	113	78	5	3	1	1	145
School	20	13	122	83	4	3	1	1	147
Basketball game	18	13	121	86	0	0	1	1	140
Home	11	7	120	81	10	7	8	5	149

Regarding satisfaction with their school outfit on a particular day, the girls were also asked if they liked the outfits they were wearing to school on the day the questionnaire was administered. Only ten replied that they did not. Reasons given for dislike generally indicated that they did not think their garments were complimentary to their appearance (see Table 13).

Table 13. Reasons Given by Ninth Grade Girls for Dissatisfaction With School Wear

Reason	Number
Do not feel it looks neat . .	4
Not flattering to figure . .	2
Tired of it; it's old	2
Don't know	2
Total	10

Feelings about themselves were correlated with the clothing satisfaction scores using chi-square.¹ The question about self-feelings was:

Check the category which comes closest to your feeling about yourself:

- I don't like myself the way I am; I'd like to change completely.
- There are many things I'd like to change, but not completely.
- I'd like to stay very much the same; there is very little I would change.

The probability of this relationship approached significance. There was some tendency for those who felt less well dressed than average to want to change themselves some while those who felt better dressed wanted to stay the same. Coleman's findings were similar.² The effect on a girl of not being thought of as "best dressed" by her classmates nearly doubled her likelihood of wanting to be someone different.

A final satisfaction question asked, "How well do you feel you are dressed for any occasion?" This question

¹See Table 29, Appendix C.

²Supra, chap. i, p. 12.

correlated with the variant scores approached significance.¹ There was a tendency for those with no variants or a small number of variants to feel about average or better dressed than average. The three girls who thought they were not as well dressed as average each had eight or more variants. A larger sample may have shown greater significance.

Summary of Ideal and Actual Clothing Behavior

The object of investigation of this section was the ideal and actual clothing behavior of ninth grade girls in four typical teen-age roles.

The garments denoted as proper dress varied from role to role. In each case there was a wide range of garments called appropriate, but a few garments stood out as being chosen most frequently. The range of garments actually worn was more limited. There was more conformity in actual dress than in ideal dress. Garments chosen as most ideal were also not always those most frequently worn.

A majority of the girls believed they were dressed as well as the average girl for any occasion. Over one-fourth of the sample stated that they were better dressed than average. In specific roles the percentage feeling better dressed than the average girl was highest at church and lowest at home. They seem to feel that they were better dressed than the average girl because they were dressed up.

¹See Table 30, Appendix C.

The ideal and actual clothing choices were compared for each girl and for the group as a whole. Differences in the individual's choices yielded her variant score which was analyzed with her awareness score,¹ satisfaction score,² and opinions about clothing relating to behavior.³

Considering the total group there was usually a small number of variants in each garment category. The fewest variants were found in the home role while the most occurred in church. Indications were that most attire was proper at home so few variants occurred here. Wardrobes for ninth grade girls are apt to be planned for school and, therefore, are less suitable for church where more formal dress is required.

¹See Table 26, Appendix C.

²See Table 25, Appendix C.

³See Tables 30 - 34, Appendix C.

CHAPTER IV

CLOTHING RELATED TO BEHAVIOR

Student Opinions

The garments which seem typical of school wear predominate as actual choices of the girls in the other four roles as well; this fact suggests that their wardrobes were selected for school. The particular school studied had no official dress rules or regulations. Therefore, students would be free to make their own choices about appropriate school wear.

One question asked, "Do you think a school should have any rules or regulations concerning dress? Why?" A variety of responses were received as shown in Table 14. It is significant that over 80% of the respondents felt a school should have dress rules.

Table 14. Distribution of Ninth Grade Girls' Responses to the Question, "Should a School Have Rules Concerning Dress?"

Response	Number
Yes, so students won't dress improperly	59
Yes, so students will look neat and well-groomed . .	20
Yes, because dress affects behavior	11
Yes, to give school a reputation of good appearance .	8
Yes, don't know why	2
Yes, other	19
No, what a person wears should be his own decision .	15
No, some can't afford to dress as well as others . .	8
No, other	5
Did not respond	5
Total	152

It is even more significant that 122 (83%) felt their school did have dress rules. Of that number, 103 said shorts, slacks, jeans, and extremes in dress could not be worn as seen in Table 15. One high school counselor remarked that these norms had arisen spontaneously without official action.

Table 15. Distribution of Positive Responses by Ninth Grade Girls to the Question, "What are the School Dress Rules and Regulations?"

Response	Number
No slacks	38
No slacks, shorts, or jeans	38
No extremes in dress	21
Neat dress	6
Don't know	17
Other	2
Total	122

When asked, "Who made these rules?", the variety of student replies made it evident that no one group was held responsible.

See Table 16.

Table 16. Distribution of Ninth Grade Girls' Responses To the Question, "Who Made Dress Rules?"

Response	Number
Don't know	44
Student Council	17
Principal, administration	16
Teachers	9
Board of Education	8
Student body	6
Other	4
Combination of above	17
No response	1
Total	122

Fridays had been designated as "dress-up days" in the East Lansing High School. The girls were asked a series of questions concerning these days. One hundred forty-four girls knew about the dress-up days; six were not familiar with them; two did not answer this section. Eighty girls (52%) said they felt differently dressed up from the way they felt on ordinary school days. The ways in which they felt differently were classified into seven categories. Four of these (more confident when well-dressed, more grown-up, self-conscious, behavior is subdued, restrained, more feminine) suggested that clothing affects behavior. See Table 17.

Table 17. Distribution of Positive Responses by Ninth Grade Girls to the Question, "Do You Feel Differently Dressed Up?"

How	Number
More confident when well dressed	22
More aware of clothes	22
More grown up	12
Behavior is subdued, restrained, more feminine . . .	8
Self-conscious	6
Physically uncomfortable	4
Yes, other	6
Total	80

When asked, "Do you think students act differently on that day?", sixty-five percent (99) answered "yes." Nineteen girls felt that they themselves did not act differently, but other students did. Answers to the question, of "how do they act differently?" are similar to the previous one, as can be seen in Table 18.

