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CASE STUDIES OF SIXTEEN GIRLS

OPINIONS ON CLOTHING,

APPEARANCE AND

GROUP ACCEPTANCE

By

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A PROBLEM

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It is very necessary for me to pay special tribute to many individuals who were so vital to the writing of this paper, hence the completion of this degree.

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CHAPTER I

INTRODUCTION

Statement of Problem

In recent years a surging interest has developed in the period of life called adolescence. The adolescent's desires and reactions have been charted and analyzed and great amounts of information have been gained from these data.

In a current research project in the Department of Textiles, Clothing and Related Arts considerable information has been gathered on a group of adolescent girls.[1] Some of the data have been analyzed but much information still may be gleaned from them.

For this study data regarding clothing, appearance, and group opinions of sixteen ninth grade girls, collected by three previous investigators is analyzed.[2]

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[1]Joanne B. Eicher, "Ninth Grade Girls' Opinions and Behavior Related to Appearance, Role, Social Class and Acceptance," (Michigan State University Experiment Station Project, in progress).

[2]Portions of the above cited study were carried on by Betty Wass, "Clothing as Related to Role Behavior of Ninth Grade Girls " (unpublished Master's thesis, Michigan State University, 1962); Arlene Bjorngaard, "Relationship of Social Class and Social Acceptance to Clothing and

It is the purpose of this study to analyze in depth all the material on the selected sample to determine (1) if the sixteen girls in the four categories of social class and social acceptance conform in types of dress on a specific occasion, (2) whether or not similar information may be obtained from the same respondent using different methods of data collection, and (3) the degree of stability that exists within these studied categories.

Review of Literature

In this chapter literature which is pertinent to the importance that adolescents attach to social acceptance, social class, and clothing and appearance will be reviewed.

Social Acceptance

To be accepted among peers seems to be one of the important goals of the typical adolescent. Social acceptance manifests itself along a continuum from negative acceptance, the position of the isolate, to that of positive acceptance into a peer group as a clique or reciprocal friendship structure member. The importance of the peer groups to the adolescent is agreed upon by many authors, one of whom states that "in maturing the adolescent finds himself in the period of life in which the peer group has its greatest

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and Appearance of a Selected Group of Ninth Grade Girls" (unpublished Master's theses, Michigan State University, 1962) and Eleanor Kelley,"Analysis of Clique Influence on Individual Responses Indicating Clothing Awareness of Teenage Girls" (term problem presented to Dr. Eicher, Michigan State University, 1962).

importance."[1]

One type of adolescent group is the clique. Hurlock defines the clique as a small, exclusive, non-kin, informal, face to face, social group bound not by rules but by a common set of values. School cliques are usually formed from the same class or prestige group of the class.[2]

Membership in these groups requires certain acts of conformity and "to be accepted, the individual must conform to group values."[3] Horrocks describes this conformity to peer mores as "one of the cardinal principles of the typical adolescent's life".[4] Blake supports this same general concept of conformity in this following statement :

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[1] Adolescent Girls,(Institute of Social Research--Survey Research Center, University of Michigan, 1956), p. 15.

[2] Elizabeth Hurlock, Adolescent Development(New York: McGraw Hill, 1955), p. 129.

[3] Ibid. p. 176.

[4] John E. Horrocks, The Psychology of Adolescence (Boston : Houghton Mifflin, 1962), p. 192.

Tendencies toward conformity and conversion are
heightened when an individual is with others,
at least three in number, where the others are
in uniform agreement and where their reactions'
represent only small departures from the position
believed by the indifidual to represent his own
convictions. If the others present are personally
acquainted with the individual, and are persons
whom he respects, additional conformity pressures
are created.[1]

Although some adults tend to be critical of the

adolescent's preoccupation with being accepted and his

conformity to peer mores, Horrocks feels that

on the whole the influence of the peer group
is good in that it offers security and an
opportunity to learn, and promotes emancipation.[2]

This feeling seems to be supported by others, as stated

by Reisman.

What is best is not in their(parents) control,
but in the hands of the school and peer groups
that will help locate the child eventually in
the hierarchy.[3]

At the other end of the acceptance continuum are

the "isolates, who have no close friends, she belong to

no clique or crowds and who feel no one cares for them or

has any interest in them".[4] This may be a voluntary or

involuntary status, depending on whether the isolate

desires to be alone or is merely not chosen.

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[1]Robert Blake and Jane Srygley Mouton,"Conformity
and Conversion,"Conformity and Deviation, ed. Irwin Berg
and Bernard Bass (New York: Harper and Bros.,1961), p.27.

[2]Horrocks, op. cit., p. 142.

[3]David Reisman, The Lonely Crowd (New Haven and London:
Yale University Press, 1961) p. 48.

[4]Hurlock, op. cit., p. 129.

Values shift in this dynamic adolescent social structure and "popularity at one age will not guarantee popularity at another age."[1] An isolate at one period may soon link onto an already formed group or may join with other isolates to form an entirely new group. "The reason for shifts in population from one age to another, even from one year to another, is to be found in the difference in value groups at different ages".[2]

Social Class

Status or social class positioning is as important to the adolescent as it is to the adult. The organization and maintenance of any society is dependent upon the way its members are classified. In an organized society the young must be shaped so as to fit into the roles on which the survival of the society depends.[3]

The feelings of other authors corroborate this thinking in stating that "the organization of adolescent peer groups is parallel to the social class stratification of our society".[4] The grouping of social class within the high

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[1]Ibid. p. 175.

[2]Ibid.

[3]James S. Coleman, The Adolescent Society (New York: Free Press, 1961), p. 1.

[4]Mapheus Smith, "Some Factors in Friendship Selections of High School Students," Sociometry, VII (1944), 308.

schools is a definite projection of adult society.

> The usual tendency of adults to associate with
> people on the basis of wealth and general occupa-
> tional class appears here as a characteristic of
> high school pupils, doubtless indirectly because
> of the general tendencies for social groups to
> accord with the economic and occupational hierarchies.[1]

Clothing and Appearance

For the adolescent a close relationship seems to exist between being accepted and the importance they place on clothing. Hurlock indicated the right clothes help the adolescent to identify with the group and give him security in knowing that his appearance does not differ from that of the group.[2] Coleman found that "nice clothes" ranked behind good personality and good looks as necessities for acceptance into the best groups.[3] Further supporting this emphasis of clothing is Mary Ryan's survey of high school girls and the influence of clothing on behavior as indicated by their responses. If the girls

> felt well dressed they might become more talka-
> tive and "peppier", or they might forget their
> clothing and be relaxed. On the other hand, if

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[1]Ibid.

[2]Elizabeth Hurlock, Developmental Psychology (New York: McGraw Hill Book Company, Inc., 1959)

[3]Coleman, op. cit. p. 40

they were dissatisfied with their clothing they might be self-conscious and so quieter, or they might feel conspicuous and try to keep from the center of the group . . . The reasons most often given for the importance of being well dressed were under the classification of "social contribution". Being well dressed was considered important because people are judged by their appearance and therefore clothes are important in gaining desired ends socially, attracting the opposite sex, or obtaining a job.[1]

Silberman also reminded us of the importance placed upon clothing and appearance by girls regardless of age. In her study three-fourths of the 1100 girls surveyed acknowledged that right clothes were a necessary concomitant of happiness and an aid in building self confidence.[2]

Summary

The life of an adolescent is dominated by peer mores and conformity to group norms. Since "being accepted" is of utmost importance to these adolescents, adherance to norms is quite rigid, but yet voluntary.

Horrocks and Reisman both believe that conformity in adolesce is healthy; it enables the adolescent to grow and develop and to find his place in society.

Many authors seem to realize the function of clothes to enable adolescents to live happier, less self-conscious lives.

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[1]Mary S. Ryan, Psychological Effects of Clothing, Part I: "Survey of the Opinions of College Girls"(Cornell University Agricultural Station, Bulletin 882, September, 1952) pp. 30-31.

[2]Sylvia Silverman, "Clothing and Appearance: Their Psychological Implications for Teen Age Girls. (New York: Bureau of Publications, Teachers College, Columbia University 1945).

CHAPTER II

METHODOLOGY

Since this problem uses unanalyzed data gathered in previous studies, a brief description of the methods of data collection, community from which samples were drawn, the instruments used, the methods of analysis and a definition of terms is presented prior to describing the purpose and method of analysis used in this study.

The data used in this study were taken from the following four studies:

1. Relationship of Social Class and Social Acceptance to Clothing and Appearance of a Selected Group of Ninth Grade Girls.[1]

2. Clothing as Related to Role Behavior of Ninth Grade Girls.[2]

3. Analysis of Clique Influence on Individual Responses Indicating Clothing Awareness of Teen Age Girls.[3]

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[1]Bjorngaard, op. cit.

[2]Wass, op. cit.

[3]Kelley, op. cit.

4. Opinions of Clothing, Appearance and Social
   Acceptance as Factors of Group Cohesion of
   Ninth Grade Girls.[1]

Description of Community

The school from which data for all four of the
above studies were gathered is in an atypical community
in South Central Michigan. It has a greater proportion
of young, mobile, white collar, highly educated, and higher
paid citizens than the average Michigan city.

Michigan State University, which is located in
the community, has considerable influence on the population
characteristics cited above. For example, 72 per cent of
the population are white collar workers and only 7 per
cent are engaged in manufacturing occupations. Approximately
31 per cent of the families have incomes over $10,000
whereas 12 per cent have incomes under $3,000. For the
total population, almost 58 per cent have moved to their
present place of residence since 1958 and 67 per cent of
the family heads were college graduates.

The one public high school servicing the community
is a co-educational public school of 1103 students. In
1960 the population elected to annex the Towar Garden area,
composed primarily of working class people. This incor-
poration caused a slight change in the social class make-

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[1]Madelyn Williams, "Opinions of Clothing, Appearance
and Social Acceptance as Factors of Group Cohesion of Ninth
kGrade Girls" (unpublished Master's thesis, Michigan State
University, 1963).

up of the high school population and enabled a view of social extremes which caused this high school to be considered especially suitable for this particular research project. For a more complete description of this sample see the Bjorngaard or Wass theses.[1]

Instruments Employed

The Wass instrument, a two-part questionnaire, was administered to the entire female population of the ninth grade as they were assembled in the high school cafeteria. The first section of the instrument contained space for background information. The second portion was an anonomously written section which had been previously coded. It provided information concerning clothing behavior.[2] (See Appendix, p.73).

