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ACCEPTABLE AND NON-ACCEPTABLE CLOTHING
BEHAVIOR AND STUDENTS ROLE IN
A HIGH SCHOOL COMMUNITY

by

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A MASTER'S THESIS

submitted in partial fulfillment of the
requirements for the degree

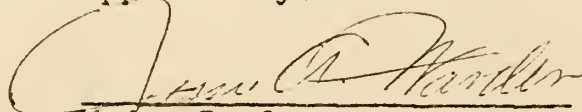
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CHAPTER I

INTRODUCTION

We see many different types of clothing worn to school since today's fashion world has given us a wide variety of fashions. Administrators, teachers, and parents have raised many questions concerning the role of clothing in the adjustment and behavior of the adolescent. More research is needed to find how important clothing is to the adolescent; how clothing behavior affects the relationship of an adolescent with his peer group; how clothing behavior mirrors the personal feelings of the adolescent, e.g. his self-confidence, respect, gaiety, rebellion, or achievement; what part clothing appearance plays in the conformity-individuality conflict.

This exploratory study was undertaken to investigate the relationships between acceptable and non-acceptable dress and academic achievement and sociological factors related to the student's role in the high school community.

Numerous observations and comments have been made concerning the possible relationship between dress and behavior. A Minneapolis, Minnesota high school principal expressed his feelings on the dress-behavior relationship. ✓ "We have found that our youngsters act better when they look better" (22, p. 10). A member of New York City's legal department stated that, ✓ "Conventional dress is a way to show respect to members

of society. When a person begins to disregard conventions in his personal appearance he is definitely on the road toward disregarding other conventions of society" (22, p. 11). Captain Clifford G. Barley, chief of the Minneapolis Crime Prevention Bureau, explained his views of the relation between dress and behavior in the following way, ✓ "Teen-age trouble makers are often those who set themselves apart by their dress and then try to live up to their looks" (22, p. 11). Dr. Jacob Evansohl, principal of James Kieran School, feels that proper school dress sets the stage for better behavior (17).

✓ These statements are typical of a widespread feeling of concern about the type of dress worn by the student and its affect on his academic achievement and his social-psychological development. Many feel that dress codes are an answer to the dress problem.

✓ Several schools in Kansas have adopted dress codes. Some of the responses in personal letters from the principals of these schools concerning the effect these dress codes have had in their schools were, ✓ "Our students are better behaved, take more pride in their dress, and are proud of the appearance our school presents." ✓ Another principal wrote, "Acceptable dress has helped improve the general educational environment of the school." (See Appendix B, p. 90.)

According to these statements it is felt that dress and behavior are related, but little has been done to show the close relationship between type of dress worn and academic achievement and socio-psychological development.

Speculation can be made but as Treece said:

The rule-of-thumb reasoning and tradition-based explanations are weak supports when one tries to substantiate his convictions about clothing behavior to students (26, p. 5).

Because of the lack of research in this field and because of an increased interest in the relationship between dress and behavior and the increase in stipulations put on the type of attire to be worn to school, possible relationships between dress and behavior of the student in the high school community were investigated.

It is believed that a study of acceptable and non-acceptable dress and the students role in the high school community will be helpful to high school and college administrators, teachers, counselors, and parents who are interested in the importance of the dress of the students as it affects the academic achievement and social development of the student. It is hoped it will help the student to see how he can improve his efficiency and success in his role of a high school student. Although this study is exploratory in nature, it is also hoped any facts that are discovered will act as a stimulus for more intensive research in the areas touched upon in this investigation.

Objectives of this Study

Acceptable and non-acceptable dress as it is related to academic attainment and socio-psychological development was explored with the following objectives in mind:

1. To determine what is considered acceptable and non-acceptable dress for high school wear at Junction City High School.
2. To investigate the relation between acceptable and non-acceptable dress as worn by Junction City High School students and their academic achievement.
3. To investigate acceptable and non-acceptable dress as worn by Junction City High School students and its relation to their participation in extra-curricular activities.
4. To investigate the relation between acceptable and non-acceptable dress as worn by Junction City High School students and their educational or occupational goals.

Definition of Terms Used in this Study

For the purpose of this study the following terms were defined in the following manner:

- ✓ Acceptable dress - Dress that is pleasing, suitable to the occasion, and conforms to what is being worn by the majority of students.

Psychological aspects of dress - Dress as it affects the behavior of an individual in relation to his self.

Sociological aspects of dress - Dress as it affects the behavior of an individual in relation to society.

Clothing behavior - The wearing of different kinds of clothing and orientation of the student toward the clothes he wears (27).

CHAPTER II

REVIEW OF LITERATURE

[Much discussion and emphasis in recent years has been placed on the adolescent and on his adjustment as a member of society. Studies have shown clothing behavior and general appearance to be important factors in an adolescent's development.] These past studies were used as a guide in the exploration of acceptable and non-acceptable dress as it affects the high school student.

Studies examined were in the areas of the adolescent peer culture, the relationship between sociological factors and dress, the relationship between psychological factors and dress, and dress codes for high schools.

The Adolescent Peer Culture

✓The adolescent and the adolescent peer culture, a product of our century, must be understood in order to discuss acceptable and non-acceptable dress as it affects the high school student.

The term adolescent may be defined from physiological, sociological, or psychological viewpoints. Jersild defines adolescence from the physiological aspect as "The period beginning roughly when young people begin to show signs of puberty and continuing until most of them not only are sexually mature but have also reached their maximum growth in height and have approximately reached their full mental

growth as measured by intelligence tests" (5, p. 11). Adolescence is from puberty to the early twenties.

Rogers combines both [the sociological and psychological aspects in his definitions of adolescence. He defines adolescence as "a process of achieving the attitudes and beliefs needed for effective participation in society," and also as "a period in his life when society ceases to regard a person as a child but does not yet accord him full adult status, role, and function"] (7, p. 4).

Hurlock cautions that adolescence should not be confused with puberty. A definition of this period must include all phases of maturity; specifically, physical, mental, emotional, and social maturity (4). An understanding of the meanings of adolescence will help one to better understand the adolescent peer culture.

The adolescent peer culture is a "culture within a culture." [The formation of this culture is the result of thousands of adolescents seeking identity. The loss of individual identity is attributed to the lengthening of the adolescent period, the rise of specialization, and the breakdown of family living (14).]

[Modern culture has forced the adolescent to develop this unique peer culture. The peer group helps build the ego of the adolescent, thus giving him the social identity he has been denied by society] (7).

Robinson in his regular column in the Phi Delta Kappan expresses the adolescent's needs for standards set by adults and the need for a sense of belonging.

If they are denied the opportunity "to belong" to the right standards...they will turn completely to their peers. "Belonging" to this group becomes other-directedness, purely a matter of adapting to the goal of being accepted rather than adapting one-self to the acceptance of standards (20, p. 66).

The adolescent, many times, is subjected to an internal conflict due to the denial of privileges by adults. The peer group operates as a unified pressure group to win back lost privileges for the adolescent or works to win freedom from adult controls (7). The peer group, therefore, functions as a potent instrument, a champion for promoting currently accepted modes and trends of teen-age behavior.

✓ Rogers found that there was a high correlation between acceptance by the peer group and the persons general attractiveness. General attractiveness was defined as a combination of looks and grooming (7). ✓ A study by Treece, supporting these findings, cited the importance of approval by one's peers during the adolescent period. ✓ Clothing was felt to be one of the chief means for obtaining this approval (26). ^{end} intro

✓ Hurlock found that clothing assumes greater importance during adolescence than at any other time in one's life (4). ✓ In a research study conducted by Coleman it was suggested that many times a new girl in a community feels the need for some article of clothing, such as a cashmere sweater, to establish her position and help her break into a tightly

knit peer culture (3). ✓ This opinion was also given by Rogers, particularly as it concerned girls. Some girls use clothes as their bid for power, "to impress others, to win favor, or to be used as a weapon against them" (7, p. 56).

✓ The adolescent who does not achieve group approval often becomes frustrated and may seek to reduce tensions by rebellion or non-conformity in clothing behavior. Fads are many times started by this peer rejected individual (26).

Max Rafferty in an article prepared for the Phi Delta Kappan described this peer rejected individual as a person given the label of a non-conformist and in some cases that of a delinquent.

His shirt open to the fourth button, coyly baring naked flesh down even to the navel. Trousers are slick denim, buckled low upon the hips and hinting at an eager willingness to go even lower. Boots are standard slob attire, as is the cheap leather jacket with "Gents" or "Roadrunners" blazoned luridly upon its back (18, p. 56).

But Angelino warned against treating adolescents as "nominal plurals." He believed it unjustified to attribute to adolescents a particular point of view or a certain mode of dress (16).

Social Factors and Dress

Several authors have examined the relationship between social factors and dress. ✓ Silverman (8) and Hurlock (4) found that the economic level of the family had very little effect on the appearance behavior of the student. The girls

with high personal appearance ratings were not necessarily the ones in the high economic brackets.