Table 18. Distribution of Positive Responses by Ninth Grade Girls to the Question, "Do Students Act Differently Dressed Up?"

Response	Number
More grown up	22
Better behaved	20
More careful about taking care of clothes	5
Not comfortable	3
They act according to how they dress	3
More industrious	1
Yes, other	8
Yes, not explained	39
Total	101*

*There were two multiple responses.

When they arrived home from school, ninety-two girls (60%) changed clothes. Twenty mentioned putting on clothing suitable for a particular job or event. See Table 19. Their change of dress accompanies a change of role illustrating Stone's theory that donning or doffing of dress signals the initiation or the end of action.¹

Table 19. Distribution of Positive Responses to the Question, "When You Got Home From School Yesterday Did You Change Clothes?"

Reason	Number
Put on more comfortable clothing . . .	39
Put on clothing suitable for a particular job or event	20
To lessen wear on good clothing . . .	10
Put on older clothing	1
Other	5
No particular reason	17
Total	92

Going to basketball games corresponds to going to school insofar as they take place in the same surroundings. Dress for the two roles was similar, but ideal dress tended to be more casual for basketball games.² Clothing satisfaction in the two roles was nearly the same.³

The girls were asked, "If you went to a basketball game with a boy, would you dress differently from the way you dress when you go with girls?" Nearly one-fourth of them

¹Stone, op. cit., p. 100.

²Supra, chap. iii, p. 30.

³Supra, chap. iv, p. 48.

(23%) said they would. This number appears to be low considering Hurlock's statement that girls' interest in clothes stems from their interest in attracting the opposite sex,¹ and this seems to be a place where they would be concerned about impressing boys. However, the wording of the question may have affected the answers. It might be that at basketball games and at school they always dress for boys; therefore, they would not dress differently. One girl commented that she always dressed for boys. Nearly all those who would dress differently said they would dress up more or would dress more carefully. In Table 20 it can be seen how they would dress differently.

Table 20. Distribution of Positive Responses to the Question, "If You Went to a Basketball Game With a Boy, Would You Dress Differently From the Way You Dress When You Go With Girls?"

How	Number
Would wear nylons and flats	12
Would dress up more	12
Would dress more carefully	7
Would wear a skirt instead of slacks	2
Would not take a purse	1
Not indicated	1
Total	35

Eighty-two (64%) out of 128 who said they went to basketball games also said they went to a dance after the last game. This seems to be an explanation for so many skirts being worn to games, whereas in ideal clothing preferences,

¹Hurlock, loc. cit.

slacks were a favorite for games. The question asked in the ideal preference section was, "What would be proper for a girl of your age to wear to a basketball game?" The responses may have been different had the question included going to a dance after the game. It seems that a dance is a situation where they would want to appear feminine, and skirts are typically feminine dress.

Another question about appropriate dress concerned dress for church. After listing the garments they wore to church, they were asked if they felt appropriately dressed in the outfit. Twelve out of one hundred thirty-five (9%) did not, as seen in Table 21. Ten indicated that their attire should have been more dressy or more appropriate for the occasion. The percentage who were dissatisfied with their church outfits was slightly higher than the number dissatisfied with their school wear.¹ Again, it seems that wardrobes were geared for school.

Table 21. Distribution of Negative Responses to the Question, "If You Went to Church, Did You Feel That You Were Dressed Appropriately in Your Outfit?"

Change desired	Number
Wanted garment more appropriate for occasion	4
Wanted more dressy garment	6
Wanted garment of different color	1
Did not explain	1
Total	12

¹Supra, chap. iii, p. 49.

In answer to the question, "Have you ever refused to go anyplace because you felt you didn't have the right clothes to wear?", twenty-three girls (15%) answered "yes." They most frequently refused to do something which required specialty items of clothing such as formals, party dresses, or ski wear. (See Table 22). The implication here seems to be that certain roles demand specific clothing; and that one can not participate in the role unless she has appropriate garments.

Table 22. Distribution of Positive Responses to the Question, "Have You Ever Refused To Go Any Place Because You Felt You Didn't Have the Right Clothes To Wear?"

Place	Number
To a dressy or formal dance .	9
To a party	4
To visit someone	2
Bowling	1
Trip to a larger city	1
Did not specify	6
Total	23

Compared to Ryan's study, the above response was the same as the response given by college girls where 85% of them said they had never refused to go out because of lack of appropriate clothing. Nearly half of her high school sample had refused to go out one or more times because of clothing.¹ The economic factor again may be significant here. Ryan's college group represented above average socio-economic classes,

¹Ryan, op. cit., p. 25.

whereas her high school group did not. The East Lansing ninth graders generally come from the two top socio-economic classes.¹

Another question asked, "Have you ever wished you hadn't gone some place because your clothes weren't right?" In this case twenty per cent (31) of the girls said "yes." Table 23 shows the places they wished they had not gone. They were most often parties or dances, both dressy and informal. It seems that these would be places where they would be concerned about impressing boys.

Table 23. Distribution of Positive Responses to the Question, "Have You Ever Wished You Hadn't Gone Some Place Because Your Clothes Weren't Right?"

Place	Number
Dressy occasion, party or dance	11
An event requiring a specialty item of clothing	2
Event with students from other schools	6
Informal party or informal dress occasion	5
An occurrence not anticipated	2
Place not indicated	5
Total	31

A final question was, "Do you ever feel that certain types of clothes cause you to act a certain way?" Seventeen girls answered "no" and eleven did not respond. All of the rest felt clothes did affect actions. A variety of responses were obtained; they are categorized in Table 24.

¹Warner, loc. cit., See Bjorngaard study.

Table 24. Distribution of Responses By Ninth Grade Girls To the Question, "Do Certain Clothes Cause You To Act A Certain Way?"