The Bjorngaard instrument, a structured interview, was administered by experienced interviewers to the entire female population of the ninth grade. The open-ended questions were divided into five major categories with social class and social acceptance as related to: (1) general acceptance, (2) clothing acceptance, (3) self satisfaction, (4) clothing confidence, and (5) clothing

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[1] Bjorngaard, Wass, op. cit.

[2] The pledge of anonomity has not been broken as the instruments were henceforth used with the coded number as reference.

acceptance as viewed through situational stories.[1] (For complete description see Appendix, p.80).

An entirely different method of investigation was utilized by Kelley.[2] A projective technique in the form of the modified T.A.T. (Thermatic Apperception Test) was administered to a group of selected girls. These girls were a small portion of the total population.[3]

In this method the subjects were presented a series of pictures, each of which depicted people of various economic means, age and dress in a variety of situations. From these pictures the respondents were asked to develop stories which would become an account of their individual notion of the pictured situations and would give the interviewer a possible insight into the thinking of the interviewee.

Most of the sketches were clear enough to leave little doubt as to the gender of the character. One picture, however, depicted the central character in a confused dress and with a dubious hair cut and shadowed features. (See complete description, Appendix p.87) This character caused the greatest confusion for the interviewees.

The study by Williams was a more thorough analysis

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[1] Bjorngaard, Op, cit. p.36.

[2] Keley, op. cit.

[3] See selection of sample p.12   .

of information previously gathered by Bjorngaard and
Wass.

After having first been tested during their
freshman year in high school, the same sociometric
question regarding choice of friends was readministered
the following two years. With this information it
was possible for this writer to chart a three year social
acceptance for each of the subjects.

Selection of Sample

Two of the studies were conducted using the entire
female population of the ninth grade.[1] Kelley's study
was done using a sample representation of the universe
of the ninth grade population which illustrated extremes
of social class and social acceptance. The social rank
of each girl was determined according to a modification
of Warner's Index of Social Class.[2] A resulting ISC
score was given each girl.

The social acceptance of each girl had been
previously determined by means of a sociometric diagram.
The information for this diagram was gathered from the
Wass questionnaire. Each respondent provided information
as to their choice of best friend. This provided Kelley
with the information necessary to select from the social
class extremes, representatives who depicted both extremes—

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[1] Bjorngaard, Wass, op. cit.

[2] For complete description see page   .

RFS members and isolates. "The eight isolates chosen have the four lowest and the four highest social class scores of all the isolates in the universe."[1] Although the lower RFS group contained one member classified as middle class, "the two cliques chosen represent the lowest and highest over-all social class mean rating of the entire universe."[2]

Definition of Terms

The clear understanding of the precise meaning of descriptive terms used in this investigation is basic to the understanding of the methodology and the inter-pretation of this study. Therefore, the operational definitions of terms used here and in the previous phases of the research from which data were drawn for this study are defined here.

Isolate	:	an individual who had no reciprocated friendships. There are four types of isolates.
$Isolate_1$	:	Pure isolate, whose lack of choices received matches her lack of choices made.
$Isolate_2$	:	ignored isolate, made choices but received none.
$Isolate_3$	:	self isolate, made no choices but received some.
$Isolate_4$	:	confused isolate, the choices made and received do not match.

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[1]Kelley, op. cit. p. 7.

[2]Ibid. p. 87.

Accurate Perceiver: individuals who had all choices
               reciprocated, or who neither chose nor
               were chosen. This category developed
               by Williams and associates during
               analysis of the reciprocated (and thus
               unreciprocated) choices.[1]

Reciprocal Friendship Structure : (hereafter
               known as RFS) a sociometric diagram
               of individuals whose choices of friends
               were returned.

               There are several types of RFS which
               will not be reviewed at this time
               since they have no significant bearing
               upon this study.

Clothing Conformity: assessment of dress actually worn

Clothing Satisfaction: contentment with existing
               wardrobe as determined by numerical score.

Clothing Awareness: number of times clothing was
               mentioned in responses and/or number
               of clothing related activities in
               which one partakes. Tabulated from
               information gathered by Bjorngaard,
               Wass, and Kelley. (For more complete
               description see page 16).

Research Method

The case study method was selected as an appro-

priate method for analyzing the available data. Hillway

compares the case study method

               in essence to a careful and thorough examination
               of the life and behavior of one individual or
               case. . . which compromised a careful and com-
               prehensive analysis of the development and status

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[1]Williams, op. cit.pp. 34,35.

of one individual, group or institution.[1]

Goode and Hatt support this thinking also in stating that the case study method is

> not a specific technique. It is a way of organizing social data so as to preserve the unitary character of the social object being studied. .. or . . . any social unit as a whole, through development of that unit.[2]

It has been suggested by many authors that to be most effective a case study must be used in conjunction with the survey. The two instruments used in gathering data surveyed the opinions and behavior of the ninth grade population. Both personal interview and a questionnaire were used.

Due to the fact that three methods of data collection had been used on sixteen girls, this study will deal with the subjects previously selected by Kelley.[3] These included four representatives of each of the following groups of social class and social acceptance:

1. Upper social class RFS

2. Upper social class isolate

3. Lower social class RFS

4. Lower social class isolate

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[1]T. Hillway, Introduction to Research (Boston: Houghton Mifflin, 1956) p. 221.

[2]William J. Goode and Paul K. Hatt, Methods in Social Research (New York: McGraw Hill, 1952) , p.330.

[3]Complete information was available on only fifteen girls. The T.A.T. information was unabailable on one lower class isolate.

Method of Analysis

The data available from instruments given each girl was thoroughly investigated and analyzed in depth to obtain opinions of adolescents regarding clothing. Presentation of this information in the form of sixteen separate case studies appear in chapter IV. Previously administered instruments were compared to determine if responses obtained by using different instruments were consistent in relation to awareness.

All three instruments utilized in this study have either direct or inferred reference to clothing awareness. In the Wass instrument the girls were asked to complete a chart indicating frequency of clothing related activity. (See Appendix, p. 73) Although a range was determined, both possible and actual, no determination of low, medium, or high was made by Wass. This researcher arbitrarily set a range of low (1-10), medium (11-20), and high (21-30) for use in this study. Kelley determined her score by the total number of clothing related responses given by each respondent to the T.A.T. pictures. The raw scores for awareness compiled by Kelley and Wass were used.

A second awareness score was developed from the Bjorngaard instrument using responses to questions 1-6, (See Appendix p. 81), assigning one point for each question in which clothing and/or appearance was men-

tioned in the response. No prior reference to clothing
was made by the interviewer and there was no indication
by the questions that the interview schedule concerned
clothing. It was felt that any clothing related responses
would be an indication of clothing awareness. A score
of one was given each answer containing reference to
clothing. A score of 1-2 was set by the researcher as
low, 3-4, medium, and 5-6 indicated high clothing aware-
ness.

In order to determine if the subjects conformed in
types of dress worn to school within or between the
special groups, a comparison of the four categories in
terms of clothing actually worn in school situations
was made. Results from the previously administered
instruments were compared to determine if responses ob-
tained by using different instruments were consistent
in relation to awareness. This presented some problems
Some respondents were not notified properly, or had
forgotten about the interview, so came to the inter-
view dressed in "gym" clothes—shorts and blouses.
Some of the interviewers did not record the complete
outfit worn by the respondent. Finally, in the ques-
tionnaire, many subjects recorded their answers inac-
curately or incompletely. One further point should be
noted. No comparison could be made between the two
instruments as the initial instrument was administered

in winter and the following instrument was administered
in the late spring. This would be a definite factor
in the selection of clothing.

CHAPTER III

POPULATION DESCRIPTION

This chapter will provide a comparison of the
sixteen girls as isolates, RFS members, and members of
differing social class in regard to: (1) social class
and social acceptance, (2) father's education, (3) reli-
gious preference, (4) number of siblings, (5) organizational
membership, (6) number and location of elementary schools
attended, (7) rating of appearance of the respondent by
the interviewer.

Social Class and Social Acceptance

The social class indicator for this study was
provided by following an adaptation of Warner's Index
of Status Characteristics(hereafter known as ISC). The
range of ISC was 12-84 with the lowest score indicating
the highest social class. This rating included house
type, dwelling area, and occupation of the main financial
supporter of the family. Lower social class was considered
from 62-84, middle ranged from 38-61, with upper being
considered from 12-37.[1]

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[1]The term "upper" for East Lansing does not have the
same meaning as Warner's upper class, for it here is inclusive
of indeterminate and upper-middle, and lower includes inde-
terminate upper-lower and lower-lower.

The eight girls in the study who represented the lower social class category, both isolates and RFS members, constituted 47 per cent of the entire lower social class category of the ninth grade (17 girls). The eight girls representing the upper social class category were only 8 per cent of the upper social class population of the ninth grade (89 girls). This substantiates the fact that the school is definitely atypical in social class distribution.

Another item of importance should be noted at this time. Each studied category is only a portion of its entire category as found in the universe. The reader should here note the following percentages as an indication of what part of the whole group each studied category is.

Categories	Percentages of Total Category
Lower Social Class Isolate	80%
Lower Social Class RFS Members . . .	33%
Upper Social Class Isolates.	33%
Upper Social Class RFS Members . . .	5%

So as we are seeing an almost total picture of the reactions of the lower social class isolates, we are tabulating only a minute portion of the views of the total upper social class group members.

As Hurlock suggests popularity at one age does not guarantee popularity at another age.[1] Friendship is

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[1]Hurlock, op.cit. , p. 175

vacillating, especially so it seems at this dynamic stage
of life.
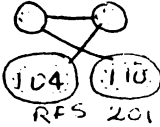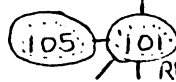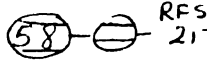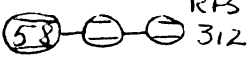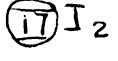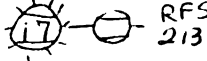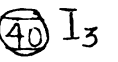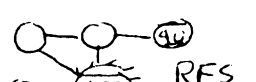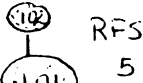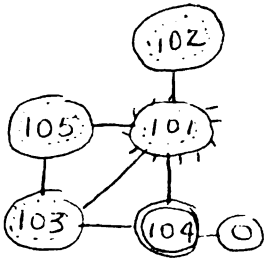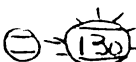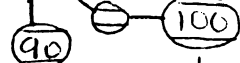
It is interesting to note in charting a social
acceptance pattern for three years that more lower class
members were no longer members of the school population in
the third year than were upper social class members. It
would be interesting to determine if this is caused by
dropping out of school, transferring to another school,
or failure in academic work. (See Diagram I)

Two isolates, one upper and one lower joined a
group the second year then returned the third year to the
status of isolate. Two upper isolates joined the same
group the second year and remained together through the
third year.