It is the belief of Rogers that both sexes are concerned over appearance, but it is more important to the girls to be attractive (7). Vener's research on "Adolescent Orientations to Clothing" supported this theory. In his study of 782 twelfth, tenth, and eighth grade boys and girls, he found that because of fashion advertisement, girls are more frequently reminded of the importance of dress and personal appearance than are boys (27).

Glickman worked with 572 boys in the fifth through tenth grades. He found that boys are not indifferent to dress and appearance. Boys have definite preferences as to what they like and dislike and want more freedom to choose their own clothing (24).

Silverman studied the participation in school activities of 373 high school girls for a one year period. She found that the participation of the low appearance group averaged 2.7 activities. The high appearance group averaged 5.8 activities. Thirty-five offices were held by the good appearance group, while only four offices were held by the poor appearance group. From these findings, she concluded that girls in good appearance groups were the joiners and had a wide scope of social interests. These girls enjoyed being with other people and taking part in activities (8).

In his study of clothing habits of the adolescent boy, Glickman set out to find what characteristics the boy who was considered the "clothing leader" possessed. ~~He~~ found that the group leader was also likely to be the clothing leader. This boy seemed to realize the importance of wearing what is "right." ~~The~~ group leader is the one who will introduce a new mode of dress either by edict or example, and the other boys will be quick to imitate him (24).

(According to Glickman (24), Hurlock (4), and Silverman (8), leadership and good appearance are closely related; however, it has not been established if this is because the good appearance group is more active or that good appearance makes the student more sought after.

A high relationship between appearance behavior and occupation and educational goals was found by Rosencranz (25). Silverman's study supported these findings by the fact that the student in the good appearance group intended to go to college more often than those in the poor appearance group (8).

A study of the two groups, each containing fifty high school students, was made by Anastasia and others. The composition of the two groups was similar in regard to the number of students of each sex, age, and grade. The academic achievement and socio-economic level of the students included in the study were different. Students were divided into pre-college and non-college groups. By use of a

questionnaire, it was found that of the pre-college group twenty felt dress was an important factor in success while only fourteen of the non-college group felt this was an important factor; however, sixty-one of the non-college group felt it was important to have a neat appearance while only forty-seven of the pre-college group felt this was an important factor (15).

Psychological Factors and Dress

✓ There is a relationship between dress and the psychological effect it has on the adolescent. In her study of high school girls, Silverman found that the good appearance group had a median IQ of 104, while the median IQ of the poor appearance group was only 95. This finding suggests a relationship between appearance behavior and intelligence (8).

✓ The adolescent expresses his feelings by the way he dresses. Disinterest in one's appearance is sometimes the first indication that he has a serious emotional problem.

Clothing may function to indicate rebellion or striking out against morals and customs which are frustrating to individuals. It is an indirect protest which serves to reduce tensions by adoption of unusual clothing behavior (26, p. 106).

✓ The disturbed adolescent may get satisfactions from the attention he gets from this non-acceptable clothing behavior. Appearance behavior may also express such psychological mechanisms as compensation and identification.



Silverman found that this extreme appearance behavior had some significance as a way for the adolescent to work out conflict (8).

✓ It is the belief of Conklin that conflicts concerning dress can be attributed to two motivating desires of the adolescent--the desire to be an individual and at the same time to be like his peers. This conformity-individuality conflict can lead to an inferiority complex because of unsatisfied clothing desires. Unsatisfied and repressed desires may cause the wearing of eccentric clothing (3).

Glickman concluded from his study that the normal boy expresses "individuality within socially defined limits of conformity" (24, p. 267). It is important, therefore, that we do not use conformity and uniformity synonymously. The adolescent need not lose his individuality to be considered acceptably dressed by his peers and society as a whole (24).

The experiences of Rothman, principal for Livingston School for Girls, are an excellent example which shows the relation between dress and behavior patterns (21). Livingston School is New York City's only "600" school for girls. Its student population consists of girls twelve through eighteen who were suspended from regular schools because of overt behavior or who were released from state hospitals and training schools because they had serious emotional problems.

✓ The students come to the school feeling unloved, abandoned and deserted by everyone. This feeling can be partly explained because the girls look different. They are not typical adolescents concerned with their appearance.

✓ The appearance of these girls when they arrive at the "600" school is often "kerchieves you cannot get off their heads...., slacks, sometimes they wear skirts over the slacks as a token of regard to what society expects. Make-up either too much, the Cleopatra look or they look like zombies with only white lipstick, no other make-up and hair as if a bird had built a nest in it" (21, p. 53).

The "600" school for girls aims to make the student look presentable. It goes on the assumption that if you look awful, "nobody wants to know what great inner strength you may have" (21, p. 54).

Rothman noted that when the coats, kerchief, and slacks come off and the girls begin wearing dresses, they begin to look different and behave different.

The philosophy of the school is:

If you feel good about yourself, if you begin to feel your own identity, if you begin to feel your own worth and your own value and your own essential integrity as a human being, you are not going to engage in behavior that is antisocial (21, p. 54).

To put this philosophy into practice the school has set up a three point program for the girls: let's make you attractive, let's make you want to be that way all the time, let's give you experience in which you can find your own values as a human being (21).

✓ In a study concerning high school students, Coleman found that clothing behavior affects feelings towards oneself. Of 3,782 girls studied, the effect of being thought of as "best dressed" by her classmates reduced by one half the likelihood of a girl wanting to be someone different (2).

✓ In a study by Hurlock of 14,000 individuals, 52.5 per cent of the boys and 59.9 per cent of the girls studied reported that adolescence was the time in their lives when happiness and self-confidence was most affected by clothing (4). Rothman observed that the girl with the extreme non-acceptable clothing behavior is a perfect expression of "I'm nothing" (21, p. 54). In an earlier study, Dearborn expressed his feelings on the effect dress has on the individual. "Being well dressed is a part of the essential ratio between happiness and personal ability and efficiency" (10, p. 53).

The purpose of Ryan's study of 272 girls and 203 boys was to relate aspects of the adolescent personality to appearance. She found that the poorly dressed student was often worried and ill-at-ease because of overawareness of clothes (11). Silverman's study showed the girl in the poor appearance group displayed a dislike for leadership and school activities; a dislike for identification with others; a lack of capacity to ally self with another's feelings or cause; a dislike, resentment, or fear of other people; negativistic tendencies; and a lack of self love (8).

✓ According to Ryan, the girl in the good appearance group felt more relaxed, at ease and comfortable because she could forget her appearance (11). Silverman noted greater poise, self-confidence, and happiness in her good appearance group (8).

✓ Treece's study (26) further substantiated the findings of Ryan (11) and Silverman (8). She found that when a person knows he is dressed acceptably and that his attire complements his personality, tensions and feelings of uneasiness are minimized.

The relationship between clothing behavior and feelings towards oneself is expressed by Barr.

✓ Clothes attitudes may be analyzed down to awareness of self, self-analysis, recognition of defects, and the creation of an ideal self. Clothes are not only a part of self, but they are the means for expressing those traits which seem desirable. They are at once the instrument of self-expression and of conformity to an ideal (1, p. 101).

Dress Codes

The discussion of dress as it affects behavior has led many schools to the formation of dress codes.

Buffalo, New York was one of the first cities to set up a successful dress code. Dr. Joseph Manch, associate superintendent of Buffalo Schools, stated that poor classroom discipline, disrespect for teachers, and disinterest in learning became major problems in their high schools. The attire of the students was suggested as a possible cause of these problems. Boy's shirts were not ironed and collars

were left unbuttoned. The girl's attire reminded one of a night club performer or stable hand (29). After the enactment of the dress codes, the principals of the Buffalo High Schools were polled. Fourteen felt that there had been a marked improvement in clothing behavior, ten felt behavior and courtesy were better and four felt parents were doing nothing to encourage good clothing behavior (18).

✓ The subject of dress codes has become a very controversial topic. The proponents of dress codes used the following arguments: Sloppy dressing has become a disgrace in many schools, and much criticism of adolescents in many communities could be avoided if the adolescent dressed in acceptable attire. Some felt that school should be the place to end mistaken ideas about clothes. The school should aid the adolescent in becoming a better citizen and part of good citizenship is learning how to dress and act properly (22). Others pointed out that extreme clothing behavior is identified with anti-social behavior. The school endeavors to help students prepare for life in business and social worlds; therefore, the adolescent must learn to dress in a way that society accepts (29).

In her study of "Clothing as Related to Role Behavior," Wass discovered that 80 per cent of the students in the school she studied expressed the need for a dress code. These students felt sloppy clothes caused laziness and more

overt behavior. When they were dressed properly they felt more confident, grown up, and feminine (28).

✓ North Hills High School in Pittsburgh, Pennsylvania can attest to the connection between dress and behavior. Sixty-nine students of this high school were suspended because they refused to dress in accepted school attire. The academic average of these sixty-nine students was about a "D". In the two weeks they were suspended there was a drop of 80 per cent in the detention hall, the janitor reported the debris in the building and yard dropped about one half, and petty destruction practically stopped. When the students returned in acceptable school attire, their averages rose to a "C" and behavior was greatly improved (29).