How	Number
Act more feminine in dress up clothes; better behaved when dressed up	28
Have more confidence when well dressed	23
Not as active in good clothes; less rough and noisy	22
Feel grown up when dressed up	21
Feel more comfortable, at ease in slacks and Bermudas	14
Sloppy clothes (slacks, sweatshirts) cause laziness in girl's posture, appearance, and behavior . .	11
Actions are dependent upon people I'm with, place, and clothes	3
Yes, not explained	12
No	17
No response	11
Total	162*

*There were ten multiple responses.

Chi-Square Analysis of Clothing As Related to Behavior

The opinions concerning relationships of clothing and behavior were analyzed using chi-square with the awareness,¹ satisfaction,² and variant scores.³

Four cross-tabulations were run between variant scores and the following questions:

Have you ever wished you hadn't gone some place because your clothes weren't right?⁴

¹Supra, chap. ii, p. 19

²Supra, chap. ii, p. 20

³Supra, chap. iii, p. 42

⁴See Table 31, Appendix C.

Have you ever refused to go any place because you felt you didn't have the right clothes to wear?¹

Do you feel any differently on school days when you are especially dressed up than you do on ordinary school days?²

Do you ever feel that certain types of clothes cause you to act a certain way?³

One of these relationships was found to approach significance. When the variant scores were compared to the question, "Have you ever wished you hadn't gone some place because your clothes weren't right?", those with few variants (0-2) and those with many variants (6 or more) were more apt to say "no." The ratio was approximately one "yes" to every five "no's." The middle group with three to five variants said "yes" one out of every two and one-half times. The middle group seems to be more sensitive about their clothing than either of the two extreme groups.

Three cross-tabulations were run with satisfaction scores and the following questions:

Have you ever wished you hadn't gone some place because your clothes weren't right?⁴

Have you ever refused to go any place because you felt you didn't have the right clothes to wear?⁵

¹See Table 32, Appendix C.

²See Table 33, Appendix C.

³See Table 34, Appendix C.

⁴See Table 35, Appendix C.

⁵See Table 36, Appendix C.

Do you feel any differently on school days when you are especially dressed up than you do on ordinary school days?¹

No significant relationships were found.

Cross-tabulations were also run with the same three questions and the awareness scores.² The most significance was found between the clothing awareness scores and the question, "Do you feel any differently on school days when you are especially dressed up than you do on ordinary school days?" The chi-square probability was less than .05 but greater than .01 which is called "moderately significant." Those with the greatest clothing awareness were most apt to feel differently dressed up.

Summary of Clothing Related to Behavior

In this portion of the study emphasis was on clothing related to behavior in school because the garments which seem typical of school wear predominate in the other roles as well.

The girls indicated that clothing affected behavior in several ways. Eighty per cent of the respondents thought a school should have dress rules, and several of the reasons they gave for having dress rules implied that dress affects actions. Over half of the girls felt that they behaved differently dressed up. Two-thirds of them implied that the student attitude was different on days when they were dressed

¹See Table 37, Appendix C.

²See Tables 38, 39, and 40, Appendix C.

up, most frequently more grown-up or better behaved. Over 80% said that certain types of clothes caused them to act a certain way such as more feminine in dress up clothes, better behaved when dressed up, more confident when well dressed, more grown-up when dressed up, and more comfortable in slacks or Bermudas.

They also implied that certain roles require specific dress, and a change in dress may cause a change in role or vice versa. They suggested that they played a different role on dress up days because they felt differently dressed up. Dress for the role of a student at a basketball game would be more casual than that of a student at school, unless the girl were with a boy, and then it would be more dressy. Clothing would be more feminine if they were going to a dance. Going to church and going home both brought a change in role and a change in dress.

Certain roles demand specific clothing to the degree that the girl will not take part in the role if she does not have the appropriate dress. Twenty per cent of the girls said they had gone places to which they wished they had not gone because they were not dressed appropriately.

These findings seem to support statements made by Morton, de Beauvoir, and Ryan.¹ The feeling of being well-dressed gives a girl confidence, assurance, and self-satisfaction.

¹Supra, chap. i, p. 13.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary and Conclusions

This investigation was primarily concerned with the study of the relationship between clothing and the role behavior of ninth grade girls. Objectives of the problem were:

1. to determine what ninth grade girls feel constitute appropriate or ideal clothing for typical adolescent roles.
2. to determine the actual clothing practices of ninth grade girls in these roles.
3. to determine the relationships between ninth grade girls' ideal clothing practices, actual clothing practices, and roles assumed.
4. to obtain ninth grade girls' opinions about the relationship of clothing to behavior.

Ideal and actual clothing practices were examined in conjunction with background factors, clothing awareness, clothing satisfaction, and self-satisfaction.

A questionnaire was developed as the means of obtaining information and was administered in East Lansing, Michigan--a community of predominately young, highly educated, extremely mobile, white collar inhabitants. One hundred fifty-two ninth grade girls (the entire number of girls available from this class) completed the questionnaire.

Ideal and actual clothing behavior was explored in four roles assumed to be typical of teen-agers. The roles were that of a student at school, at church, at a basketball game, and at home. Their typicality was substantiated because a majority of girls in the sample took part in each role. The girls indicated garments they could ideally wear and garments they had actually worn in each of the four roles.

The respondents checked a range of garments as ideal. While the group rejected certain items some times, no single garment was rejected in all four situations. Usually one or two items were outstandingly designated as most appropriate. Choices of garments actually worn were more limited than ideal choices. Skirts, blouses, and sweaters almost comprise a uniform for these ninth graders.

Noting discrepancies between ideal and actual clothing behavior, each garment worn but not indicated as being proper was called a variant. The sum of an individual's discrepancies was her variant score. Comparing the four roles, the most variants were in church attire where dress requirements are probably most rigid. Logically, the least variants were at home where several girls indicated that any attire was proper.

A wide range occurred in the measurement of the girls' sensitivity to clothing and frequency of participation in activities indicating interest in clothing. The resulting number was the awareness score which was used in analysis of variables. One highly significant relationship was produced;

girls with high clothing awareness were apt to have middle to high clothing satisfaction while girls rating low in awareness also had low satisfaction. In another relationship girls with high clothing awareness were most likely to say they felt differently dressed up. These feelings included more self-confident, more grown-up, more feminine, and more aware of clothes.