The most stabile relationships are found among
two members of the lower RFS who remained dyads for the
three years. Two upper social class RFS members did
likewise. The least amount of stability was exhibited by
three isolates, two upper social class and one lower
social class, whose category changed each year. Those
who were not present in the school system in 1963-64
were not used in the final analysis of stability.

DIAGRAM I

RECIPROCAL FRIENDSHIP PATTERNS
FOR THREE YEARS BY CATEGORIES
OF SOCIAL CLASS AND
SOCIAL ACCEPTANCE.

Categories of Reciprocal Friendship and Social Class	Year		
	1961-62	1962-63	1963-64

Lower Social Class Isolates
110
105
154
109

Upper Social Class Isolates
58
17
40
100

Lower Social Class RFS
102
101
103
104

Upper Social Class RFS 98
84
90
130

110 no longer here
105 I₄
154 no longer here
109 no longer here

101 no longer here
98 no longer here

Key:
Lower   Middle   Upper

Father's Education

The total membership of the lower social class
isolate group had fathers who were high school graduates.
In the lower RFS, two girls reported their fathers as high
school graduates, one of the girls' father had grade school
education, and one reported their father's education as
"unknown."

The upper class groups, isolates and RFS, were each
represented with a total of six out of eight fathers having
been college graduates. One of the upper isolate's father
had "some college" and one of the upper RFS member's
father had a high school education.

Religious Preference

Of the total population of sixteen, eight were
Protestant, six were Catholic, and none of the respondents
was Jewish. The only respondents registering "none" in
religious affiliation were two upper social class members,
one isolate and one RFS member. Because of the high mobility
of the upper social class members, it is possible they had
not yet established church membership.

Number of Siblings

A total of nine siblings were represented in the
combined upper social class categories, with at least
twenty-four siblings represented in the combined lower

categories.[1] Of the upper social class total, two reported having one sibling, whereas only one lower class representative had only one. (See Table 1)

The lower social class representatives, regardless of reciprocal friendship category, seemed to have a much higher number of siblings represented. Seventy-five per cent of the lower class representatives had two or more siblings, whereas only twenty-five per cent of the upper class population had two or more.

TABLE 1

DISTRIBUTION OF NUMBER OF SIBLINGS BY
SOCIAL CLASS AND RECIPROCAL FRIENDSHIP

Categories of Reciprocal Friendship and Social Class	Number of Siblings										
	0	1	2	3	4	5	6	7	8	more	Totals
Lower isolates	0	1	1	0	1	0	0	0	0	1	4
Upper isolates	1	2	0	1	0	0	0	0	0	0	4
Lower RFS members	1	0	1	1	1	0	0	0	0	0	4
Upper RFS members	1	2	1	0	0	0	0	0	0	0	4
Totals	3	5	3	2	2	0	0	0	0	1	16

Organizational Memberships

As is indicated in Table 2 all members under study are members of at least one organization, except one lower

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[1]This could represent more for the questionnaire only allowed the response of "8 or more" in number of siblings.

social class isolate. Isolates are represented in fourteen
organizations, whereas RFS members are members of thirteen
organizations. The break down in social class category has
the lower class represented in thirteen organizations and the
upper class represented in fourteen organizations. There
are little, if any, differences between any of the categories.

TABLE 2

ORGANIZATIONAL MEMBERSHIP BY SOCIAL
CLASS AND RECIPROCAL FRIENDSHIP

Categories of Reciprocal Friendship and Social Class	Number of Club Memberships						
	0	1	2	3	4	more	Totals
Lower isolates	1	1	1	1	0	0	4
Upper isolates	0	0	4	0	0	0	4
Lower RFS members	0	2	1	1	0	0	4
Upper RFS members	0	3	0	1	0	0	4
Totals	1	6	6	3	0	0	16

Number and Location of Elementary Schools Attended

The indication of higher mobility in the upper social
classes is presented here. One-half of the total upper social
class population attended more than three elementary schools.
The other one-half attended only one elementary school. Of
the lower social class, seven out of eight attended one
elementary school and one attended two local elementary
schools.

Rating of Appearance

Williams, in analyzing appearance as was previously determined by the interviewer, observed that the lower RFS groups had half of its members rated as average. The other half was equally divided between "above" and "below" average appearance. Aga in the reader is reminded that there is possibility of a subjective, rather than an objective observation being provided by the interviewer.

A greater contrast is evidenced in comparing isolates of differing social class. Three out of four of the upper class were rated "above" average, with the remaining one rated as "average". The distribution for lower class isolates were divided equally between "average" and "below" average in appearance. Isolates in both categories equalled RFS members in receiving "above" average citations.

TABLE 3

DISTRIBUTION OF RATING OF APPEARANCE BY INTERVIEWER
BY SOCIAL CLASS AND RECIPROCAL FRIENDSHIP

Categories of Reciprocal Friendship and Social Class	Above Average	Average	Below Average	Totals
Lower Isolates	0	2	2	4
Upper Isolates	3	1	0	4
Lower RFS members	1	2	1	4
Upper RFS members	2	2	0	4
Totals	6	7	3	16

Summary

Although a thorough search was made, it was impossible to obtain four completely similar groups based on social class with which to work. Both groups of isolates contained solely upper and lower social class representatives, but a totally lower social class RFS group was unobtainable. Information for this study was, however, taken from the group with the most lower class representatives.

The upper class category had more fathers who had some college education. More upper class fathers had white collar positions. All but one of the lower class fathers worked at blue collar employment. The upper class were more mobile than the lower class. The lower class reported more siblings than the upper class. The upper class were rated higher by the interviewers on appearance.

The following chapter will delve into this population herein described through case studies.

CHAPTER IV

PRESENTATION AND ANALYSIS OF SIXTEEN CASE STUDIES

Introduction

This chapter will contain the compiled information
on the sixteen preselected subjects presented in the form
of case studies. Information was derived from a ques-
tionnaire,[1] a structured interview,[2] and a free response
to selected illustrations.[3]

For clarity it is necessary to remind the reader of
some important factors. All of the information was
available on all of the subjects except one. One lower
class isolate was not available for the T.A.T. Consideration
must be taken of the fact that in the questionnaire, some
answers were not filled in, hence information was incomplete.
It must also be noted that the "rating by interviewer"
of appearance of the subjects was a subjective rating of
an adult rating an adolescent, rather than an adolescent
rating his peer. Some of the girls were most loquacious,
giving considerable resource material with which to work.
Others, however, could be described as taciturn, therefore
making case study less lengthy.

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[1] Wass, op. cit.

[2] Bjorngaard, op. cit.

[3] Kelley, op. cit.

Considerable reference is made to "service oriented"
organizations by this researcher. This is taken to include
organizations such as the Girl Scouts, hospital aides,
4-H, etc. Because of the limited number of subjects in
this study, it was felt that any direct reference to too
many specific categories might indicate certain girls, thus
breaking our promised pledge of anonimity. We furthered
our pledge of anonimity by using fictitious names for each
of these case studies.

To aid in understanding of some of the responses
tabulated, a review of the three situational stories
presented to each girl is included. The responses are
indicated on the case studies.

> If you heard that everyone on "dress up" day was
> going to wear a sweat shirt to school and at the
> last minute they changed their minds, but you were
> not notified and wore one to school: what would
> you do when you saw them dressed differently?

> Jean is a new girl in the ninth grade in East
> Lansing High School. Her appearance is neat and
> clean. Her favorite combinations are plaid skirts
> and flowered blouses. Would you consider her well
> dressed?

> Michelle recently moved to East Lansing from Cali-
> fornia. Her first day at East Lansing High school
> she noticed that she was the only girl wearing colored
> bobby socks which were popular in California. She
> came home and told her mother that she had to buy
> heavy white socks so that she would be like all the
> other girls. Her mother thought this was rather
> foolish since all her colored socks matched her out-
> fits. Do you think it is important for Michelle to
> have bobby socks like the other girls?[1,2].

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[1]Bjorngaard, op. cit. (See Appendix for complete instrument)

[2]Due to excessive use of Bjorngaard, Wass, Williams,
and Kelley studies in this research, footnoting will hence-
forth cease unless called for by specific reference.

CASE STUDY 110 I

Four brothers and more than four sisters[1] make
Lorraine's family a very active one. Her father, who
graduated from grade school, provides for this large,
Catholic family by working as an auto repairman. One
cannot say "solely provides for", for Lorraine did indi-
cate that some other person did help support the family
financially, but answered "no", to "if yes, explain who"
She attended only one public school prior to her entry
to high school. She finds time to belong to three
difersified clubs--one language and two recreationally
oriented.

With a very high clothing awareness, Lorraine
was rated "above average" by the interviewer. She
generally felt "very satisfied" about her wardrobe, but
was quite inconsistent about how she felt dressed at
different occasions. Ranging from a feeling of "better
dressed" than others at school functions; through
"average" on occasions, such as church and home; she
felt "not as well dressed" at basketball games. She's
not interested in changing, though, for she feels that
concerning herself there is "very little she would
change". The only change she did indicate that she
would like to make would be to "cut my hair", but she
indicated that her "parents want it longer, and I

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[1]The only response available was "more than 4".

respect my parents wishes, so I wear it long". She re-
peated her need of parental approval again in her response
that their approval meant the most to her in her selec-
tion of clothes.

A conformity pattern is difficult to determine
for her replies are diverse. She feels "no rules" should
regulate dress for "it really isn't their business and
I feel a person should be able to wear whatever she
wants". She doesn't think it important for Michelle to
buy white socks, if her colored ones matched her outfit.
"Who knows--she might start a fad here?" She felt Jean's
plaids and flowers "just doesn't match". If not
notified about her dress on dress-up day she would
"most likely find a place to hide". "I'd most likely
call Mom and go home and change my clothes." But because
"we often play jokes on each other", she wouldn't be
mad at her friends.

Of all those who responded to the T.A.T.'s, she was
the only one who indicated the picture depicting the
fat lady shouldn't be shown because "someone's Mother
might be fat".