✓ Those who opposed a dress code argue that clothes do not make a man or woman. Everything cannot be judged by it's outward appearance. Crooks have dressed in top hats and grey flannel suits (22).

✓ It is the belief of Fred Sparks, a nationally syndicated columnist, that curbing adolescents instinct for color and dash will destroy his individuality. Sparks' opposition to dress codes reaches even further. He feels they deprive the adolescent of an outlet for emotional tensions. "We should permit students to blow off steam on wacky wardrobes and they will be less likely to blow it off on more serious things" (22, p. 10).

✓ Even though there is some opposition to dress codes, they are being enacted in many high schools across the United States. Many times it is the students who promote the passage of dress codes, sometimes it is the administration. Improved behavior is the reason most often cited for the enactment of dress codes.

Summary of Review of Literature

Adolescence is a very important period in one's life. Many physical, mental, and social changes occur during this time. These changes and the changes that have taken place in modern society have forced the adolescent to form a culture of his own in order to gain recognition and security. The clothing behavior is often felt to be an integral part of this peer culture.

Clothing is more important to happiness during adolescence than at any other age level. The adolescent often expresses his feelings by the way he dresses. Conflicts in dress arise because of the desire to be an individual and at the same time to be like his peers. Unsatisfied or repressed desires may cause him to wear eccentric clothing.

Studies have been undertaken to determine the effect of clothing and grooming on the adolescent's personality. Responses by the adolescent have shown that poor appearance is related to a person's lack of self-confidence; dislike for school activities; dislike for identification with others; and dislike, resentment, or fear of other people.

They often feel tense, at edge, and lackadaisical (8, 11, 21, 26).

Conversely, a good appearance is related to a person's self-confidence and poise. The adolescent with good appearance expresses his feelings as happy, friendly, and more grown-up. Studies have shown that leadership and good appearance are closely related (8, 11, 21, 26).

✓ Many schools have tried to help the adolescent better adjust to society by formulation of dress codes. The schools that have dress codes have noted an improvement in student attitude and behavior. Those who oppose dress codes argue that it is harmful to the student to place controls on the type of dress he wears. Some students, realizing the importance of acceptable appearance, have expressed the need for a dress code.

CHAPTER III

PROCEDURE

General Characteristics of Research Population

The population used in this study consisted of 294 students in the junior class at Junction City High School, the spring semester, 1964. There were several factors which motivated the choice of this population: The Junction City school system is set up on a 6-3-3 basic plan. Juniors were felt to be the most representative class because the sophomores are still adjusting to high school, and the seniors often develop a feeling of superiority which might affect their clothing behavior. This feeling can be attributed to the fact that they are generally the oldest students in the high school.

Manhattan High School students were eliminated as possible subjects for this research study after talking with the school principal. It was found that clothing behavior was highly influenced by the University and at least seventy-five per cent of the students in this high school were enrolled in college preparatory courses. The principal felt that few deviations in dress would be noted.

Lucky High School, a parochial school in Manhattan, Kansas, was used to pre-test the procedures used in the study, but was eliminated for the study itself. The controls put on the students in regard to dress are usually more strict

in a parochial school than in a public school. The investigator and faculty committee felt this fact would put limitations on the study.

The original plan of the investigator was to select for the study a school that did not have a dress code. After contacting three area schools, it was necessary to abandon this plan. Junction City does have a dress code (see Appendix B, p. 90); however, the principals believed deviations in dress would still be in evidence.

Junction City is a city of 18,900 people in proximity to Fort Riley, an Army installation. Many children from these Army families attend high school in Junction City and many of these families live in the city. A wide range in the socio-economic status of the people in the community is found in this very mobile community with a great variety of ethnic groups. Students in the high school come from both rural and urban backgrounds.

Methods Used

Information was obtained by four methods: (1) interviewing students and faculty members, (2) taking fashion counts, (3) observing students in junior English classes, and (4) obtaining census and biographical information from the high school counseling office.

While doing background work for the study, the investigator was working with freshmen college girls. Because they came recently from the high school atmosphere, several

girls were interviewed to obtain information on high school clothing behavior, on the current clothing terminology used by high school students, and on ideas of what constituted non-acceptable dress.

From this information, an interview form was drawn up and pre-tested at Lucky High School. Three girls, two boys and two faculty members were interviewed to determine what type of clothing behavior was considered non-acceptable for school at that particular school.

The information obtained in the interview was recorded on a form drawn up to facilitate recording the comments of the students with a minimum of time lapse between questions.

Another procedure used to study the clothing behavior of high school students was to take fashion counts. In order to determine the best procedures to use and how many items of dress could be observed at one time, the fashion count pre-tests for items of girls grooming and dress were taken in a freshman college dining room. The Student Union at Kansas State University was used to pre-test the fashion counts on boy's grooming and dress.

A check sheet of acceptable and non-acceptable items of dress was formulated from the information procured from the interviews and fashion counts. This check sheet was used by the investigator to help determine the best methods of observing students in order to obtain a non-acceptably dressed group. It was found that the dress of the students could

best be observed by the investigator sitting in the back of the class and marking a check sheet for each student as to acceptable or non-acceptable clothing behavior of that student.

After the pre-test at Lucky High School, some points of dress and appearance were eliminated while others were added to the interview. The order of the interview was changed as it was found that the boys spoke more freely if asked about the hair and make-up of the girls before going into particular items of their dress.

The interview was developed to obtain information concerning acceptable and non-acceptable dress for school wear for the winter season in Junction City High School. It was noted that the faculty members answered the questions from the point of view of the faculty and the administration while the students were urged to answer the questions from the point of view of their peer group.

The faculty members and the students who were interviewed were selected by the principal of the high school. The teachers interviewed were chosen on the basis of their interest in the attire of the students, and the fact that they worked with students in extra-curricular activities as well as in the classroom. The students chosen were those considered to be representative of their class. These interviews were made individually and in such a manner as to alleviate the possibility of the students and faculty members

discussing the subject with one another before they were interviewed. The interviews were made during February and March.

The students and faculty members interviewed were given a brief introduction to the study to create interest; however, they were not told the actual objectives of the study. It was felt that knowledge of the purpose of the study might lead to prestigious responses rather than the sincere responses that were desired.

Fashion counts were then taken to ascertain if points of non-acceptable dress brought out in the interviews were evident in the attire of the student body. These fashion counts were taken by sitting in the school cafeteria and checking the type of hair cuts and type of pants worn by the boys and the hair-do's and make up of the girls. Because of the rapid flow of the students through the cafeteria and the fact that about one third of the students did not pass through the cafeteria line at all, these counts were only approximate. Enough deviations in dress were noted to encourage the investigator to continue the study.

The findings were recorded on a six point check list for the girls and another six point check list for boys, developed on the basis of information gathered from interviews of six high school juniors (three girls and three boys) and six faculty members and from fashion counts taken of the entire school. The check list was formulated in order to

make the observations as objective as possible and to minimize any personal bias the investigator may have in checking points of acceptable and non-acceptable dress (see Appendix E, p. 113).

A total of 302 juniors in high school were observed in the junior English classes during March and April. These classes were chosen as every junior is required to take English. Each of the thirteen English classes was visited at least three times in intervals ranging from two days to two weeks in order to obtain a sample which was consistently dressed in a non-acceptable manner. The investigator sat in the back of the classes and checked students as to non-acceptable points in their dress. All students were observed when they entered class or when they were dismissed from class for points that could not be obtained by observation during class time.

When the observations were completed, the results were tabulated. Students with eight or more points of non-acceptable dress were arbitrarily considered to have non-acceptable clothing behavior, those having two to seven non-acceptable points were considered to have a tendency toward non-acceptable clothing behavior. All other students were considered to be acceptably dressed.

Academic Achievement

Data on the academic achievement of the student were felt to be the most important aspects of this study as no

previous research was found on this phase of the study of clothing behavior of the adolescent. It was the belief of the investigator that neither grades nor IQ taken alone would be an adequate guage of academic achievement. To relate only grade point average to clothing behavior was considered inadequate for this study because grade point average is known to be related to initial ability. Consequently, the grade point average for each of the six clothing behavior groups was examined in relation to the average level of ability in the groups.

This plan was complicated by several factors. Because Junction City is a very mobile community, IQ test scores were not available for every student. The mobility of the community also accounted for a difference in type of test score available. Approximately one third of the students had taken the Differential Aptitude Test while two thirds had taken the California Test of Mental Maturity. This fact presented a statistical problem because the scores of the two tests could not be easily equated.

Biographical and Census Information

This information was obtained from the students by means of a questionnaire handed out by the counseling office. This information was supplemented by the personal files on each student which were made available to the investigator by the counseling office.

The socio-economic factors--occupation of the head of the family, employment status of the mother, number and ages of the siblings in the family, and family mobility--were important to this study. Each one of these factors was considered a variable which might have some affect on the validity of the study in determining acceptable and non-acceptable dress and its relationship to academic achievement.