As a rule the girls thought they were as well-dressed as the average girl in their age group or better dressed than average. They appeared to feel better dressed than Ryan's high school sample and comparable to her college group.¹ The degree of satisfaction they expressed with their clothing varied from role to role, but approximately 80% of them said they were average in all situations. The percentage feeling better dressed than average was highest at church and lowest at home. Because they were dressed up at church they tended to rate themselves as appearing better dressed than the average girl. Regarding self-feelings, there was a tendency for those who considered themselves less well-dressed than average to want to change themselves some, while those who felt better dressed wanted to stay the same. Coleman revealed similar findings in his study where not being thought "Best dressed" by her classmates nearly doubled a girl's likelihood of wanting to be someone else.²

¹Ryan, op. cit., p. 25

²Coleman, op. cit., p. 54.

Clothing behavior was initially assumed to be an inherent part of role performance. The girls' opinions gave evidence that the assumption was valid. They implied that their actions in all roles were affected by their dress. Eighty per cent of the sample said certain clothes caused them to act a certain way. A change in dress often accompanies a change in role and may even be the cause of role change or vice versa.

Role and dress are integrated to the degree that certain roles require specific dress, and girls who do not have the proper dress may refuse to take part in the role or may wish they had not taken part. A minority of girls say they are unaffected by dress requirements.

The consensus of ninth graders' opinions reveals that clothes may make them self-confident, more grown-up, better behaved, and more comfortable.

The respective study reinforces other studies reviewed in the literature. Varying clothing choices from role to role indicates an awareness that clothing is associated with role.¹ The number who said clothing made them feel more grown-up fit into Parsons' period of transition--a time when they are practicing for an adult role.² The conformity of clothing choices in each role also shows that teen-agers are

¹Stone, op. cit., p. 86.

²Parsons, "Age and Sex in U.S.," p. 614.

very aware of approved rules related to dress.¹ Vener's conclusion that feelings of high clothing deprivation occur less frequently when the father is in an occupation of high status is applicable to this sample.² The majority of girls were from the two top socio-economic classes, and most of them felt dressed as well as average or better dressed than average. In spite of being consistently well-dressed, they were aware that certain types of clothing made them act different ways; one of these ways, more self-confident, was previously mentioned by a number of writers.

Recommendations

The main contribution of this study is an increase in the understanding of the importance placed on clothing by adolescents. A great deal of information has been revealed but, nevertheless, some methodological revision would improve the effectiveness of the instrument. Coding presented a few difficulties, particularly in the checklist section. The list was tested for understanding but not for inclusiveness. Therefore, some clothing items girls wore were not on the list. The entire questionnaire may have been more understandable had it been pretested orally as well as by writing. Refinement of the measurement techniques for satisfaction, awareness, and variants may have yielded more significant

¹Hurlock, op. cit., p. 221.

²Vener, op. cit., p. 63.

relationships. The variant score could be used giving one point for each role in which a clothing discrepancy occurred limiting the range from zero to four and, thus, compacting the distribution. Forcing ideal choices to one outfit presents another possibility.

Use of the clothing and behavior questions with a low socio-economic class sample would be an interesting comparison. A sample could also be asked if they themselves saw a conflict in ideal and actual choices. Such an approach might delve more deeply into the relationships of conflicting role choices and the importance of clothing in adolescence.

APPENDIX A
THE QUESTIONNAIRE
PART I

Michigan State University
2-23-62
TCRA Department

You and Your Clothing
An Opinionnaire

WHAT THIS IS ALL ABOUT

Michigan State University is doing a study of the opinions young people in Michigan have about clothing.

You can help us best by answering the following questions as clearly and carefully as you can. If there is something you do not understand, ask questions. You will be helped as much as possible.

No one you know, not even your teachers, will ever see what you have written.

INSTRUCTIONS

This opinionnaire is in two parts. When you have finished the first part place it in the envelope and go on to the second. Sign your name to the first section. These questions are about yourself and your class. Do not sign the second section. For this part, we do not want to know who you are.

Most of the questions can be answered by checking a blank or filling in a short answer. In those cases where you are asked to write out your own answer, space is provided for you to do so.

7. Describe as accurately as possible what this person makes or does on the job. (For example: he supervises the work of 15 office clerks; he sells from door to door; he operates a farm of 160 acres; etc.)
-
-

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

_____ Yes _____ No

If yes, explain who. (mother, father, brother, etc.)

9. What church do you go to? _____

10. How many clubs or organizations in school and outside of school do you belong to?

None _____

One _____

Two _____

Three _____

Four or more _____

11. Please list the clubs and organizations you belong to: _____
-
-

12. What is the name and location of the grade school you attended?
-

13. The people with whom we share secrets and spend most of our time are usually referred to as our "best friends."

Write the names of your two "best girl friends" in the 9th grade in the East Lansing High School. (If you only have one person you consider a "best friend", write her name only.)

1.

2.

If you have more than two "best girl friends" in the 9th grade, write the other names in the spaces below.

1.

2.

If your "best girl friends" are in another grade or in another school, write their names in the spaces below.

Other Grade

Other School

1.

1.

2.

2.

APPENDIX B
THE QUESTIONNAIRE
PART II

CLOTHING OPINIONNAIRE
Section II

Now we will ask you some questions about clothing. Answer them carefully and completely. This is not a test. There are no right or wrong answers. We want to know what your opinions are. Different people will have different opinions.

How often do you do the following things? Check the appropriate column.