The following year this confused isolate became
an accurate perceiver with four others in a four member
lower social class RFS. She was not a member of the school
population in 1963-64.

CASE STUDY 105 I

Iris is a lower social class self isolate of average height with a heavy build. She has a poor complexion and although her clothing was considered "o.k." by the interviewer, her hair was unkempt and unclean.

Her father had some high school training and supports his family by working in a local factory. Her mother is employed in an office. Iris has one sister. She goes to a Protestant church, but has not been very regular in her attendance. Her two organizational activities are both service oriented.

She finds making friends difficult, and also feels that although she rated herself "average" regarding both wardrobe and appearance, she does not feel her clothes are as "pretty as theirs". She laments the fact that she has to wear the "same clothes two or three times a week" while "they always have different clothes on". "I have to wear bobby socks while they wear nylons and knee socks." Her mother suggests that she "doesn't associate", and therefore finds making friends difficult. Iris feels that even if she could make all the changes she would like to in herself, she still wouldn't be popular.

A felling of inferiority is still indicated by her negative responses to the questions dealing with satisfaction of general appearance and hair, but she was usually satis-

fied with her complexion(which was rated "poor" by the interviewer), and also usually satisfied with her wardrobe.

Even though she was an isolate, who made no choices of friends, she rated the dress of her group "about the same" as others in the school. She said that other groups "are always going down town and buying new clothes".

Her clothing awareness was very low which may be an indication why she thought it was "o.k." for girls to wear a combination of flowers and checks. If not forewarned about the change in plans on dress-up day she would "feel foolish" and feel as if she "should have been notified". She would handle the situation by "removing the sweatshirt and wearing the blouse underneath". Conformity pressures (or is it lack of awareness?) seem to escape Iris again for she felt it wasn't necessary to buy white socks "just 'cause all others were wearing them". She felt the only rules regarding clothing should be in avoiding the wearing of slacks and shorts. It is important to note that Iris was named six times by all the upper social class members in the ninth grade as being "not dressed right".

She was accepted into a mixed social class RFS the following year, and became a confused isolate in 1963-64.

CASE STUDY 154 I

Of the sixteen girls under study at this time, Cheryl's file offered the least information. Not only were there only two of the three instruments available for

research, but her responses to the available instruments
were terse and generally not clearly stated.

She is the only girl in a family of five. Her
father was graduated from the eighth grade and supports
the family by working as a large machine operator. The
family attends a Protestant church. Cheryl has attended
only one other public school prior to admittance into
high school and that school was in the same community.
Her organizational activity is limited to one rural
influenced group.

She consistently rated herself "above average"
in clothing related questions and thought her wardrobe
was "the same as the other kids". She felt there was
"very little" she would change about herself. She demon-
strated an average clothing awareness score but was
judged "not dressed right" by two girls in the study.

Her satisfaction seems high with her existing
wardrobe in the reply to the question that she "never"
refused to go any place because her clothes weren't
right, nor wished she hadn't gone some place because
her clothes weren't right.

She named two girls as most popular, but negated
any idea that the clothes of these girls were different
or that their clothes influenced their popularity. After
first replying negatively, she did, as an after thought
name two girls who were best dressed, but named no one as
not dressed right for she said she doesn't "pay much attention

to their clothes".

Even if not evidenced in actual practice, she did indicate some knowledge of clothing saying that Jean shouldn't wear plaids and flowers "cause they just don't go together". Although she felt colored bobby socks "looked funny" she didn't think it was that necessary to go out and buy white ones just to conform, "but", she added, "if you wanted 'em bad enough, get 'em". Her only indication of wanting to feel like the group is shown in her reaction to not being notified regarding the change in plans for dress up day. She would feel like "crawling in a hole".

There is no record for Cheryl for 1962-63.

CASE STUDY 109 I

Jeanette is a lower social class, ignored isolate. She attends a Catholic church with her family, which includes two other sisters. Jeanette does not belong to any organizations. Her father, who had some high school training, supports his family by working for a relative in a small machine shop. Her previous school history includes attendance in one other school, a parochial elementary school.

She rates a high awareness and considers herself about average in clothing satisfaction. She is "usually satisfied" with her wardrobe and only feels "not as well dressed" at home. She seeks the approval of her friends in deciding upon clothing selection. She feels no rules regarding clothing are necessary. If not notified regarding

the change of dress on dress up day, she would feel "awful"
mad", and "would go home and change". This need to be like her
companions does not carry through to the next answer, how-
ever. For she does not feel it necessary for Michelle to
purchase white socks. The colored ones would be most
suitable, if they match. "That's what I wore when I came"
to high school and "some still do".

She definitely felt that plaids and flowers worn
by Jean, "don't go". Only two of the five T.A.T. responses
were clothing related.

Her social acceptance pattern changed the following
year allowing her to be included in a lower social class
RFS of four members. She was not a member of the school
population in 1963-64.

Conclusions.

The similarity of pattern for lower social class
isolates seems evident in some of the following ways. They
were alike in number of schools previously attended--one.
Each girl's father was a high school graduate. All were
church members, although not of the same faith.

They were in seventy-five per cent agreement on
selection of the best dressed girl and similarity of choice
of favorite T.A.T. picture. The picture chosen dealt
with a school-type setting.

In replying to the situational stories, they were
in total agreement regarding Michelle's white socks. All
felt it "not necessary" to purchase them. They agreed

totally again on the way they would feel if not notified regarding dress change. All disclosed they would feel out of place and strange. Three girls would choose not to approve of Jean's choice of flowers and plaids.

In answering "whose approval of clothing was important" two replied, "mother", one replied "friends", and one gave the only "don't really care" answer of the entire population under study.

CASE STUDY 40. I

Shirley was rated by one interviewer as an "outgoing, talkative" girl and by another as a "compulsive talker, overanxious to be of help". She appeared well groomed, neat, with an elaborate hair style and used make-up, but not too obviously.

Shirley comes from a family of two children, herself and a brother. Her father graduated from college and now heads a local insurance agency. She adds that another person does add to the financial support of the family but neglected to say who.

Shirley belongs to two service-oriented organizations, one which is related to the hospital and one to the church. She has attended only one school prior to entrance into high school, but that too, was in the community.

She has a high total clothing awareness score and is satisfied with her wardrobe. She feels "about average" or "better dressed" than her companions and finds nothing

that she would like to change about herself.

Shirley is an ignored isolate[1], even though she did name four best friends. A precocious girl, she describes herself as one who "gets along better with adults" and "prefers to go with Juniors rather than Freshmen". She does not go to the drug store (local "hang out") any more with the gang because she indicated she felt a little "too mature" for this. However, in a different part of the interview she described herself as "loud" and "if you haven't guessed it--I'm a nervous child". This seems to be a direct reversal of the "mature" indication above.

Her parents exert a great influence on her life. "I have no best friend", she related "not too many I could classify as a close friend. They must suit me and my parents." Her parents must be pleased in clothing selection also, for as she indicated "Ilive with them". Her parents, too, have decided, because they know someone on the staff of the near-by university, she will be sent away to school.

She is very upset when she has a disagreement with her parents or when they argue. She quotes her mother as saying she "lives in a dream world", indicating that arguments do occur in reality and she should get used to them. Regarding one T.A.T. (IV) where three people are pictured, a mature man, a woman, and a young man, she indicated they must be his parents for "a young adult won't listen so intently to anybody but his parents". Again this parental influence is reflected in her solution to Michelle's

problem with the white socks. Shirley would wear white
socks "if my Mother told me to do so".

Girls from the "slum area who dress improperly"
and are "chumpy(fat)" annoy her. She keeps wondering
"how they get out of the house. My mother wouldn't let
me out". She finds she liked the second T.A.T. picture
with the overweight person the least. Her reason :

> because I haven't been able to gain weight. So
> I see a fat person and just think--how lucky can
> you get--yet they don't realize if they just loose
> a little of that, I'd love to have what they've
> got.

She doesn't feel that money is necessary for good taste.
"It (taste) should be second nature." She indicated Jean
was "not dressed right" in flowers and plaids.

One T.A.T. response (III) brings out a very
sophisticated outlook. She described the two women, one
high styled, one moderately dressed, and noted that the
reason the moderately dressed woman is "usually a well-
to-do person". "I have found usually they don't dress out
of the extreme sonot to bring attention on themselves.
The only real action you might think of that you could tell
that she might be of the upper bracket is the fact that she
has on a huge ring on her left hand."

Shirley's isolation may come from too much mother
influence in selection of friends, clothes, etc. A great
deal of influence by her parents is exerted by her responses
regarding "their" opinion in clothing selection, "their"
choice of college, her feelings when "they argue". Her

decision net to ge with the crowd te the drug stere may
really be maturity, er again, it may be mother's idea.

The fellowing year she was incorperated with anether
upper class isolate inte a large thirty-four member RFS.
They continued as a dyad in anether RFS the third year.

CASE STUDY 100 I

Pauline is an upper secial class, confused
isolate whe has two brethers and ene sister. Her father,
who has had advanced educatien, is en the faculty ef a
nearby university and her mother dees not werk away from
home.

Pauline and her family attend the Cathelic church
where she belongs te the Religieus Study Club. All but
ene ef her feur previeusly attended scheels were located
in different cities and states.

Pauline seems te have clething in the proper per-
spective and altheugh being aware ef its impertance, she
deesn't allew it te rule her. She partakes in all the
adelescent clething related activities by frequently
"windew shepping" and "reading fashien magazines", but only
eccasionally are these invelved with ether friends.

Her feeling cencerning her persenal wardrebe is
ene ef satisfaction and she usually feels well dressed.
Because she considers that he has "geed taste", her father's
appreval of her clething cheices is mest important te her.

It is interesting te nete that en the six questions

involving the "best way for a new girl to get in with the girls", she didn't mention clothing or appearance once, but did rate "consideration and friendliness"as more important.

Although she did not feel Jean, who was neat and clean but in plaids and flowers did dress well, she qualified her answer by indicating that sometime this might be alright--"you never can tell". She also listed no ninth grade girls as "not dressed right". She did not think it necessary for Michelle to purchase white socks, for they "wouldn't be noticed anyway." She indicated no feeling regarding the sweatshirt incident because she "wouldn't have worn a sweatshirt in the first place".

Her T.A.T. responses were most verbal, but those relating to clothing are few. Appearance responses as to age concern "gray hair", "baldness", "by the way he looks", but not by clothing actually worn.