The socio-economic status of the family was determined by classifying the occupation of the head of the family. The occupation scale by Roe (6) was used to group the occupations into levels. Because the levels given for the occupations were based on the level of skill, training, and education required for the occupation, it was felt that this classification was sufficient to determine the economic status of the family with a reasonable degree of accuracy.

Some difficulty was encountered where the student gave incomplete answers by indicating the occupation as just army or civil service. Aid was received from the counseling office in determining the army rank of many of the fathers of these students.

Another socio-economic factor that was considered was the number of children in the family and the ages of these children. The ages of the siblings in the family were recorded as the investigator realized there was a possibility of an older brother or sister influencing the clothing behavior of the student. The number of siblings in the family

could also be a determining factor in the acceptable or non-acceptable clothing behavior of an adolescent.

Even though the investigator realized that the students in this study might have moved before they started school, or possibly more than once during the summer, the mobility of a family was determined on the basis of the number of schools the student had attended. Some students who had attended many grade schools could give only the approximate number of schools they had attended.

Extra-curricular participation was limited to school sponsored activities. Students received points for participation in all clubs, each separate sport participated in and parts in school dramatic productions. Informal club groups not formally recognized by the school or not having regular meetings in the school building, such as 4-H or church groups, were not included.

The number of offices held in these school organizations was recorded. It was felt that this would give some indication of the distribution of leadership among the students in the junior class.

Roe's occupation scale (6) was also used to classify the educational or professional goals expressed by the students. For the purpose of this study the educational and professional goals of the student were grouped together for analysis because the questionnaire of the counselor was worded in such a manner as to enable the student to give

either of the two goals. A classification was added for the students who were undecided as to their goals in life to see if there was a difference in students who made their educational goals early and those who made them later.

The clothing behavior of several students in the group with non-acceptable dress was noted with particular interest by the investigator. The attendance behavior of these students was obtained from the school record to help determine if there was a relationship between truancy and clothing behavior. Short personality sketches were written about these students by some members of the faculty. Talks with the counselor supplemented the information on these students. This method was used to obtain information on the possible behavioral pattern of the student which might relate to his clothing behavior.

Techniques of Analysis

A descriptive quantitative analysis using numbers and percentages, means and quartiles was made on the information obtained from the interviews, fashion counts, and observations of the students. A group of students displaying non-acceptable clothing behavior was selected on the basis of these analyses. The number of older and younger brothers and sisters of a student and habitual truancy was also treated according to descriptive quantitative analysis.

Three types of tests were used in the statistical analysis of the data: the chi-square (9, p. 18),

correlations (22, p. 291), and multiple regression (9, p. 413). The Verbal Reasoning plus the Numerical Ability score on the DAT and the IQ score from the California Short Form Test of Mental Maturity were taken. Correlations were run between the scholastic aptitude scores from these tests and the cumulative grade point average on each of the six dress behavior groups. Significance of the correlation coefficients was determined by the t test. A multiple regression test was run to find the multiple correlation coefficient between the DAT and the California Test of Mental Maturity to determine the better indicator of performance in terms of grades. Both the correlations and the multiple regression data were programed onto IBM cards and run on the 1410 Computer at Kansas State University.

The chi-square test was used to test relationships between clothing behavior and the following factors: participation in extra-curricular activities, offices held, expressed professional or educational goals and the socio-economic status of the family. A 3 x 3 contingency table was used in the analysis of the data for each factor except the expressed educational or professional goals on which a 3 x 4 contingency table was used. The chi-square values were calculated on an IBM 1410 computer. Chi-square values were considered significant at the 0.10 level. The null hypothesis was not rejected for the chi-square values less than the 0.10 level of significance.

CHAPTER IV

FINDINGS FROM THE STUDY AT JUNCTION CITY HIGH SCHOOL

The findings of this study concerning acceptable and non-acceptable dress and the students role in the high school community will be discussed according to the following categories: (1) Characteristics of Non-acceptable Dress, (2) Academic Achievement of Students, (3) Participation of Students in Extra-curricular Activities, (4) Expressed Professional or Educational Goals of Students, (5) Socio-economic Status of the Family, (6) Absences of Students, and (7) Individual Studies of Students with Non-acceptable Dress.

Characteristics of Non-acceptable Dress

Interview. The interviews were given to determine what was considered acceptable and non-acceptable dress at Junction City High School. Six students and four faculty members were asked what they understood by the terms acceptable and non-acceptable dress. Table I shows that four students and one faculty member explained acceptable dress as that which conforms with what is being worn by the majority of students. Two faculty members felt acceptable dress was that which is appropriate for the occasion. According to two students and two faculty members, acceptable dress is that which is neat, clean, well pressed, and in

TABLE 1

RESPONSES OF SELECTED STUDENTS AND FACULTY MEMBERS CONCERNING WHAT CONSTITUTES
ACCEPTABLE AND NON-ACCEPTABLE DRESS FOR HIGH SCHOOL STUDENTS

Dress	Responses of interviewees			Men	Women
	Number of girls	Number of boys	Number of faculty members		
<u>Acceptable</u>					
1. That which conforms with what is being worn by the majority of students.	3	1	1		
2. That which is appropriate for the occasion.					2
3. That which is neat, clean, well pressed, in good repair.	1	1	1		1
4. That which is in good taste in design and color.	1				1
<u>Non-acceptable</u>					
5. That which is considered an extreme in design or color.	2		2		
6. That which is considered an extreme in make-up or hair coloring.			1		1
7. That which reveals the body contour.	2	1	1		
8. That which is unlike what is being worn by the majority of students.	1	1			1

*More than one response could be given by each person.

good repair. One student and one faculty member felt acceptable dress was that which is in good taste in design and color.

Non-acceptable dress connotated extremes in dress (points 5, 6, and 7 in Table I) to four students and five faculty members. Three students and one faculty member felt non-acceptable dress was that unlike what is being worn by the majority of students. The boys appeared to be more reticent to express their opinions on what constituted acceptable and non-acceptable dress than were the girls or the faculty members.

Questions concerning specific items of girls and boys dress and general appearance were asked in order to obtain a more accurate understanding of acceptable and non-acceptable dress (see Appendix D, p. 101). Anything considered an extreme in dress was termed non-acceptable. Bouffant hair styles and bleached hair; eye make up and rouge; elaborate jewelry; short form fitting skirts; slacks, shorts, or perks were the items most often mentioned as being non-acceptable for school wear for the girls.

Because of present fashion trends in blouses and sweaters they were not considered important factors in determining non-acceptable dress. Skirt and sweater combinations were found to be more popular than dresses for the winter season. Blouses, sweaters, and dresses were thus omitted from the final check list of non-acceptable points of dress.

The items of dress and grooming for girls for high school wear that were mentioned most often were: pleated, A-line, or straight skirts; bulky sweaters or blouses; medium length, casual hair style; light colored lipstick; a clean, well-kept appearance; and clean, pressed clothes.

Non-acceptable items of dress and grooming most often mentioned for the boys were: duck tails, side burns, or extremely long hair; form revealing trousers worn at the hip and without a belt; faded blue jeans; sweatshirts, unless school sweatshirts; shirt tails out; and boots of any kind.

The items of dress and grooming for boys for high school wear that were mentioned most often were: wash slacks worn with a belt; sport shirts; loafers or a tie shoe; neat, well groomed hair; and clean, pressed, well-kept appearance. Appendix D (p. 106) shows a breakdown of responses of the students and faculty members on what was considered non-acceptable dress at Junction City High School.

Fashion counts. The non-acceptable points of dress brought out in the interviews were used as a basis of fashion counts of 620 students at Junction City High School. Table II shows that for the 358 boys observed 26 per cent wore blue jeans, 68 per cent wash pants, 3 per cent dress slacks, and 3 per cent corduroy pants. The fit and condition of the trousers of 11 per cent of the boys were considered non-acceptable. Acceptable trousers were worn by 89 per cent of the boys. Two of the boys wore their trousers above the

TABLE II

BOYS WITH ACCEPTABLE AND NON-ACCEPTABLE TROUSERS
AS OBSERVED BY FASHION COUNTS

Type of trousers	Number of boys			Total	Per cent
	Acceptable	Non-acceptable			
	Fit and condition of trousers	Fit of trousers	Condition of trousers		
Blue jeans	74	6	12	92	26
Wash pants	236	2	8	246	68
Dress slacks	2		8	10	3
Corduroy pants	10			10	3
Total by type of clothing behavior	322	8	28	358	100

Per cent of boys with acceptable trousers -- 89%

Per cent of boys with non-acceptable trousers -- 11%

waist while nineteen wore them at their hip. Two boys did not wear belts, a rule of the school (see Appendix B, p. 90).

Table III shows the number and per cent of boys with acceptable, non-acceptable, and tendency toward non-acceptable hair styles and care. The largest number of boys, 77 per cent, were considered acceptable in regard to the style and care of their hair, 16 per cent were judged non-acceptable and 7 per cent were considered to have a tendency toward non-acceptable hair style and care.

As shown in Table IV, 84 per cent of the 269 girls observed in the fashion counts were considered to have an acceptable hair style while 16 per cent were classified as having non-acceptable hair style or care. Very bouffant hair and extreme artificial color were the points about the hair most often considered non-acceptable. There were no girls observed with non-acceptable make-up during the time the fashion counts were taken.