	Quite Frequently	Frequent- ly	Occasion- ally	Seldom	Never
<u>Window-shop for clothing</u>					
<u>Look at or read fashion magazines</u>					
<u>Take special notice of clothing worn on TV or in movies</u>					
<u>Take special notice of what people around you wear</u>					
<u>Discuss style changes with friends</u>					
<u>Go shopping with friends</u>					

2. Compared to others of your age, how well do you usually feel you are dressed for any occasion?

- Better dressed _____
- About average _____
- Not as well dressed _____
- Don't know _____

3. Describe what you are wearing today. Include details such as a description of the style

Coat:

Main garments (dress, skirt, blouse, etc.):

Head covering:

Shoes:

Stockings or bobby socks:

Purse:

Jewelry:

Other:

4. Do you like this outfit? Yes _____

No _____

If no, why don't you like it? _____

5. Compared to others of your age, how well do you usually feel you are dressed for school?

Better dressed _____
About average _____
Not as well dressed _____
Don't know _____

Two girls who had been swimming went into a drug store still wearing their swimming suits. The clerks looked at them disapprovingly because they did not feel that swimming suits were the proper thing to wear in a drug store. The purpose of this section of the questionnaire is to ask you what clothes are proper for various situations.

6. What kinds of clothes are proper for girls of your age to wear to a church service on Sunday this winter? (not what you might wear in some instances or might see worn, but what is proper to wear.) Check all of the items on this page which would be appropriate. If you do not know what some of these items are, place a 0 in front of that item.

- | | |
|--|---|
| <input type="checkbox"/> coat of real fur like mink | <input type="checkbox"/> whimsy or veil |
| <input type="checkbox"/> coat with real fur trim like mink | <input type="checkbox"/> scarf on head |
| <input type="checkbox"/> coat with raccoon collar | <input type="checkbox"/> small hat |
| <input type="checkbox"/> coat of synthetic fur | <input type="checkbox"/> large hat |
| <input type="checkbox"/> plain colored dressy coat | <input type="checkbox"/> no head covering |
| <input type="checkbox"/> coat of bold, bright plaid | <input type="checkbox"/> mittens |
| <input type="checkbox"/> coat of small check or plaid | <input type="checkbox"/> gloves |
| <input type="checkbox"/> car coat | <input type="checkbox"/> no gloves or mittens |
| <input type="checkbox"/> leather jacket | |
| <input type="checkbox"/> ski parka or jacket | |
| <input type="checkbox"/> suit | <input type="checkbox"/> shoes with 3" heels |
| <input type="checkbox"/> taffeta party dress | <input type="checkbox"/> 1" heels |
| <input type="checkbox"/> taffeta sheath dress | <input type="checkbox"/> flat, dressy shoes |
| <input type="checkbox"/> wool sheath dress | <input type="checkbox"/> loafers |
| <input type="checkbox"/> dress with full skirt | <input type="checkbox"/> tennis shoes |
| <input type="checkbox"/> sleeveless dress, no jacket | <input type="checkbox"/> sandals |
| <input type="checkbox"/> sleeveless dress with jacket | <input type="checkbox"/> knee-high socks or tights |
| <input type="checkbox"/> dress with low-cut neckline | <input type="checkbox"/> nylons |
| <input type="checkbox"/> dress with high neckline | <input type="checkbox"/> bobby socks |
| | <input type="checkbox"/> no stockings |
| <input type="checkbox"/> straight or slim skirt | <input type="checkbox"/> billfold, no purse |
| <input type="checkbox"/> pleated skirt | <input type="checkbox"/> satin or velvet purse |
| <input type="checkbox"/> flared skirt | <input type="checkbox"/> small leather purse |
| <input type="checkbox"/> full gathered skirt | <input type="checkbox"/> medium-sized leather purse |
| <input type="checkbox"/> kilts | <input type="checkbox"/> large leather purse |
| <input type="checkbox"/> knee ticklers (skirt above the knees) | <input type="checkbox"/> tote bag |
| <input type="checkbox"/> bulky knit sweater | <input type="checkbox"/> slacks |
| <input type="checkbox"/> pullover sweater | <input type="checkbox"/> jeans |
| <input type="checkbox"/> cardigan sweater | <input type="checkbox"/> peddle pushers |
| <input type="checkbox"/> sweatshirt | <input type="checkbox"/> culottes |
| <input type="checkbox"/> tailored blouse | <input type="checkbox"/> Bermuda or Jamaica shorts |
| <input type="checkbox"/> dressy blouse | <input type="checkbox"/> short shorts |

7. What kinds of clothes are proper for girls of your age to wear to school this winter? Remember not to check what you might wear in some instances or might see worn, but what is proper to wear?

- | | |
|--|---|
| <input type="checkbox"/> coat of real fur like mink | <input type="checkbox"/> whimsey or veil |
| <input type="checkbox"/> coat with real fur trim like mink | <input type="checkbox"/> scarf on head |
| <input type="checkbox"/> coat with raccoon collar | <input type="checkbox"/> small hat |
| <input type="checkbox"/> coat of synthetic fur | <input type="checkbox"/> large hat |
| <input type="checkbox"/> plain colored dressy coat | <input type="checkbox"/> no hat |
| <input type="checkbox"/> coat of bold, bright plaid | <input type="checkbox"/> mittens |
| <input type="checkbox"/> coat of small check or plaid | <input type="checkbox"/> gloves |
| <input type="checkbox"/> car coat | <input type="checkbox"/> no gloves or mittens |
| <input type="checkbox"/> leather jacket | |
| <input type="checkbox"/> ski parka or jacket | |
| <input type="checkbox"/> suit | <input type="checkbox"/> shoes with 3" heels |
| <input type="checkbox"/> taffeta party dress | <input type="checkbox"/> 1" heels |
| <input type="checkbox"/> taffeta sheath dress | <input type="checkbox"/> flat, dressy shoes |
| <input type="checkbox"/> wool sheath dress | <input type="checkbox"/> loafers |
| <input type="checkbox"/> dress with full skirt | <input type="checkbox"/> tennis shoes |
| <input type="checkbox"/> sleeveless dress, no jacket | <input type="checkbox"/> sandals |
| <input type="checkbox"/> sleeveless dress with jacket | <input type="checkbox"/> knee-high socks or tights |
| <input type="checkbox"/> dress with low-cut neckline | <input type="checkbox"/> nylons |
| <input type="checkbox"/> dress with high neckline | <input type="checkbox"/> bobby socks |
| <input type="checkbox"/> straight or slim skirt | <input type="checkbox"/> no stockings |
| <input type="checkbox"/> pleated skirt | <input type="checkbox"/> billfold, no purse |
| <input type="checkbox"/> flared skirt | <input type="checkbox"/> satin or velvet purse |
| <input type="checkbox"/> full gathered skirt | <input type="checkbox"/> small leather purse |
| <input type="checkbox"/> kilts | <input type="checkbox"/> medium-sized leather purse |
| <input type="checkbox"/> knee ticklers (skirt above the knees) | <input type="checkbox"/> large leather purse |
| <input type="checkbox"/> bulky knit sweater | <input type="checkbox"/> tote bag |
| <input type="checkbox"/> pullover sweater | <input type="checkbox"/> slacks |
| <input type="checkbox"/> cardigan sweater | <input type="checkbox"/> jeans |
| <input type="checkbox"/> sweatshirt | <input type="checkbox"/> peddle pushers |
| <input type="checkbox"/> tailored blouse | <input type="checkbox"/> culottes |
| <input type="checkbox"/> dressy blouse | <input type="checkbox"/> Bermuda or Jamaica shorts |
| | <input type="checkbox"/> short shorts |