The lack of apparent awareness of importance of clothing related factors may be due to the fact that her early school experiences were in parochial schools. It would be interesting to know if uniforms were worn. This would make a difference in her responses regarding choosing and making friends. If not depended upon in formative years, clothing may not be of primary importance in developing friendships at this age.

The following year Pauline became an accurate per-cerive naming and hence being named by four friends. They were incorporated into a large thirty-four member combined

middle and upper social class RFS. She continued member-
ship in an RFS in 1963-64.

CASE STUDY 17 I

Mildred is a neat, fashionably dressed girl of
average height and slender build. Her father graduated
from college and is an executive with a utility company.
He is also involved in politics. Her mother does not work
outside the home. She has one brother. Her two affiliations
include one religious and one musical organization.

She has attended three previous schools--two in
another city and one in East Lansing. She is listed as
a confused upper social class isolate, which means that the
choices of friends made by Mildred were not matched by
those she received.

She is satisfied with herself and would not
"change anything" about herself. If she dated a boy, she
would, however, "dress fancier". She rated herself "about
average" and "a little bit better" in comparing her clothes
with other girls. She considers her wardrobe "large".

Mildred indicates a need for conformity by relating
that she would feel "odd and unhappy and a little mad" if
the girls failed to notify her of a change in attire on
dress up day. She would go home and change at lunch time.
This conformity shows through again in her advice to Michelle,
who was the character in the situational story who came from
California with the colored socks. She would advise

Michelle as a new student, to "blend" in with everyone and get white socks. "She can try to persuade them to change after she's accepted". She thought Jean's choic of plaids and flowers would be "o.k." because "she's well dressed. After I get to know her I'd suggest something about plaid skirts and flowered blouses". Mildred's conformist feeling looms again in her feeling for a necessity for rules to avoid the wearing of "crazy clothes".

There seems to be a general theme of turbulance in her T.A.T. responses, even though her previous replies indicated tranquility. These words and phrases were quite evident : "jealousy", "angry because he was bumped", "they'll have a big fight", "bragging" man received by "bored" man, "fight".

Mildred's social acceptance category changed the following year from that of an ignored isolate to an ac-curate perceiver listing and being reciprocated by one girl and thence included into a large almost entirely upper social class RFS. In her Junior year she returned to her original category of confused isolate.

CASE STUDY 58 I

Frances, an upper social class, confused, isolate is the only child of two working parents. Her father owns hes own business and her mother does part time sales work.

Frances belongs to two organizations, which are both outside school. She attended only one other school

before entering high school. Both were in the same community.

She was rated as well dressed by her interviewer. She received one of the highest scores on clothing awareness in this study. Her total responses were most verbal with almost every answer clothing-related in some way. After making each response so clothing related, her answer to what she thought was most important in choosing a friend was "personality--I'm not interested if she is a top fashion in school--sheerfulness". So even in a negative manner, clothes were again part of her response.

Need for parental support is still evident in that her parents seem to influence her greatly as is evidenced in these two responses. When asked whose opinion she respected regarding clothing, she replied "my father's" and she also indicated her mother made many of her clothes and she indicated she was "most satisfied" with them. She felt rules were necessary for dress in school, but advised us not to "get carried away with it" and require uniforms.

She "may feel a little out of place" if uniformed regarding the change in dress on dress up day, but indicated it wouldn't be the only one". An indication of lack of need for conformity shows up in her answer to the question of Michelle wearing white socks. She thought it unnecessary to deliberately go out and buy white socks. She gave an emphatic "definately no" to the acceptability of Jean's

plaids and flowers.

When the same sociometric question was administered to the group the following year, Frances was incorporated into a five member upper social class RFS chain. In her junior year she changed her friendship pattern again to become a member of a completely different RFS.

Conclusions

Social isolates demonstrate some similarity and this is evidenced here by the following points. Their fathers, who are all professional men, had the highest educational score. The girls each belonged to two organizations. Three out of four named the same girl (#122) as the most popular, and two of these isolates named this same girl as "best dressed". Two of the four girls named the same girl(#153) as "not dressed right".

Upper social class isolates demonstrated the highest total clothing awareness score of all four groups. They all felt "better than average" in regard to clothing. It is interesting to note that three of the four girls indi- cated their parents' approval meant the most to them in making clothing selections. The other named parents second after "kids" in the same question. Only two thought Michelle should get white socks to conform to the established pattern. Three thought Jean was not acceptable in her combination with the fourth saying they could offer help to her after they knew her. Three would feel very out of

place if they were not notified of the change of dress,
and the fourth declared they "wouldn't have worn it in the
first place".

CASE STUDY 101 C

Mellissa is one of four children of a lower social
class family. Her father, who completed only the eighth
grade in school, provides solely for this family by working
as a production worker. The family attends a local Pro-
testant church where Mellissa sings in the choir. This is
her only group affiliation.

She was rated "above" average by her interviewer,
but seemed overly critical of herself. She thought she was
"too skinny", had hair that was unmanageable "when I get
out of swimming", and of her complexion—"sometimes I have
a lot of pimples". The interviewer commented there was
no evidence of a bad complexion and rated her hair "clean
and neat". Mellissa demonstrated a high clothing awareness
score. It is interesting to note that she made reference
to clothing in every T.A.T. identification.

Two themes, one of need for adult guidance, and the
other for conformity are indicated in her answers to
questions on the interview. She indicated a necessity for
rules regarding clothing to avoid "skin tight" clothes. She
then answered, in regard to the situational story involving
the new girl from California who had colored socks rather
than the accepted white socks, that she felt white socks

were not necessary, but she would buy them "if mother wishes".
Mellissa would "about drop" and "be mad if no one told" her
about the change in plans regarding wearing sweatshirts on
dress up day. She would "feel funny and out of place".
For Mellissa, the approval of her friends is most important
in selection of clothing. She did not consider Jean
well dressed "because of her combination of clothes".

Is it not interesting to note that her need for
conformity is not consistent, but is dependent upon the
situation--nonconformity in sock choice, and conformity in
sweatshirt decision? It would be interesting to discover
her feeling if her mother suggested she wear the sweat-
shirt even through it were dress up day.

An RFS member, she continued in the same category
the following year with the small group growing to a
large, twelve member, thoroughly socially mixed RFS. She
was no longer a member of the high school population in
1963.

CASE STUDY 102 C

Vivian, an RFS member, is an only child of lower
social class parents. Her father works as a production
worker and they attend a Protestant Church. She is a
member of one service-oriented organization.

Rated neither fashionable, nor appropriately
dressed by her interviewer, she was rated "not dressed
right" more than any other girl (11 times). Her clothing

awareness scores were low, but her satisfaction was very good for she felt "very satisfied" with her wardrobe and "usually" satisfied with her appearance. She rated herself "about average" in all clothing situations and indicated she would like to "stay very much the same". She rated both herself and her four member RFS group as "the same" as all other groups in the school regarding dress. She neglected to name any "best dressed" girl in the ninth grade, because they "all dress the same—so no one is best dressed". She also said that "no girls" do not dress right. These responses may all be related to the fact she recorded one of the lowest total awareness scores on the three instruments.

Her mother's opinion is most important to her in regard to selection of clothing, because her mother "knows more about clothes than I would, so I take her opinion more". It would be interesting to administer this test to Vivian's mother, this researcher feels, to determine her clothing awareness.

In the situational story discussing Jean, who wore plaids and flowers, Vivian felt that Jean was well dressed "'cause she's neat and what she picks goes together". Michelle's colored socks, in the situational story regarding the girl who transferred from California, would make "no difference" to Vivian, even though every one else were wearing shite socks. She, likewise, "wouldn't be bothered " if she showed up in a sweatshirt on dress up

day. Her T.A.T. responses were taciturn, with only a passing, slight reference to any clothing indicator. She chose as her favorite T.A.T. picture the one that most resembled a school situation.

Her RFS developed into a rather diverse twelve member network including five lower social class members, three middle and four upper social class members. The following year, 1963-64, she became an ignored isolate.

CASE STUDY 103 C

LaVonne has three sisters and one brother. Her father, a high school graduate, is sole supporter of this lower social class family. He earns his livelihood as a skilled laborer. LaVonne belongs to three clubs, which as the highest organizational membership registered for the sixteen subjects. Her school enrollment has all been within the community in two schools.

Evidencing a high clothing awareness, she rates herself "about average" and is usually satisfied with her wardrobe. She was named "best dressed" once by a lower social class isolate. There is an indication of good clothing satisfaction in her reply that she felt "better dressed" at home and at games than others her age. It should be noted that although her interviewer rated her as "a neat clean girl" a notation was added that her "blouse was barely ironed".

A lower social class RFS member, she rated her group

as one that dresses as well as other groups. Here, too, it should be noted that of her groups one member was listed as not dressing right by eleven girls and another member of the group was named once as "not dressing right".

Her T.A.T. responses were noncommittal and seemed to make a greater reference to surroundings, time of day, and general appearance first before specifically indicating a clothing related response. Her favorite T.A.T. picture was most indicative of school(#1).

LaVonne expresses some need for being like the other girls in her replies to the three situational stories. She thought Jean definitely should not wear plaids and flowers "mostly 'cause the other girls don't". She felt Michelle "would feel better—more at ease if she were like other girls—then she would find it less hard to adjust to the school life here." So her recommendation would be to buy white socks like the other girls. She seeks the approval of "the kids I run around with" in regard to clothing approval, "cause they have to look at me".

It is interesting to note that she would not be bothered nor feel any different if she were not notified regarding the change of dress on dress up day. She would "laugh about it" and felt as if someone had forgotten to tell her. She did not think she would feel "funny" because most of the people would know what had happened.

In determining best friends for the next year, she remained with her old friends, but her RFS grew from four

members to a mixed social class RFS of twelve members. It was found that in 1963-64 she had remained with her dyad throughout the three years.

CASE STUDY 104 C

Lillian is the only accurate perceiver and middle social class member of a four person predominantly lower social class RFS. Her father solely supports his Protestant family of two daughters and one son as an office manager. Lillian finds time to be a member of two service-oriented organizations.

A neat, appropriately dressed girl of average height and heavy build, she wore little make-up. She is "usually satisfied" with her wardrobe and would not like to change anything about herself. She generally feels "better dressed" or "about average" in clothing satisfaction in comparison with others her age.