Deviations in dress. The 294 students, 130 girls and 164 boys, of the junior class at Junction City High School were observed three days for clothing behavior. The information from these observations was recorded on a six point check list (see Appendix E, p. 113). Table V shows a tabulation of deviations in dress of the girls observed in the junior English classes. Fifty-five girls were found to have some deviation in their clothing behavior. The most common deviations in dress were found in regard to the fit and

TABLE III

BOYS WITH ACCEPTABLE, NON-ACCEPTABLE, AND TENDENCY TOWARD
NON-ACCEPTABLE HAIR STYLE AND CARE AS
OBSERVED BY FASHION COUNTS

	Number of boys		Tendency toward non-acceptable
	Acceptable	Non-acceptable	
Length	272	37	25
Artificial color		1	
Oily or greasy		1	
Not well combed		8	
Side burns		6	
Total number	272	53	25
Per cent of totals	77	16	7

TABLE IV

GIRLS WITH ACCEPTABLE AND NON-ACCEPTABLE HAIR STYLE
AND CARE AS OBSERVED BY FASHION COUNTS

	Number of girls	
	Acceptable	Non-acceptable
Care	235	20
Style		
Bouffant		8
Piled high on head		4
Too long		5
Artificial color		7
Total number	235	44
Per cent of total	84	16

TABLE V

COMPILED NUMBER OF DEVIATIONS IN DRESS FOR EACH GIRL
FROM THREE OBSERVATIONS IN JUNIOR ENGLISH CLASSES

Students	Points of dress considered non-acceptable										Total No. of non- acceptable points	
	Skirt		Hair	Make-up	General appearance		Care and neatness of clothing		Other			
	Fit	Length			Style	Care	Affecta- tion	Non- acceptable		Care		Neatness
1		1		1					2		4	
2		3		3							6	
3		3	1	3	1			3	1	2	16	
4	2	3	3	1					2		11	
5		3		2				1	1		5*	
6	3	3	3			2					11	
7	2	3	3		2	1					11	
8	2	2	1			2		1		1	7	
9	1	2	2			2					8*	
10		3	3			1			1		9	
11		1		2	1			2	1		7*	
12	2	3	2	1	1			3			14	
13	1	3	3		2	2			2		11	
14	1	1				1			1	1	4*	
15				2							4	
16		2	2	3		2		1			10	
17		1	3			1		1		2	11	
18			1	2	3						4*	
19		1	3						1		4	
20		2	3	2							11	
21	1	2	1	2				2	2	2	4*	
22		3	3	3				2	1	1	9*	
23	3	3	1	3				3	1	1	12	
24	1	2		1				2	1	2	13	
25		3	3	1				3			13	
26	1	2		2		1		1			7*	
27		1		1				2			4*	
28		2	2			1		1			6*	
		2		2				2			6	
								1			39	

TABLE V (Cont'd.)

Students	Points of dress considered non-acceptable										Total No. of non-acceptable points
	Fit	Skirt Length	Style	Hair Care	Make-up	General appearance		Care and neatness of clothing		Other	
						Affecta- tion	Non- acceptable	Care	Neatness		
29		2	1	1	2	2		1		2	10*
30	1	1		1			1			1	6*
31	2	2	2	2			2		2		12*
32	1	3					1				5
33		1		3			1				5
34	1	1	3	3			3		1	1	13
35	1	2		2		3		3		1	11
36		2		2			2				7*
37			2	1			1				4*
38	1	3	3	2	2	1	2		1		14
39	1	1	3				1				5
40	2	2	1								5
41	1	2	2								5
42	1	2	2		1	1			1		4*
43		1	2				1		1		8*
44		1	1	2			1		1		4*
45		3	1	3			3		1	2	8
46	1	2	1	2			2		1	1	3
47		1	2				2		2		13
48		2		1			1		1	1	9
49		3	2	2		2			1	2	3*
50	1	3	1	2			3		1		7*
51	1	1	2	2			1		1		9
52	1	2	2		1	2		1			9
53	1	3	2	2		2		1			7*
54	1	1	3	1			1		1		9
55		2		1			1				8
											5
36	102	71	69	16	27	57	15	27	17		40

*Absent one day

length of the skirt. A non-acceptable fit of skirt was observed thirty-six times while a non-acceptable length of skirt was observed 102 times. The most common deviation in grooming was found in regard to hair care, sixty-nine times, and hair style, seventy-one times.

Students with eight or more points of non-acceptable dress or six to eight non-acceptable points if absent one day were considered to have non-acceptable dress. On this basis thirty-three girls were termed non-acceptable in regard to dress, and the remaining twenty-two were considered to have a tendency toward non-acceptable dress.

Table VI shows a tabulation of the information on non-acceptable dress of the boys. Forty boys were found to have some deviation in their clothing behavior. The most common deviations found in dress concerned the trousers worn by these forty boys. Fit was considered non-acceptable twenty-one times and type of trouser non-acceptable thirty-three times. The most common deviation in the grooming of boys was found to also be in regard to hair style and care. The style of hair was non-acceptable seventy-eight times and the care of the hair non-acceptable thirty times. The general appearances of boys were felt to be non-acceptable forty-eight times. From these tabulations twenty boys were placed in a group of students with non-acceptable dress and fifteen were placed in a group of students with a tendency toward non-acceptable dress.

TABLE VI

COMPILED NUMBER OF DEVIATIONS IN DRESS FOR EACH BOY
FROM THREE OBSERVATIONS IN JUNIOR ENGLISH CLASSES

Students	Points of dress considered non-acceptable						Total No. of non- acceptable points	
	Trousers Fit Type	Shirt Way worn	Hair		General appearance	Care and neatness of clothing		
			Style	Care				
1	2		3	2	2		1	10
2	1		3	2	2	1	2	11
3	2	1	3		1			8
4	2	1	3	1	1	1		9
5	2		1					4*
6	1	1	1		1			4*
7		3	3	2	3			13
8	2		2	2	1			7*
9	3	1	3	1	2			9
10			1	1	1	1		4*
11			1		3			3*
12	3		3		1		2	12
13		2	1		1	1	3	5
14	3		3					5
15	1	1	1				2	3
16			2	2	1			6*
17			1	1				2*
18			1		2	1		3*
19	3				1		2	6
20	1		1	1	1	2		6*
21	2	1	2	2	1		1	10*
22			3		1			7
23	2	2	2		2	1	2	9*
24		3	3		2		1	9
25	1	1	3	1	2			4
26			2		2		2	9

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TABLE VI (Cont'd.)

Students	Points of dress considered non-acceptable							Total No. of non- acceptable points
	Trousers Fit Type	Shirt Way worn	Hair		General appearance	Care and neatness of clothing	Other	
			Style	Care				
27	1	2	2		2	2	1	10
28			3	2				5
29		1	3	2				6
30			1					1
31		3	2		2	1	3	12
32			1					1
33		2	2	1	1	2		8
34	1	1	1	1	1	1	1	7
35		2	3	3	3	3	1	15
36	1		3		2			6
37	1		3	3	2			11
38			3		2		3	9
39	1	1			1			3*
40		2	3		2		2	9
Total	21	33	78	30	48	1	19	29

*Absent one day

Academic Achievement of Students

It was interesting to note from the observations of students in the thirteen English classes that there were two classes in which no deviations in dress were in evidence. Upon inquiry, it was found that these two classes with no deviations in dress were the two honors English classes.

To obtain an adequate gauge of academic achievement the scores of the Verbal Reasoning plus Numerical Abilities section of the DAT and the California Short-Form Test of Mental Maturity total score were considered in relation to the cumulative grade point average.

It was hard to compare the DAT and California Test of Mental Maturity because there were no parallel norms for the two tests to establish that differences in their scores were not a result of different bases of content, standardization, and scoring. The Verbal Reasoning plus Numerical Ability section of the DAT is a good estimate of scholastic aptitude and prediction of success in college (13). "The percentile ranks (for the DAT) are spaced in such a way as to take into account the normal curve of distribution of scores on the assumption that the abilities measured by these tests are normally distributed" (13, p. 21). The California Test of Mental Maturity is a "measure of potential and an indicator of what the maximum ability level will be at full maturity" (12, p. 13). (See Appendix F, p. 116, for a descriptive classification of IQ's.) The DAT scores were recorded in

percentiles while the California Test of Mental Maturity scores were recorded according to IQ; therefore, each test was treated separately in the statistical analysis.

Table VII shows the scores of the students on the DAT in quartiles according to the type of clothing behavior displayed by the student. Table VIII shows the scores of the students on the California Test of Mental Maturity in quartiles and according to the type of clothing behavior displayed by the student. The quartiles for this test were obtained by dividing the range of the IQ's into four groups.