8. What kinds of clothes are proper for girls of your age to wear to basketball games after school?

- | | |
|--|---|
| <input type="checkbox"/> coat of real fur like mink | <input type="checkbox"/> whimsey or veil |
| <input type="checkbox"/> coat with real fur trim like mink | <input type="checkbox"/> scarf on head |
| <input type="checkbox"/> coat with raccoon collar | <input type="checkbox"/> small hat |
| <input type="checkbox"/> coat of synthetic fur | <input type="checkbox"/> large hat |
| <input type="checkbox"/> plain colored dressy coat | <input type="checkbox"/> no hat |
| <input type="checkbox"/> coat of bold, bright plaid | <input type="checkbox"/> mittens |
| <input type="checkbox"/> coat of small check or plaid | <input type="checkbox"/> gloves |
| <input type="checkbox"/> car coat | <input type="checkbox"/> no gloves or mittens |
| <input type="checkbox"/> leather jacket | <input type="checkbox"/> shoes with 3" heels |
| <input type="checkbox"/> ski parka or jacket | <input type="checkbox"/> 1" heels |
| <input type="checkbox"/> suit | <input type="checkbox"/> flat, dressy shoes |
| <input type="checkbox"/> taffeta party dress | <input type="checkbox"/> loafers |
| <input type="checkbox"/> taffeta sheath dress | <input type="checkbox"/> tennis shoes |
| <input type="checkbox"/> wool sheath dress | <input type="checkbox"/> sandals |
| <input type="checkbox"/> dress with full skirt | <input type="checkbox"/> knee-high socks or tights |
| <input type="checkbox"/> sleeveless dress, no jacket | <input type="checkbox"/> nylons |
| <input type="checkbox"/> sleeveless dress with jacket | <input type="checkbox"/> bobby socks |
| <input type="checkbox"/> dress with low-cut neckline | <input type="checkbox"/> no stockings |
| <input type="checkbox"/> dress with high neckline | <input type="checkbox"/> billfold, no purse |
| <input type="checkbox"/> straight or slim skirt | <input type="checkbox"/> satin or velvet purse |
| <input type="checkbox"/> pleated skirt | <input type="checkbox"/> small leather purse |
| <input type="checkbox"/> flared skirt | <input type="checkbox"/> medium-sized leather purse |
| <input type="checkbox"/> full gathered skirt | <input type="checkbox"/> large leather purse |
| <input type="checkbox"/> kilts | <input type="checkbox"/> tote bag |
| <input type="checkbox"/> knee ticklers (skirt above the knees) | <input type="checkbox"/> slacks |
| <input type="checkbox"/> bulky knit sweater | <input type="checkbox"/> jeans |
| <input type="checkbox"/> pullover sweater | <input type="checkbox"/> peddle pushers |
| <input type="checkbox"/> cardigan sweater | <input type="checkbox"/> culottes |
| <input type="checkbox"/> sweatshirt | <input type="checkbox"/> Bermuda or Jamaica shorts |
| <input type="checkbox"/> tailored blouse | <input type="checkbox"/> short shorts |
| <input type="checkbox"/> dressy blouse | |

9. What kinds of clothes are proper for girls of your age to wear at home when they are watching TV or doing homework?

- | | |
|---|---|
| <input type="checkbox"/> suit | <input type="checkbox"/> shoes with 3" heels |
| <input type="checkbox"/> taffeta party dress | <input type="checkbox"/> 1" heels |
| <input type="checkbox"/> taffeta sheath dress | <input type="checkbox"/> flat, dressy shoes |
| <input type="checkbox"/> wool sheath dress | <input type="checkbox"/> loafers |
| <input type="checkbox"/> dress with full skirt | <input type="checkbox"/> tennis shoes |
| <input type="checkbox"/> sleeveless dress, no jacket | <input type="checkbox"/> sandals |
| <input type="checkbox"/> sleeveless dress with jacket | <input type="checkbox"/> knee high socks or |
| <input type="checkbox"/> dress with low-cut neckline | <input type="checkbox"/> tights |
| <input type="checkbox"/> dress with high neckline | <input type="checkbox"/> nylons |
| | <input type="checkbox"/> no stockings |
| | <input type="checkbox"/> slippers |
| <input type="checkbox"/> straight or slim skirt | |
| <input type="checkbox"/> pleated skirt | <input type="checkbox"/> slacks |
| <input type="checkbox"/> flared skirt | <input type="checkbox"/> jeans |
| <input type="checkbox"/> full gathered skirt | <input type="checkbox"/> peddle pushers |
| <input type="checkbox"/> kilts | <input type="checkbox"/> culottes |
| <input type="checkbox"/> knee ticklers (skirt above
the knees) | <input type="checkbox"/> Bermuda or Jamaica
shorts |
| | <input type="checkbox"/> short shorts |
| <input type="checkbox"/> bulky knit sweater | |
| <input type="checkbox"/> pullover sweater | <input type="checkbox"/> housecoat, robe, or |
| <input type="checkbox"/> cardigan sweater | <input type="checkbox"/> duster |
| <input type="checkbox"/> sweatshirt | <input type="checkbox"/> pajamas |
| <input type="checkbox"/> tailored blouse | |
| <input type="checkbox"/> dressy blouse | |

10. Do you think a school should have any rules or regulations concerning dress?

- Yes
 No

Why? _____

11. Are there any rules or regulations concerning dress in your school? No
 Yes

If yes, what are they? _____

Who made these rules? _____

12. Generally, how do you feel about your wardrobe?

Very satisfied _____
 Usually satisfied _____
 Not very satisfied _____
 I don't like it _____

13. Do you go to the basketball games after school? No _____
 Yes _____

If yes, what did you wear last time you went to a basketball game?