She shows an average clothing awareness and feels that clothes do make a difference in the actions of people. "Slacks make me NOT want to study", but "in nylons and heels" she "wants to go away and visit someone." The influence of clothing upon people's action is evidenced again in Lillian's response to the question if there are girls at school who do not dress right. She associated girls who are "not dressed right" as those who "don't care if they flunk out--tend to be on the wild side and are tardy."

Her parents approval in regard to clothing means the most to her, because "they buy my clothes". The need for parental approval is indicated again in the fact that she relates that "mother's suggestions are followed regarding clothing choices".

Conforming to a group in regard to clothing practices does not seem to be a problem to Lillian. She indicated she would "feel as normal as ever" if she showed up wearing a sweatshirt for "if I didn't want to wear it in the first place, I wouldn't have worn it." She "wouldn't do anything" about changing it. She also felt the colored socks of the girl from California would not make any difference and suggested they be replaced only "when they are worn out or faded". She considered Jean's choic of clothes in "poor taste", but did add that "wearing one or the other with something plain, then she would be well dressed". It is interesting to note that she listed no friends who didn't dress right, although one member of her RFS was named more times than any other by the total population as being "not dressed right".

Her RFS structure grew the next year to incorporate twelve girls of mixed social class members. The dyad of 104-103 remained together for the three years.

Conclusions

It seems that more similarity is evidenced by the lower social class RFS group members than by any other

group being studied. All four girls are Protestant, three being members of the same church. Three of the four had attended only one previous school and three selected the T.A.T. most resembling a school situation as their favorite. This could be because this situation is the one most familiar to their more limited experience. Three of the four named the same girl (#124) as both best dressed and most popular.

The lower social RFS mbmers are equally divided regarding clothing approval. Two sought parental approval and two thought "friends" approval most important.

In reference to the situational stories, only one thought it necessary for Michelle to purchase white socks. The other three agreed it was not necessary. In determining the acceptance of flowers and plaids, two felt it was definitely in poor taste. One said it was not acceptable "because the other girls don't wear it" and the last approved. Only one would "feel funny" if she were not notified regarding a change of dress. The other three felt it would make no difference.

CASE STUDY 98 C

Gina is the only girl in a family of five. Her father is a college graduate and now is a regional supervisor for a data processing company. They have been very mobile since her schooling began so she has attended three schools in another city in this state and two other schools in two separate cities in another state.

She is an upper social class member of a four member RFS of whom all members are upper social class. She also finds time to belong to two athletic organizations and one service organization. She does not go to church.

Rated "fashionable" by her interviewer, she wore no make up. She was "very satisfied" with her wardrobe and always felt "better dressed" than others her age. Her mother's approval meant the most to her in regard to selection of clothing. Although she did indicate that there were girls who did not dress right, she did not know them by name.

Conforming to the group seems to depend upon the situation for Gina. For even though she did not think that "colored socks" would make any difference, and "it would be sorta foolish " if her family could not afford it to have to go out and buy them. She would feel "very stupid and mad" if she were not notified about a dress change on dress up day. She would, however, "wear it all day".

Although an RFS member, she completely changed friendship patterns the next year and linked with a large eighteen member exclusively upper social class RFS. She was not a member of the school population in 1963-64.

CASE STUDY 90 C

Polly, her brother, and her sister live with their Catholic, college educated parents in an upper social class neighborhood. Her parents both work: her father as an

executive with a local company and her mother as a teacher.
Her educational experience has been entirely within the
community, attending one public school prior to her entrance
in high school. Polly is a member of one club--a language
club.

She was rated by her interviewer as a "tall, neat,
very fashionable" girl. She consistently rated herself as
"dressed better" than her companions, except when at
home where she felt "about average". Although she would
like to change a few things about herself, she did not
indicate what these were. She was generally satisfied
with her wardrobe.

It is interesting to note that she did not name
any person to either "most popular" or "not dressed right"
categories. Her reasoning for not naming a "most popular"
girl was that such titles are for junior high and "die
out in senior high".

Peer approval and the need to conform to group
clothing behavior patterns is indicated in her responses
to the interview. The opinions of "guys" was listed first
as to whose approval meant the most to her regarding clothing.
She said she would "faint" if not notified regarding the
change of dress on dress up day. She thought it was im-
portant for Michelle to buy white socks "'cause they didn't
cost that much".

Adult supervision was indicated as a need for Polly.
She feels that rules are necessary or "everybody would wear

what they wanted to   ".

The RFS of which she was a member grew the following
year to the largest in the class containing thirty-four
members of mixed social class, both upper and middle
social class. She completely changed her friendship structure
in 1963 linking with a nearly equally divided eleven member
upper and middle social class RFS.

CASE STUDY 84 C

Valerie and her three sisters are members of an
upper social class Catholic family. Her father is a pro-
fessional man. Valerie belongs to one religious organi-
zation.

Rated "very fashionable" by her interviewer, she
evidenced a rather high clothing awareness. She rated
herself "about average" on certain occasions, and usually
considered herself "better dressed" than others her age.
There are some things she would like to change about her-
self, but these were more indicative of social acceptance
rather than clothing behavior. (She indicated she would
like to be more friendly.) Dressing up makes her feel
more mature.

A member of a four member upper social class RFS
she feels that it is easy to make friends at school. Her
own approval, rather than her friends, is most important
to her in regard to clothing selection.

Although her mother does not make suggestions re-

garding clothes any more, she did feel the need for some
adult supervision. She thought there would be some school
rules to eliminate "peg pants for boys and tight, short
skirts for girls".

A need for conformity seems to be indicated in her
responses. She thought Michelle should buy white socks
"'cause she might feel self conscious if she didn't". Valerie
also indicated she would feel "self conscious" and "out
of place--funny" if no one notified her of the change in
plans regarding wearing sweatshirts on dress up day. She
would "go home and change at lunch".

Her T.A.T. responses all evidence clothing aware-
ness. "She's dressed different than the others"(I);
"She's not stylishly dressed" (II); from the way he is
dressed he "might be a gas station attendant" (III);
IV--"he's dressed like a football player; and V--"they
look like they are Chinese or something". She liked
III best for it looked as if "the social worker is giving
help--they look like nice people". She disliked II
"because no one really should do that--look at a person that
way and keep their feelings to themselves."

In 1962 she became a member of a large thirty-four
member, almost equally divided upper and middle social
class RFS. In 1963-64 she became an accurate perceiver
nameing two best friends and with her original dyadic
relationship transferred to another large RFS.

CASE STUDY 130 C

Nanette has one brother. Her father has a sales personnel job with a local automotive plant, although he has only a high school education. An upper social class family, they attend a nationality division of the Catholic church, where Nanette also belongs to the youth group. An extremely mobile family, they have lived in four widely separated states where Nanette has attended school.

Her interviewer rated her as "neat, fashionable and appropriately dressed", but "not for the season". (The time was late spring and she was wearing a wool skirt and sweater.) A feeling of deprivation is evident in her reactions to the questions of self rating on appearance and clothes. She rated herself as "not as well dressed" in all public appearances, "not very satisfied" with her wardrobe. She responded that she did not "think I have as many outfits. I don't have any straight skirts". Then she added "they don't look good on me". She made a definite connection between popularity and straight skirts--"popular girls wear straight skirts--unpopular ones don't". It is important to here note that the interviewer rated her as a short heavy girl. She rated her RFS a "little less sharper or stylish" than the others. The approval of her best friend(whom she also named as most popular) meant the most to her regarding clothing choices.

She considered Jean, the girl who wore plaids and

flowers, not well dressed, and thought Michelle should get
white bobby socks for "you just need to go along or you
won't get any place--won't be accepted otherwise". Al-
though she would feel "terrible and mad at myself" for
wearing a sweatshirt on dress up day, she would make
"a joke of it" and if she could not change, "would try to
make the best of it". The need ot conform seems quite
evident in both of her wishes to wear skirts like the others
and to "go along" or you won't get any place. She believed
rules for clothing are necessary to eliminate extremes
of tightness or shortness in clothing.

She remained an accurate perceiver in her sophomore
year increasing her one reciprocated friendship to two.
She was incorporated into a large thirty-four member
upper-middle social class RFS. No longer an accurate
perceiver in 1963-64, she remained with her original best
friend and both transferred to another RFS.

Conclusions

To be a member of an RFS in itself must make one
somewhat similar to the other members. Similarity in
dress, social class, idols and ideals, and religion all
tend to draw pwople together. This is certainly evidenced
here in our view of an upper social class RFS.

Three of the four girls are bound together by the
same religious belief. All but one of their fathers' have
attended college and now work at white collar positions.

Three out of four belong to only one organization and
two of these three girls selected a religious club as her
choice.

They all thought that "rules" regarding clothing were
necessary. All were rated "fashionable" and "neat" by the
interviewer. Three of the four thought it best for Michelle
to purchase white socks. They were in total agreement that
Jean was not well dressed. They all expressed the same
view of being "self-conscious" "mad" or "out of place"
if they were not notified of a change in plans on dress
up day. Only one, however, would "go home and change".

Three out of the four demonstrated high clothing
satisfaction in similar responses of "very satisfied"
regarding their wardrobe. They generally felt"better
dressed" on all occasions.

In answering "whose approval means the most" re-
garding clothing selections, only one named "mother".
All others named an adolescent--either themselves or other
friends (best friend, guys). There was no similarity in
responses to "most popular" nor "not dressed right". Only
two agreed upon a similar choice for "best dressed".

Summary

Regardless of her particular category of social
acceptance, similarities exist within both upper and lower
social class classifications. Of the seven lower social
class T.A.T. responses, six selected the T.A.T. picture most
resembling school as their favorite. The one picture

named most by the upper social class member was the only
one giving an indication of an upper level home. Both of
these selections could have been made because of familiarity
with the subjects.

The lower social class members were in agreement
more times than upper social class members concerning the
girls named "best dressed". This girl was also named
"best dressed" more times by the total ninth grade population.
Although scoring a combined higher clothing "awareness,"
only one upper social class member named this girl as best
dressed and only two agreed on selection of a "best
dressed" girl. The upper and lower social class members
were in equal agreement with three girls from each category
refusing to name a girl who was "not dressed right".

More lower social class members (seven out of eight)
decided it not necessary for Michelle to buy white socks.
Only three out of eight of the upper class members decided
not to buy white socks. It is possible an economic factor
could be the element of determination here, rather than aware-
ness.

Five lower class members would feel out of place if
not notified regarding dress change. Seven of the upper
class members expressed the feeling that they would feel
upset if not notified.