In Table IX it is interesting to note that the median score on the DAT for the boys with non-acceptable clothing behavior was at the 77 percentile while the median score for the boys with acceptable clothing behavior was at the 55 percentile; however, the mean of the grade point average for the boys with acceptable clothing behavior was 0.15 higher than that of the boys with non-acceptable clothing behavior. The scores on the California Test of Mental Maturity supported these findings. The mean score of the boys with acceptable clothing behavior was 102 while the mean score of the boys with non-acceptable clothing behavior was 104. The IQ for the boys with a tendency toward non-acceptable clothing behavior was the same as that for the boys with acceptable clothing behavior (102), but the grade point average of the boys with acceptable clothing behavior was 0.21 higher than that of the boys with a tendency toward non-acceptable

TABLE VII

THE VERBAL REASONING PLUS NUMERICAL ABILITY SCORE ON THE
DIFFERENTIAL APTITUDES TEST IN QUANTILES AND
TYPE OF CLOTHING BEHAVIOR

Scores on DAT by percentile	Number of boys by type of clothing behavior		Number of girls by type of clothing behavior	
	Acceptable	Non- acceptable	Acceptable	Non- acceptable
				Tendency toward non- acceptable
76-100	19	8	21	5
51- 75	20	2	13	4
26- 50	17	2	11	6
1- 25	20	4	5	4
Total	76	16	50	19
Median	55	77	65	50
Range of scores on DAT from 3 to 99				
				20
				50

TABLE VIII

CALIFORNIA TEST OF MENTAL MATURITY INTELLIGENCE QUOTIENTS
AND TYPE OF CLOTHING BEHAVIOR

Scores on the California Test of Mental Maturity (Range divided in four)	Number of boys by type of clothing behavior		Number of girls by type of clothing behavior		Tendency toward non- acceptable
	Acceptable	Non- acceptable	Acceptable	Non- acceptable	
119-133	7	2	4	1	0
105-118	40	8	32	8	7
91-104	38	10	20	14	15
77- 90	15	3	8	8	3
Total	100	23	64	31	25
Mean	102	104	104	98	100
Range of IQ scores from 77 to 133					

TABLE IX

SCORES ON THE VERBAL REASONING PLUS NUMERICAL ABILITY
SECTION OF THE DAT, CALIFORNIA TEST OF MENTAL
MATURITY, AND CUMULATIVE GRADE POINT AVERAGE
AND TYPE OF CLOTHING BEHAVIOR

Clothing behavior	Mean scores		
	VR + NA of DAT percentile	Cumulative grade average*	California Test of Mental Maturity IQ
	Median	Mean	Mean
Girls with accep- table dress	65	2.69	104
Girls with non- acceptable dress	50	2.02	98
Girls with a ten- dency toward non- acceptable dress	50	2.35	100
Boys with accep- table dress	55	2.18	102
Boys with non- acceptable dress	77	2.03	104
Boys with a ten- dency toward non- acceptable dress	45	1.97	102
Mean score	65 (Median)	2.21	101.7
Mean score of girls	65 (Median)	2.35	102
Mean score of boys	55 (Median)	2.06	107
Range of scores	from 3 to 99		from 77 to 133

*Based on a 4.0 grading system

clothing behavior. The grade point at Junction City High School is based on a 4.0 system. The test scores and the grade point average for the girls with acceptable clothing behavior were considerably higher than the grade point average or test scores of the girls with non-acceptable clothing behavior and the girls with a tendency toward non-acceptable clothing behavior.

To obtain as accurate a picture as possible, the scores of the students on the Verbal Reasoning plus Numerical Ability section of the DAT, and the California Test of Mental Maturity were related to the cumulative grade point average and were analyzed statistically. The technique of analysis is described in Chapter III, page 30.

Correlations were computed between the aptitude test scores and the grade point average of the students in each of the six clothing behavior groups. The computation was done separately for the DAT and the California Test of Mental Maturity.

The analysis reveals that DAT scores were related to grade point average of students in each of the clothing behavior groups. The level of significance for the correlation coefficients ranged from 0.01 to 0.05. The coefficients of correlation, as well as the level at which they were significant are shown in Appendix F, p. 116.

The data in Table XX suggest that the agreement between ability and performance may be greater among girls than

among boys and that for the non-acceptable dress and tendency toward non-acceptable dress groups the relationship was somewhat less marked than for the acceptable dress group.

DAT Score and Grades

The correlation coefficient shows a positive correlation between grades and DAT score for the following clothing behavior groups:

- (1) Acceptable clothing behavior of girls at the 0.01 level of significance.
- (2) Tendency toward non-acceptable clothing behavior of girls at the 0.01 level of significance.
- (3) Non-acceptable clothing behavior of boys at the 0.01 level of significance.
- (4) Acceptable clothing behavior of boys at the 0.01 level of significance.
- (5) Non-acceptable clothing behavior of girls at the 0.05 level of significance.

California Test of Mental Maturity and Grades

The correlation coefficient shows a positive correlation between grades and California Test of Mental Maturity for the following behavior groups:

- (1) Acceptable clothing behavior of girls at the 0.01 level of significance.

- (2) Tendency toward non-acceptable clothing behavior of girls at the 0.01 level of significance.
- (3) Acceptable clothing behavior of boys at the 0.01 level of significance.
- (4) Non-acceptable clothing behavior of girls at the 0.05 level of significance.
- (5) Non-acceptable clothing behavior of boys at the 0.05 level of significance.

A multiple regression test was run on the California Test of Mental Maturity, DAT and cumulative grade point average to determine if a more accurate prediction of grades could be made if both the DAT and California Test of Mental Maturity were used. Only in the case of the girls with acceptable clothing behavior did the grade depend significantly on both the DAT and the California Test of Mental Maturity scores. In general the DAT score was the better indicator of performance in terms of grades.

Participation of Students in Extra-curricular Activities

The amount of participation in extra-curricular activities of each student was obtained from the counseling office. The extra-curricular activities recorded included participation in all school sponsored clubs, athletics, and dramatic productions during the students sophomore and junior years in high school.

Table X shows the amount of participation in school sponsored extra-curricular activities of boys and the clothing behavior displayed by these boys. The results indicated that the boys with acceptable clothing behavior were more active in both clubs and athletics than were the boys with non-acceptable clothing behavior. Of the twenty-five boys with non-acceptable clothing behavior, 68 per cent did not participate in athletics and 72 per cent did not participate in school clubs. For the boys with acceptable clothing behavior only 37 per cent did not participate in athletics and 48 per cent did not participate in school clubs. Eight per cent of the boys with acceptable clothing behavior participated in four or more phases of athletics while only 4 per cent of the boys with non-acceptable clothing behavior were this active. A Chi-square test of significance showed that clothing behavior of boys was related to participation in school sponsored extra-curricular activities at the 0.01 level of significance (see Appendix G, p. 121).

Table XI shows the amount of participation in school sponsored extra-curricular activities for girls and the clothing behavior displayed by these girls. According to percentage, the girls with acceptable clothing behavior participated in more extra-curricular activities than the girls with non-acceptable clothing behavior. Eighteen per cent of the girls with non-acceptable clothing behavior, but only 8 per cent of the girls with acceptable clothing behavior did not participate

TABLE X

NUMBER AND PER CENT OF BOYS BY TYPE OF CLOTHING BEHAVIOR AND
PARTICIPATION IN SCHOOL SPONSORED ATHLETICS AND CLUBS

Number of extra- curricular activities participated in	Number and per cent of boys						Tendency toward non-					
	Acceptable dress			Non- acceptable dress			Athletics			acceptable dress		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
0	42	37	57	48	17	68	18	72	7	41	10	63
1-3	62	55	58	48	7	28	6	24	8	47	6	37
4 and over	9	8	5	4	1	4	1	4	2	12		
Total	113	100	120	100	25	100	25	100	17	100	16	100

TABLE XI
NUMBER AND PER CENT OF GIRLS BY TYPE OF CLOTHING BEHAVIOR AND
PARTICIPATION IN SCHOOL SPONSORED
EXTRA-CURRICULAR ACTIVITIES

Number of extra- curricular activities participated in	Number and per cent of girls					
	Acceptable dress		Non- acceptable dress		Tendency toward non- acceptable dress	
	No.	%	No.	%	No.	%
0	6	8	6	18	4	16
1-3	38	54	20	61	14	56
4 and over	27	38	7	21	7	28
Total	71	100	33	100	25	100

in any extra-curricular activities. Four or more activities were participated in by 21 per cent of the girls with non-acceptable clothing behavior and 38 per cent of the girls with acceptable clothing behavior. A Chi-square test did not show a significant relationship at the 0.10 level of significance between clothing behavior of girls and participation in extra-curricular activities (see Appendix H, p. 124).

It was interesting to note that the average number of extra-curricular activities participated in by the girls was 2.9, but for the boys it was only 1.2 for athletics and 0.6 for club participation.

Offices held. Table XII shows that there was a slight trend for students with acceptable clothing behavior to hold more offices than students with non-acceptable clothing behavior. Ninety-two per cent of the boys with non-acceptable clothing behavior did not hold an office while 79 per cent of the boys with acceptable clothing behavior did not hold offices. These findings were true to a lesser degree for the girls. Fifty-nine per cent of the girls with non-acceptable clothing behavior did not hold offices while 51 per cent of the girls with acceptable clothing behavior did not hold offices. More offices were held by girls (93) than were held by boys (49). The fact that the students in this study were juniors might account for the fact that so few offices were held by either the girls or the boys. The majority of major offices in this school were held by seniors.