Coat:

Main garments:

Head covering:

Shoes:

Stockings:

Purse:

Jewelry:

Other:

14. Is this similar to what you usually wear to a basketball game? Yes _____
 No _____

If no, why wasn't it? _____

15. Compared to others of your age, how well do you usually feel you are dressed for basketball games?

Better dressed _____
 About average _____
 Not as well dressed _____
 Don't know _____

16. If you went to a game with a boy, would you dress differently from the way you dress when you go with girls?

No _____
 Yes _____

If yes, what would be different? _____

17. Do you go to school dances after basketball games?

- Often
 Sometimes
 Never

18. Did you go to a dance after the last game? Yes
 No

19. Check the category which comes closest to your feeling about yourself:

- I don't like myself the way I am; I'd like to change completely.
 There are many things I'd like to change, but not completely.
 I'd like to stay very much the same; there is very little I would change.

20. Have you ever refused to go any place because you felt you didn't have the right clothes to wear?

- No
 Yes

If yes, where was it? _____

What would you have needed to wear? _____

21. Do you ever wear any of your sister's or mother's clothes?

- No
 Yes

If yes, what items? _____

22. Have you ever wished you hadn't gone some place because your clothes weren't right? No
 Yes

If yes, what sort of occasion was this? _____

Why weren't your clothes right? _____

23. When you got home from school yesterday did you change clothes? No
 Yes

If yes, what did you put on?

Shoes:

Stockings:

Main garments:

Other:

Was there any particular reason why you wore these clothes?

24. Compared to others of your age, how well do you usually feel you are dressed at home?

Better dressed _____
 About average _____
 Not as well dressed _____
 Don't know _____

25. Did you go to a church service or Sunday school on a Sunday recently?

___ Yes. If yes, describe what you wore last time you went.

___ No. If no, describe what you could wear to church out of your present wardrobe.

Coat:

Main garments:

Head covering:

Gloves:

Shoes:

Stockings:

Purse:

Jewelry:

Other:

If you went to church, did you feel that you were dressed appropriately in this outfit? Yes
 No

If no, what would you have liked to change? _____

26. Compared to others of your age, how well do you usually feel you are dressed for church?

- Better dressed
- About average
- Not as well dressed
- Don't know

27. Does your school have special dress-up days? No
 Yes

If yes, do you feel any differently on that day when you are especially dressed up than you do on ordinary school days?

- No
- Yes

If yes, in what way? _____

Do you think the students act any differently on that day compared to ordinary days?

28. Do you ever feel that certain types of clothes cause you to act a certain way? Give an example:

APPENDIX C

**TABLES REFERRED TO
BUT NOT INCLUDED IN THE TEXT**

TABLE 25. Association of Weighted Clothing Satisfaction Scores and Variant Scores^a

Variant Scores	Satisfaction Scores									Totals
	5	6	7	8	9	10	11	12	13	
0				1		8				9
1	1		1	3	3	14	1			23
2	1	2		5	2	14	1	2		27
3		1	2		3	15	1	1		23
4		1	2	1	3	12				19
5					2	10				12
6		1			1	8				10
7	2				2	5	1			10
8					1	2	1		1	5
9			1		1	4			1	7
Totals	4	5	6	10	18	92	5	3	2	145

$\chi^2 = 2.839$ 4 d.f. $.50 < P < .70$

a. In the computation of the chi-square, rows 0-2, 3-5, and 6-9, and columns 5-9, and 11-13 were collapsed.

TABLE 26. Association of Weighted Clothing Awareness Scores and Variant scores^a

Awareness Scores	Variant Scores										Totals	
	0	1	2	3	4	5	6	7	8	9		10
13	1											1
14			1	2								3
15	1	1					1					3
16		2		2	1				1			6
17		1			1			1				3
18		1	1	3	1	1			1	1		9
19		3		1		1						5
20	1	2	4			1	1	1	1			11
21	2		4	5	1	1					1	14
22		3	2	2	4	1	1	1			1	15
23	1	3	1	5		1	3	1				15
24	1	3			1			1				6
25	1	2	4	1	3	1	1					13
26		1	4	1		2		2				10
27	2		2	1	3			2	2	1		13
28		1	1	2	3	1	3					11
29			3		1			1		1		6
30	1	1	1		2							5
Totals	11	24	28	25	21	10	10	10	5	5		149

$$\chi^2 = 1.560$$

4 d.f.

$$.80 < P < .90$$

a. In the computation of the chi-square, rows 13-20, 21-25, and 26-30 and columns 0-2, 3-5, and 6-9 were collapsed.

TABLE 27. Association of Weighted Scores on Clothing Satisfaction and Clothing Awareness^a

Awareness Scores	<u>Satisfaction Scores</u>									Totals
	5	6	7	8	9	10	11	12	13	
13						1				1
14						1		1		2
15						2				2
16						4	1		1	6
17					1	2				3
18						8		1		9
19				1		4				5
20					1	10	1			12
21		2	1		1	6		1	1	12
22	1		2	2	2	7				14
23		1		2	3	7	1			14
24	1		1	1	1	4				8
25	1	1	1	1	2	7				13
26				1	1	6	1			9
27		1		1	2	9				13
28			1	1	1	7	1			11
29	1				2	3				6
30					1	9				10
Totals	4	5	6	10	18	97	5	3	2	150

$$\chi^2 = 16.83 \quad 4 \text{ d.f.} \quad .01 < P. < .001$$

a. In the computation of the chi-square, rows 13-20, 21-25, and 26-30, and columns 5-9 and 11-13 were collapsed.