The eight upper class members were in agreement that
Jean's flowers and plaids were not acceptable. One of these
eight offered to help her in clothing selection. Only

five lower class members would think her unacceptable.

Although some small differences do occur, in general all the subjects were more alike than dissimilar.

CHAPTER V

COMPARISON OF THREE METHODS OF DATA COLLECTION
IN REGARD TO CLOTHING AWARENESS

One purpose of this study was to determine if
similar results could be obtained from three distinct
methods of data collection. It was possible for clothing
awareness to be analyzed in this manned, for responses
regarding awareness were available from all three studies.

The Wass questionnaire obtained results from a
specifically clothing-oriented chart, whereas the Bjorn-
gaard instrument used in measuring clothing awareness
obtained free responses from acceptance oriented questions.
The Kelley study allowed for free response when pictures
were shown.

In tabulating total clothing awareness from all
three instruments, the highest total score was registered
by the upper isolates(190), followed in order by upper
RFS (174), lower RFS group (157), and lower isolates(148).
The total scores of lower social class isolates and upper
RFS's were identical in their responses. Both groups
scored a low, high, and medium, respectively on the
Bjorngaard, Wass, and Kelley awareness scores. (See chart
page 64.)

Each girls score was totaled and was given a L, M,or H ranking. This ranking was determined by adding the low, medium, and high range of scores for all three instruments. The resulting ranges were used.

SCORE Instrument	LOW	MEDIUM	HIGH
Bjorngaard	1-2	3-4	5-6
Wass	1-10	11-20	21-30
Kelley	1-1-	11-20	21-30

The total group totals were arrived at by multiplying the awareness ranges by four(or the number of girls in each category.

SCORE Instrument	LOW	MEDIUM	HIGH
Bjorngaard	4-8	12-16	20-24
Wass	4-40	44-80	84-120
Kelley	4-40	44-80	84-120

CLOTHING AWARENESS AS DEMONSTRATED BY
CATEGORIES OF RECIPROCAL FRIENDSHIP AND SOCIAL CLASS
CATEGORIES

Categories of Reaciprocal Friendship and Social Class	Instrument			
	Bjorngaard	Wass	Kelley	Total
Lower class isolates				
#110	L(2)	H(28	M(19)	H(49)
#105	L(1)	M(19)	M(16)	M(36)
#154	L(0)	H(23)	none	L(23)
#109	M(3)	H(23)	M(14)	M(40)
Totals	L(6)	H(93)	M(49	M(148)
Upper class isolates				
# 58	M(3)	H(27)	M(18)	H(48)
# 17	M(4)	H(27)	M(15)	H946)
# 40	M(4)	H(26)	H(34)	H(64)
#100	L(0)	H(21)	M(11)	M(32)
Totals	M(11)	H(101)	M(78)	H(190)
Lower class RFS members				
#102	L(0)	M(14)	L(7)	L(21)
#101	L(2)	M(20)	H(23)	M(45)
#103	M(4)	H(27)	H(23)	H(54)
#104	H(6)	M(19)	M(12)	M(37)
Totals	M(12)	M(80)	M(65)	M(157)
Lower class RFS members				
# 98	L(1)	H(22)	M(13)	M(36)
# 84	M(4)	H(25)	M(19)	H(48)
# 90	L(1)	H(23)	H(28)	H(52)
#130	M(3)	M(16)	M(20)	M(39)
Totals	L(9)	H(86)	M(80)	H(175)

The highest group scores were measured by the Wass instrument, followed by the Kelley scores. The lowest total awareness responses were measured by the Bjorngaard instrument.

The dissimilarity of responses is likely to be due to the varience in type of question, rather than difference in instrument. Wheras Wass begins "now we will ask you some questions about clothing", no reference of this sort is made by either other instrument. The T.A.T. pictures were definitely clothing-oriented because of the unusual clothing worn by some of the characters. Absolutely no inference relative to clothing was made by Bjorngaard.

In conclusion, it seems possible that similar results still may be obtained from different instruments provided they all maintain a comparable degree of directness or indirectness in regard to the particular item under study.

CHAPTER VI

SUMMARY

It was the purpose of this study to analyze in
depth all the material on the seleeted sample to determine
(1) if the sixteen girls in the four categories of social
class and social acceptance conform in types of dress on
a specific occasion, (2) whether or not similar information
may be obtained from the same respondent using different
methods of data collection, and (3) the degree of stability
that exists within these studied categories. This informa-
tion was obtained through three methods of investigation,
questionnaire, interview, and T.A.T. The data were pre-
pared into individual case studies to give a comprehensive
and concise analysis of each individual relative to her
clothing awareness. Hillway refers to this as being one
of the unique factors in the case study method.[1]

An objective of this study was to determine whether
or not similar information may be obtained from the same
respondent using different methods of data collection.
Although resulting scores did not show consistent pattern,
this may be due to the direct and indirect measurement of
clothing awareness.

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[1]Hillway, op. cit. p. 21.

To give a wider view of the acceptance and social class continuum four pre-selected representatives of each of the following groups were studied: (a) four members of an upper social class RFS, (b) four members of a lower social class RFS, (c) four upper social class isolates, and (d) four lower social class isolates.

In conclusion, it is the opinion of the researcher that in general all of the sixteen girls, regardless of social class or social acceptance, are more similar than dissimilar. Nearly everyone indicated a feeling of being "average" or "above average" in comparing their clothes to that of others. A point of dissimilarity was regarding responses to a situational story dealing with colored and white bobby socks. The lower class members thought it not as important as their upper class peers to purchase the white socks. The researcher would like to know whether this is due to an economic factor rather than one of non-conformity.

In determining social acceptance patterns for three years it was discovered that more lower class members were no longer part of the high school population than were upper class members. It would be interesting to note whether this rate of drop-out is typical for this socio-economic group, or is it due to the pressures created by this atypical socio-economic situation?

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APPENDIX

BACKGROUND INFORMATION OBTAINED FROM
ROLE BEHAVIOR STUDY[1]

First, we would like some information about you.

1. Your name _____, _____, _____.
                   last   first   middle

2. When were you born? _____ _____ _____
                                   month   day   year

3. How many living brothers and sisters do you have?
    (Circle the correct number on each line, the 0 if none.)

    Brothers   0   1   2   3   4 ot more

    Sisters   0   1   2   3   4 or more

4. Who contributes <u>most</u> to the financial support of your
    family?

    Your father _____
    Your mother _____
    Some other person _____ (Explain who this person
        is. For example, "my brother," "my uncle.")_____.

5. How far did this person mentioned above go in school?

    No schooling _____
    Some grade school _____
    Graduated from grade school _____
    Some high school _____
    Graduated from high school _____
    Some college _____
    Graduated from college _____
    Don't know _____
    Other (explain) _____

6. What does this person do for a living? (Write in the
    complete name or title of his or her job, not the company
    he or she works for.) _____

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[1]Wass, <u>op</u>. <u>cit</u>.

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

9. If yes, explain who. (mother, father, brother, etc.) _____
What does this person do? _____

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 locations of the grade schools you attended? _____

13. The people with who 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 frinds" 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.

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

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? _____

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

Better dressed ____
About average ____
aNot 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.

____ coat of real fur like mink
____ coat with real fur trim like mink
____ Coat with raccoon collar
____ coat of synthetic fur
____ plain colored dressy coat
____ coat of bold, bright plaid
____ coat of small check or plaid
____ car coat
____ leather jacket
____ ski parka or jacket

____ suit
____ taffeta party dress
____ taffeta sheath dress
____ wool sheath dress
____ dress with full skirt
____ sleeveless dress, no jacket
____ sleeveless dress with jacket
____ dress with low-cut neckline
____ dress with high neckline

____ straight or slim skirt
____ pleated skirt
____ flared skirt
____ full gathered skirt
____ kilts
____ knee ticklers(skirt above the knees)

____ whimsey or veil
____ scarf on head
____ small hat
____ large hat
____ no head covering

____ mittens
____ gloves
____ no gloves or mittens

____ shoes with 3" heels
____ 1" heels
____ flat, dressy shoes
____ loafers
____ tennis shoes
____ sandals
____ knee-high socks or tights
____ nylons
____ bobby socks
____ no stockings

____ billfold, no purse
____ satin or velvet purse
____ small leather purse
____ medium-sized purse
____ large leather purse
____ tote bag

___ bulky knit sweater
___ pullover sweater
___ cardigan sweater
___ sweatshirt
___ tailored blouse
___ dressy blouse

___ slacks
___ jeans
___ peddle pushers
___ culottes
___ Bermuda or Jamaica shorts
___ 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 wee worn,
   but what is proper to wear?

___ coat of real fur like mink
___ coat with real fur trim like
                        mink
___ coat with raccoon collar
___ coat of synthetic fur
___ plain colored dressy coat
___ coat of bold, bright plaid
___ coat of small check or plaid
___ car coat
___ leather jacket
___ ski parka or jacket

___ whimsey or veil
___ scarf on head
___ small hat
___ large hat
___ no hat
___ mittens
___ gloves
___ no gloves or mittens

___ suit
___ taffeta party dress
___ wool sheath dress
___ dress with full skirt
___ sleeveless dress, no jacket
___ sleeveless dress with jacket
___ dress with low-cut neckline
___ dress with high neckline

___ shoes with 3" heels
___ 1" heels
___ flat, dressy shoes
___ loafers
___ tennis shoes
___ sandals
___ knee-high socks or tights
___ nylons
___ bobby socks
___ no stockings

___ straight or slim skirt
___ pleated skirt
___ flared skirt
___ full gathered skirt
___ kilts
___ knee ticklers(skirts above
                        the knees)

___ billfold, no purse
___ satin or velvet purse
___ small leather purse
___ medium-sized leather
                        purse
___ large leather purse
___ tote bag

___ bulky knit sweater
___ pullover sweater
___ cardigan sweater
___ sweatshirt
___ tailored blouse
___ dressy blouse

___ slacks
___ jeans
___ peddle pushers
___ culottes
___ Bermuda or Jamaica shorts
___ short shorts

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

___ coat of real fur like mink-
___ coat with real fur trim like mink
___ coat with raccoon collar
___ coat of synthetic fur
___ plain colored dressy coat
___ coat of bold, bright plaid
___ coat of small check or plaid
___ car coat
___ leather jacket
___ ski parka or jacket

___ whimsey or veil
___ scarf on head
___ small hat
___ large hat
___ no hat
___ mittens
___ gloves
___ no gloves or mittens