TABLE XII
NUMBER AND PER CENT OF STUDENTS BY TYPE OF
CLOTHING BEHAVIOR AND OFFICES HELD
IN EXTRA-CURRICULAR ACTIVITIES

	Number of offices held		Students not holding office	
	No.	%	No.	%
Girls with acceptable dress	59	49	37	51
Girls with non- acceptable dress	23	41	19	59
Girls with a tendency toward non-acceptable dress	11	32	17	68
Boys with acceptable dress	42	21	94	79
Boys with non- acceptable dress	4	8	22	92
Boys with a tendency toward non-acceptable dress	3	11	16	89
<hr/>				
Total number of offices held by boys -- 49				
Total number of offices held by girls -- 93				
<hr/>				

Educational or Professional Goals of Students

In a questionnaire administered by the counseling office of Junction City High School, students were asked to give their plans for the future. Some students responded by educational goals and some by professional goals. These responses were used in analyzing relations between clothing behavior and expressed educational or professional goals. Table XIII shows these goals according to occupational level and clothing behavior. The twenty-seven boys and eight girls who were unsure of their educational or professional goals were placed in a separate category.

A chi-square test of significance was made by means of a 3 x 4 contingency table. A relationship was found at the 0.10 level of significance between the clothing behavior of girls and their educational or professional goals (see Appendix G, p. 121). No relationship was found at the 0.10 level of significance between the clothing behavior of boys and their educational or professional goals (see Appendix H, p. 124). The largest percentage of the boys who were undecided as to their educational goals had non-acceptable dress. The largest percentage of girls who were undecided as to their educational goals had acceptable dress.

Socio-economic Status of the Family

The occupational level of the head of the family, outside employment status of the mother, family mobility,

TABLE XIII

NUMBER AND PER CENT OF STUDENTS BY TYPE OF CLOTHING BEHAVIOR AND
EXPRESSED EDUCATIONAL OR OCCUPATIONAL GOALS

Educational or occupa- tional goals expressed by students	Boys						Girls					
	Acceptable dress			Non- acceptable dress			Acceptable dress			Non- acceptable dress		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 1 and 2	60	49	7	28	8	44	29	41	10	30	11	46
Level 3 and 4	39	32	9	36	5	28	35	49	16	49	9	37
Level 5 and 6	5	4	3	12	2	11	1	1	6	18	3	13
Undecided	18	15	6	24	3	17	6	9	1	3	1	4
Total number of students by clothing behavior	122	100	25	100	18	100	71	100	33	100	24	100

and number of siblings were variables considered in this study which might have some affect on clothing behavior. Each of these items was analyzed by the chi-square test of significance (see Appendix G, p. 121).

Occupational level of head of family. A scale, grouping occupations into six levels was used to classify the levels of occupations of the head of the family. This scale is discussed in detail in Chapter III, p. 27. Table XIV shows the distribution of these occupations according to level of occupation and clothing behavior of the student. The highest per cent of occupations of the head of the family fell in level three for the boys with acceptable clothing behavior, but in level five for the boys with non-acceptable clothing behavior and the boys with a tendency toward non-acceptable clothing behavior. The highest per cent of occupations of the head of the family fell in level three for the girls with acceptable clothing behavior and also level three for the girls with a tendency toward non-acceptable clothing behavior. The highest per cent of occupations of the head of the family fell in level five for the girls with non-acceptable clothing behavior.

For the chi-square test, levels one and two, three and four, and five and six were grouped together and analysis was done by means of a 3 x 3 contingency table. The levels were grouped together to avoid numbers of less than five in the cells which might affect the statistical reliability of the test.

TABLE XIV

NUMBER AND PER CENT OF STUDENTS BY TYPE OF CLOTHING BEHAVIOR AND
LEVEL OF OCCUPATION OF THE HEAD OF THE FAMILY

Level of occupation of head of family	Boys						Girls					
	Acceptable dress			Tendency toward non-acceptable dress			Acceptable dress			Non-acceptable dress		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 1	4	3	1	4			2	4				
Level 2	20	17					21	29	7	21	4	16
Level 3	43	36	7	28	4	24	23	32	7	21	13	52
Level 4	23	19	5	20	5	29	12	17	6	18	3	12
Level 5	23	19	11	44	8	47	13	18	9	27	2	8
Level 6	7	6	1	4					4	13	3	12
Total	120	100	25	100	17	100	71	100	33	100	25	100

A relationship was found at the 0.01 level of significance between acceptable and non-acceptable clothing behavior of boys and the occupation of the head of the family (see Appendix G, p. 121). Another relationship was found at the 0.10 level of significance between acceptable and non-acceptable clothing behavior of girls and the occupational level of the head of the family (see Appendix G, p. 122). The clothing behavior of boys, therefore was more closely related to the occupational level of the head of the family than was the clothing behavior of the girls.

Employment status of mothers. The data in Table XV show that the mothers of 58 per cent of the boys displaying non-acceptable clothing behavior were employed outside the home. Only 33 per cent of the mothers of boys displaying acceptable clothing behavior were employed outside the home. The chi-square test showed a relationship at the 0.10 level of significance between clothing behavior of the boys and whether the mother was employed outside the home (see Appendix G, p. 121).

The mothers of 25 per cent of the girls displaying non-acceptable clothing behavior were employed outside the home while the mothers of 41 per cent of the girls displaying acceptable clothing behavior were employed outside the home. These findings were directly opposite those findings on this same point for the boys. More mothers of the boys with non-acceptable clothing behavior were employed outside the home

TABLE XV

NUMBER AND PER CENT OF STUDENTS BY TYPE OF CLOTHING BEHAVIOR
AND EMPLOYMENT STATUS OF THE MOTHER

	Boys						Girls					
	Acceptable dress			Non-acceptable dress			Tendency toward non-acceptable dress			Acceptable dress		
	No.	%	No.	%	No.	%	No.	%	No.	No.	%	%
Mothers employed outside the home	39	33	11	58	8	44	29	41	8	25	8	35
Mothers not employed outside the home	78	67	8	42	10	56	42	59	24	75	15	65
Total	117	100	19	100	18	100	71	100	32	100	23	100

than were mothers of the boys with acceptable clothing behavior, but more mothers of girls with acceptable clothing behavior were employed outside the home than were mothers of girls with non-acceptable clothing behavior. There was no relation found at the 0.10 level of significance between employment status of the mother and the clothing behavior of the girl (see Appendix H, p. 124).

Family mobility. The family mobility was determined by the number of schools a student had attended. Table XVI shows that there is very little difference in the average number of moves by boys with acceptable and non-acceptable clothing behavior. On the average, boys with non-acceptable clothing behavior had moved more often (5.5) than boys with acceptable clothing behavior (5.3).

More differences were noted between the number of moves of girls with acceptable and non-acceptable clothing behavior. The girls with non-acceptable clothing behavior had made an average of 5.8 moves while the girls with acceptable clothing behavior had made an average of 4.9 moves. The chi-square test showed a very definite relationship at the 0.001 level of significance between clothing behavior of the girls and family mobility (see Appendix G, p. 122).

Number of siblings. Table XVII shows that the number of siblings in the family of these students ranged from one to ten. There were more siblings in the families of boys

TABLE XVI

FAMILY MOBILITY DETERMINED BY NUMBER OF SCHOOLS STUDENTS HAVE ATTENDED
AND TYPE OF CLOTHING BEHAVIOR

Number of schools attended	Boys		Girls	
	Acceptable dress	Non- acceptable dress	Acceptable dress	Non- acceptable dress
1 and 2	43	9	25	1
3 thru 5	69	16	19	23
6 and over	9	1	27	9
Total	121	26	71	33
Mean	5.3	5.5	4.9	5.8
Range	from 1 to 13	from 1 to 12	from 1 to 18	from 1 to 18
				from 1 to 10

TABLE XVII

NUMBER AND PER CENT OF STUDENTS BY TYPE OF CLOTHING BEHAVIOR
AND NUMBER OF SIBLINGS IN THE FAMILY

Number of siblings	Boys						Girls					
	Acceptable dress			Non- dress			Acceptable dress			Non- dress		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1 and 2	43	36	9	35	6	33	25	35	11	33	6	25
3 thru 5	69	57	16	62	7	39	38	54	15	45	15	62
6 and over	9	7	1	3	5	28	8	11	7	22	3	13
Total	121	100	26	100	18	100	71	100	33	100	24	100
Mean	2.4		3.2		4.4		3.3		3.9		3.9	
Range	from 1 to 8		from 1 to 6		from 1 to 9		from 1 to 8		from 1 to 10		from 1 to 7	

with non-acceptable clothing behavior in this study (3.2) than there were of boys with acceptable clothing behavior (2.4). The same trend was found in the families of the girls. There was an average of 3.9 siblings in the families of girls with non-acceptable clothing behavior and 3.3 siblings in the families of girls with acceptable clothing behavior.