TABLE 30. Association of Responses to the Question, "How Well Do You Usually Feel You Are Dressed For Any Occasion?", and Variant Scores^a

Variant Scores	Responses to question				Totals
	Better dressed	About average	Not as well dressed	Don't know	
0		6		1	7
1	2	14		1	17
2	5	16			21
3	3	15			18
4	3	10			13
5	2	9			11
6	1	8			9
7	2	6			8
8	1	2	2		5
9+	1	5	1		7
Totals	20	91	3	2	116

$$\chi^2 = 8.99$$

6 d.f.

$$.10 < P < .20$$

a. In the computation of the chi-square, rows 0-2, 3-5, and 6-9 were collapsed.

TABLE 31. Association of Responses to the Question, "Have You Ever Wished You Hadn't Gone Some Place Because Your Clothes Weren't Right?", and Variant Scores^a

Variant Scores	Responses to question		Totals
	Yes	No	
0	3	8	11
1	5	19	24
2	2	25	27
3	6	20	26
4	6	12	18
5	4	8	12
6	1	9	10
7	1	9	10
8	1	4	5
9	2	5	7
Totals	31	119	150

$$\chi^2 = 3.418$$

2 d.f.

$$.10 < P < .20$$

a. In the computation of the Chi-square, rows 0-2, 3-5, and 6-9 were collapsed.

TABLE 32. Association of Responses to the Question, "Have You Ever Refused to Go Anyplace Because You Felt You Didn't Have the Right Clothes To Wear?", And Variant Scores^a

Variant Scores	Responses to question		Totals
	Yes	No	
0	2	9	11
1	4	20	24
2	2	26	28
3	4	22	26
4	2	15	17
5	4	8	12
6	1	9	10
7	2	8	10
8	1	4	5
9	1	6	7
Totals	23	127	150
$\chi^2 = 1.218$			2 d.f.
			.50 < P < .70

a. In the computation of the chi-square, rows 0-2, 3-5, and 6-9 were collapsed.

TABLE 33. Association of Responses to the Question, "Do You Feel Any Differently On School Days When You Are Especially Dressed Up Than You Do On Ordinary School Days?", and Variant Scores^a

Variant Scores	Responses to question		Totals
	Yes	No	
0	5	5	10
1	11	11	22
2	16	11	27
3	14	11	25
4	10	8	18
5	5	7	12
6	7	3	10
7	7	2	9
8	3	2	5
9	2	5	7
Totals	80	65	145
$\chi^2 = .467$			2 d.f.
			.70 < P < .80

a. In the computation of the chi-square, rows 0-2, 3-5, and 6-9 were collapsed.

TABLE 38. Association of Responses to the Question, "Do You Feel Any Differently On School Days When You Are Especially Dressed Up Than You Do On Ordinary School Days?", and Weighted Clothing Awareness Scores^a

Awareness Scores	Responses to question		Totals
	Yes	No	
13	0	1	1
14	0	2	2
15	2	1	3
16	1	3	4
17	2	1	3
18	3	6	9
19	1	4	5
20	6	4	10
21	6	7	13
22	8	7	15
23	6	8	14
24	4	3	7
25	11	2	13
26	4	6	10
27	7	5	12
28	8	3	11
29	5	1	6
30	6	0	6
Totals	80	64	144

$$\chi^2 = 7.561$$

2 d.f.

$$.02 < P < .05$$

a. In the computation of the chi-square, rows 13-20, 21-25, and 26-30 were collapsed.

TABLE 39. Association of Responses to the Question, "Have You Ever Wished You Hadn't Gone Some Place Because Your Clothes Weren't Right?", and Weighted Clothing Awareness Scores^a

Awareness Scores	Responses to question		Totals
	Yes	No	
13	0	1	1
14	1	2	3
15	1	2	3
16	1	4	5
17	1	2	3
18	4	5	9
19	0	5	5
20	2	8	10
21	3	9	12
22	3	12	15
23	3	11	14
24	1	7	8
25	3	10	13
26	2	8	10
27	2	11	13
28	1	10	11
29	1	5	6
30	1	5	6
Totals	30	117	147
<hr/>			
$\chi^2 = 1.430$	2 d.f.		$.30 < P < .50$

a. In the computation of the chi-square, rows 13-20, 21-25, and 26-30 were collapsed.

TABLE 40. Association of Responses to the Question, "Have You Ever Refused to Go Any Place Because You Felt You Didn't Have the Right Clothes to Wear?", and Weighted Clothing Awareness Scores^a

Awareness Scores	Responses to question		Totals
	Yes	No	
13	0	1	1
14	1	2	3
15	1	2	3
16	1	4	5
17	1	2	3
18	2	7	9
19	0	4	4
20	2	8	10
21	2	11	13
22	1	13	14
23	0	14	14
24	1	7	8
25	4	9	13
26	1	9	10
27	3	10	13
28	0	11	11
29	0	6	6
30	2	4	6
Totals	22	124	146
$\chi^2 = 1.441$	2 d.f.	$.30 < P < .50$	

a. In the computation of the chi-square, rows 13-20, 21-25, and 26-30 were collapsed.

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1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is essential for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to support effective decision-making.

3. The third part of the document describes the different types of reports and dashboards that are generated from the data. It explains how these reports provide valuable insights into the organization's performance and trends over time.

4. The fourth part of the document discusses the challenges and risks associated with data management and analysis. It identifies common pitfalls and offers strategies to mitigate these risks, such as implementing robust security measures and ensuring data integrity.

5. The fifth part of the document provides a summary of the key findings and recommendations. It concludes by emphasizing the importance of ongoing monitoring and evaluation to ensure that the data management and analysis processes remain effective and up-to-date.

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