___ suit
___ taffeta party dress
___ taffeta sheath dress
___ wool sheath dress
___ dress with full skirt
___ sleeveless dress, no jacket
___ sleeveless dress with jacket
___ dress with low-cut neckline
___ dress with high neckline

___ shoes with 3" heels
___ 1" heels
___ flat, dressy shoes
___ loafers
___ tennis shoes
___ sandals
___ knee-high socks or tights
___ nylons
___ bobby socks
___ no stockings

___ straight or slim skirt
___ pleated skirt
___ flared skirt
___ full gathered skirt
___ kilts
___ knee ticklers (skirt above the knees)

___ billfold, no purse
___ satin or velvet purse
___ small leather purse
___ medium-sized leather purse
___ large leather purse
___ tote bag

___ bulky knit sweater
___ pullover sweater
___ cardigan sweater
___ sweatshirt
___ tailored blouse
___ dressy blouse

___ slacks
___ jeans
___ peddle pushers
___ culottes
___ Bermuda or Jamaica shorts
___ short shorts

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

___ suit
___ taffeta party dress
___ taffeta sheath dress
___ wool sheath dress
___ dress with full skirt
___ sleeveless dress, no jacket
___ sleeveless dress with jacket

___ shoes with 3" heels
___ 1" heels
___ flat, dressy shoes
___ loafers
___ tennis shoes
___ sandals
___ knee high socks or tights

___ dress with low-cut neckline ___ nylons
___ dress with high neckline
                                   ___ no stockings
                                   ___ slippers

___ straight or slim skirt   ___ slacks
___ pleated skirt   ___ jeans
___ flared skirt   ___ peddle pushers
___ full gathered skirt   ___ culottes
___ kilts   ___ Bermuda or Jamaica shorts
___ knee ticklers (skirt above   ___ short shorts
                  the knees)
___ bulky knit sweater   ___ housecoat, robe, or
___ pullover sweater   duster
___ cardigan sweater   ___ pajamas
___ sweatshirt
___ tailored blouse
___ 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?z z___
_____
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 closests to your feeling
about yourself :

___I don't like myself the way I am; I'dlike to change
completely.
___There are many things I'd like th change, but not
completely.
___I'd like to stay very much the same; there is very
little I would like to 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?z _____
_____

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: _____

C O N F I D E N T I A L   I N T E R V I E W *

What this is all about

The youth of a community are in many respects, the most important element of our society.

There is a great deal written and said about this age group, but much of it is not based on facts.

This study is intended to supply important information about the opinions young people have about themselves.

I need your help for without it this study cannot be done. You can help best by answering the questions as clearly and carefully as possible. I would like your honest reaction to what adolescents think. You may think about the question and take your time in answering it. There are no right or wrong answers. We want to know what your opinions are. Different people will have different opinions.

This information is confidential. Your name will never be used and no one you know will know what you have said.

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*This interview is reduced to one-third of the original interview schedule which provided adequate spacae for recording responses.

Now I would like to begin by asking you some questions about what would happen if a new girl came into your grade at school

1. If a new girl came to East Lansing High School and wanted to get in with the popular girls, what would be the best way to do this?_____

    _____

2. What characteristics do you think a new girl would be judged on? _____

    _____

3. What characteristics do you use in choosing a friend? _____

    _____

4. Do you think it is difficult to make friends in East Lansing High School: ____No ____Yes If yes, why do you think so?_____

    _____

5. With the group you go around with, what are some things which are important to do in order to be popular? _____

    _____

6. What are the characteristics of the most popular girl in the ninth grade? _____

    _____

7. Who is the most popular girl in the ninth grade? _____

    _____

8. Does the clothing of the popular girls in the ninth grade differ from the clothing of the other girls? ___No __Yes If yes, how does it differ? _____

    _____

9. Do you think clothing influences a girl's popularity at East Lansing High School? ____No _____Yes. Why or why not?

    _____

10 . How do your clothes compare with other girls in school? ___

    _____

11. How does the group you go around with compare in dress to other groups at school? _____

    _____

x12. What are the characteristics that are necessary to be the best dressed girl in school? _____

    _____

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Michigan State University _TCRA
1962

13. Who do you think is the best dressed girl in the ninth grade? _____

14. Is there anything about yourself you would like to change? ___No ___Yes. If yes, what would you change?
_____
Anything else?_____
_____

Do you think you would make a different impression on others if you could make these changes? ___No ___Yes. If yes, why do you feel this way? _____
_____
If yes, do you think it would be easier to make friends if you made these changes? ___No ___Yes. If yes, why do you feel this way? _____
_____

15. Whose approval of your clothing means the most to you?
_____
Why?_____

16. Do some clothes give you more self-confidence than other ___No ___Yes. If yes, which onesd _____
_____
Why?_____

17. Do you think that the manner in which your best friend dresses is a reflection on you? By that I mean, do others judge you by the way your best friend dresses? ___No ___Yes. If yes, why do you feel this way? _____
_____

18. Are there any girls in the ninth grade who do not dress right? ___No ___Yes. If yes, why do you think their clothes are not right? _____
How would you describe these girls who do not dress right
Can you tell me more about them? _____
Would you mind telling me who they are? _____
Do they have many friends? _____no _____Yes

19. Do you have any friends that are not dressed right? ___No ___Yes. If yes, what's wrong with the way they dress? _____

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Michigan State University - TCRA
1962

20. Have you ever come to school dressed differently from the other girls? ____No ____Yes. If yes, how did you feel when you were dressed differently from everyone at school? _____

_____

21. If you heard that everyone on "dress up" day was going to wear a sweat shirt to school and at the last minute they changed their minds but you were not notified and wore one to school; what would you do when you saw them dressed differently? _____

How would you feel? _____

_____

Now I am going to ask you several questions about yourself.

22. Are you usually satisfied with your general appearance? ____Yes ____No. If no, why not? _____

_____

23. Are you usually satisfied with your hair? ____Yes ____NO. If no, why not? _____ '

_____

24. Are you usually satisfied with your complexion? ___Yes ____No. If no, why not? _____

_____

25. Does your mother make suggestions about the clothes you wear too school? ____No ____Yes. If yes, do you follow her suggestions? _____

If yes, what kind of suggestions does she make? _____

_____

I would like you to answer the next four questions with one of these responses. (Give interviewee card with responses.)

26. Do you enjoy wearing your clothes if your friends don't like them?

_____Almost always
_____Often
_____Sometimes
_____Seldom
_____Never

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Michigan State University - TCRA
1962

27. Do you feel ill at ease at school because of your clothing?

 _____Almost always
 _____Often
 _____Sometimes
 _____Seldom
 _____Never

28. Do yothers compliment you on the way you dress at school?

 _____Almost always
 _____Often
 _____Sometimes
 _____Seldom
 _____Never

29. Have you felt embarrassed about the clothes you wear to school?

 _____Almost always
 _____Often
 _____Sometimes
 _____Seldom
 _____Never

If you have felt embarrassed about your clothes, why?
_____

I would like your opinion on the stories about these high school girls.

30. Jean is a new girl in the ninth grade in East Lansing High School. Her appearance is neat and clean. Her favorite combinations are plaid skirts and flowered blouses.

Would you consider her well-dressed? ____Yes ____No.
Why or why not?_____

Would you invite her into your group even if you do not feel she is well-dressed? ____Yes ____No

Do you think everyone in your group would agree with you? ____Yes ____No

Do you think all the groups in school would do the same as your group? ____Yes ____No

Why do you think so? _____

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1962

31. Michelle recently moved to East Lansing from California. Her first day at East Lansing High School she noticed that she was the only girl wearing colored bobby socks. shich were popular in California. She came home and told her mother that she had to buy heavy white socks so that she would be like all the other girls. Her mother thought this was rather foolish since all her colored socks matched her outfits.

Do you think it is important for Michelle to have bobby socks like the other girls?
_____No _____Yes. Why or why not? _____
_____

If she does not get heavy white bobby socks, what difference do you think it will make? _____
_____

Why do you feel this way? _____
_____

32. Lynn dresses very neatly for school. She has many expensive clothes; however, her hair is usually messy and unkempt.

Do you think messy hair plays an important part in Lynn's appearance? _____No _____Yes. Why or why not?
_____

What do you think is more important--expensive clothes or neat hair? _____
_____

Would you like to have Lynn as your girl friend?
_____Yes _____No

Would you invite her to run around with your group?
_____yes _____No.
Do you think everyone in your group would agree with you?
_____Yes _____No. Why do you think so?_____
_____

Do you think all the groups in school would do the same as your group?
_____Yes _____No Why do you think so? _____
_____

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1962

RATING APPEARANCE OF INTERVIEWEE

Clothing : neat
      clean
      pressed
      fit
      appropriate for school
      fashionable

Figure : tall
      average
      short

      heavy
      average
      slender

Hair: neat
      clean
      unkempt
  Style-- simple
      elaborate

Complexion: good
      fair
      poor

Make-up: None   Some but   Obvious
            not obvious

  Eyes

  Lipstick

  Make-up base

Arlene Bjorngaard
Michigan State University-TCRA
1962

Description of T.A.T. Pictures

CARD I.   A group of young people(boys clad in T-shirts
                 and dungarees; girls in sweaters and skirts)
                 are standing in front of a building en-
                 trance. In the center of the scene is a
                 young girl wearing a black dress, high heel
                 shoes, and black gloves.

CARD II.   A woman, about forty years old and some-
                 what plump is walking down the street
                 clad in a sweater, skirt and bobby socks
                 with open sandals. A young man, clad in
                 shirt and trousers, glances at her as her
                 enters a building.

CARD III.   The scene is a kitchen of a small"working
                 class" house. A man, clad appropriately
                 for the scene is leaving the table where
                 two well-dressed women{One young--about
                 the man's age :the other older)are seated.

CARD IV.   The scene is an upper income home. A man
                 whose clothing fits the surroundings is
                 standing and talking with a seated couple
                 who are poorly dressed.

CARD V.   The scene is vague. Three men are talking.
                 One is dressed in a dark suit; the second,
                 rather stocky, is dressed in a sport shirt
                 and slcks; the third is clad in a jacket
                 and skirt and sandals.[1]

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[1]Mary Lou Rosencranz,"The Application of a Projective
Technique for Analyzing Clothing Awareness, Clothing Symbols,
and the Range of Themes Associated with Clothing Behavior."
Unpublished Ph. D. Dissertation, Michigan State University, 196