According to the findings in Table XVIII, approximately 60 per cent of the students in this study, juniors in high school, were the oldest sibling in the family. This fact was true regardless of the clothing behavior displayed.

Table XIX shows the number and per cent of students with older brothers and sisters and those with younger brothers and sisters, and type of clothing behavior.

Truancy. The attendance pattern of the students with non-acceptable clothing behavior was secured from the counseling office at Junction City High School. Of the thirty-three girls with non-acceptable clothing behavior 52 per cent was considered to be attendance problems while 56 per cent of the twenty-five boys with non-acceptable clothing behavior was considered to be attendance problems.

Studies of Students with Non-acceptable Dress

Throughout the observations of the clothing behavior of the students in the junior English classes, several students were noted with particular interest either for their extremes in dress and appearance or for the inconsistency in

TABLE XVIII

NUMBER AND PER CENT OF STUDENTS WITH NO OLDER SIBLINGS
AND THOSE WITH NO YOUNGER SIBLINGS AND
TYPE OF CLOTHING BEHAVIOR

Clothing behavior	Students with no older brothers or sisters		Students with no younger brothers or sisters	
	No.	%	No.	%
Girls with acceptable dress	105	60	70	40
Girls with non-acceptable dress	27	60	18	40
Girls with a tendency toward non-acceptable dress	33	58	24	42
Boys with acceptable dress	177	58	124	42
Boys with non-acceptable dress	33	59	23	41
Boys with a tendency toward non-acceptable dress	24	71	14	29

TABLE XIX

NUMBER AND PER CENT OF STUDENTS WITH OLDER SIBLINGS AND
THOSE WITH YOUNGER SIBLINGS AND
TYPE OF CLOTHING BEHAVIOR

Clothing behavior	Students with older brothers or sisters		Students with younger brothers or sisters	
	No.	%	No.	%
Girls with acceptable dress	39	34	74	66
Girls with non-acceptable dress	18	35	33	65
Girls with a tendency toward non-acceptable dress	17	40	25	60
Boys with acceptable dress	67	38	110	62
Boys with non-acceptable dress	17	39	26	61
Boys with a tendency toward non-acceptable dress	10	33	20	67

their mode of dress. Additional information concerning these students, such as extreme recorded discipline, family background, and adjustment to high school was obtained from the counseling office. Short personality sketches were written about these students by faculty members and the counseling office to enable the investigator to better understand possible behavioral patterns of these students in relation to their clothing behavior.

Two girls and two boys with non-acceptable clothing behavior, each displaying different characteristics in dress, were chosen for further study. The two girls will be discussed first followed by the two boys. Each student was given a code number and will be identified in the following section by this number.

Number 28 was a girl placed in the group with non-acceptable clothing behavior because of ten points of non-acceptable dress on two days of observation. She was absent on the third day of observations. She was described as being insecure with feelings of inferiority to the other girls in her class. For the most part she was ignored by her classmates. She tried to attract attention by extremes in dress and appearance. Her dyed hair was very long and worn in an extreme beehive style. She wore bright colored nail polish, considered non-acceptable by the majority of students. Her skirts were very short, and on one occasion she wore high heel shoes.

Another mechanism used in her quest for attention was constant talking, usually unbelievable stories. She had an IQ in the "Low Average" group and an extremely low grade point average. She seemed to have little interest in school as she was absent and tardy quite frequently. When in school she spent most of her time rearranging her hair, peeling off her brightly colored nail polish, or talking. In her sophomore year she participated in two extra-curricular activities, but did not participate in extra-curricular activities during her junior year. During the last six weeks period she eloped with a boy considerably older than herself. Her general appearance could be described as one of affectation.

Number 46 was a girl placed in the group with non-acceptable clothing behavior because of thirteen points of non-acceptable dress for three days of observation. Her appearance was described as dowdy and her clothes were quite different from those worn by the majority of the students. This was attributed in part to the poor home environment from which she came and in part to her lack of knowledge of suitability of clothes to the occasion. On one day she was observed at school wearing a white mohair empire sheath dress with loafers. On another occasion the colors of her skirt and blouse clashed quite badly. On two days her skirt was too long and on the third day it was very short and very form fitting. Her hair was poorly cared for and bobbie pins were frequently left in her hair. Her general appearance was poor and unkept.

She was described as being very shy and self-conscious. This might be attributed to the type of clothes she wore and may be the reason for her lack of participation in school activities and her frequent absences from school. She seemed to have a dislike for identification with others and a fear of people. Her IQ was in the "Low Average" group and her grade point average was as low as it could be and still allow her to continue on in school. She displayed a general lackadaisical attitude in class. Her father was a laborer and she was the oldest of three children. Her expressed occupational goal was to be a waitress.

Number 165 was a boy placed in the group with non-acceptable clothing behavior because of ten points of non-acceptable dress on three days of observations. The inconsistency in his mode of dress was particularly interesting. On the first two observations, he had a very sloppy unkept appearance. He had on a sweatshirt, torn off at the sleeves, (sweatshirts are against the Dress Code), beetle hair cut and such old tennis shoes that they flapped when he walked. His wrinkled unkept appearance further showed his defiance. On the last day of observations he was dressed completely different. He was very neatly dressed in dress slacks, white shirt, sweater and tie. His hair was neatly combed away from his face. On further investigation it seemed he had a conflict as whether to conform with the standards of dress accepted by society or to go along with the dictates of the rowdy crowd with which he identifies.

He was described as being extremely intelligent but extremely lazy. He thought it was clever to be wildly radical. He had an IQ in the "Superior" group and his score on the DAT placed him in the 95 percentile, but on the basis of grades he ranked only 101 in his class of 294. This suggests he was working way below his ability. He was normally indifferent and inattentive in class and was tardy and absent quite frequently.

He had participated in sports and was the only boy in the group with non-acceptable clothing behavior to have held an office. His expressed professional goal was to be a doctor.

Number 159 was a boy placed in the group with non-acceptable clothing behavior because of ten points of non-acceptable dress on three days of observation. He was described as being extremely rebellious to any authority whether at home or at school. This was very evident in the type of clothes he wore. His general unkept appearance consisted of a long duck tail hair cut with sideburns. His faded worn blue jeans were worn very low at the hip and without a belt. His tennis shoes were extremely dirty. Several of these points were stated in the school dress code as being non-acceptable (see Appendix B, p. 90).

The manner in which he slouched in class expressed his general attitude of "I don't care." This feeling was evidenced by comparing his IQ and his grade point average. He had an IQ in the "High Average" group, but ranked only

220 in his class. He had a general dislike for school and school activities. He had not participated in any extra-curricular activities while in high school. He had been an attendance problem throughout the year and was expelled from school during the last six week period of his junior year. (Two students were expelled from school and both were in the group of non-acceptable dressers.) His expressed educational goal was to be a mechanic.

The findings of this study show a positive relationship between acceptable or non-acceptable dress of the student and his academic achievement and socio-psychological development.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This was an exploratory study and any generalizations that are made are largely in the realm of speculation. Many variables were recognized but not considered for this particular study. Conclusions reached as a result of this study are not applicable to all adolescents, but are restricted to the selected population represented by the junior class at Junction City High School. However, it is believed that the information presented here may give some insight into the relation of dress and appearance behavior to the academic attainment and social-psychological development of adolescents enrolled in schools of similar size and socio-economic composition in the Midwest.

A similar study could be made using the data presented in this thesis and expanding it to include more than one school. Several schools with different socio-economic characteristics such as a school from a rural community, one from a large industrial area, etc. could be of value to many people.

Another limitation must be considered before discussing the findings of this study. Although statistical analysis has shown that several factors are related to acceptable and non-acceptable dress, there is no indication of cause and effect relationships between the factors involved. For example, it cannot be said with certitude that non-acceptable

dress has an adverse effect on academic achievement because it is also possible that the poor academic achievement has an adverse effect on dress. There is also a possibility that there could be an outside causal factor involved. With these limitations an interpretation of the findings can be made.

On the basis of the evidence now available, it has been found that acceptable and non-acceptable dress relate to several factors important for the proper adjustment of the student to his role as a student in high school. Those relationships which seem most significant will be discussed.

From the interviews it might be concluded that acceptable dress is that which conforms to what is being worn by the majority of students. The responses from the interview were in accord with Glickman (21) in that conformity and uniformity cannot be used synonymously.

This point may be illustrated by considering some of the acceptable items of dress and grooming for the high school girl. Sanctions were set by the peer group and faculty on such points as length and fit of skirt, but individuality could be achieved by the variety of styles of skirts considered acceptable. Straight, pleated, and A-line skirts were a few of the most acceptable styles of skirts mentioned by the high school students and the faculty for school wear. Although the very bouffant hair styles and very long hair were considered non-acceptable, many hair

styles of varying lengths were considered acceptable for the girls, hence individuality can be achieved within the limits of conformity.

When investigating the relation between academic achievement and acceptable or non-acceptable clothing behavior, it appeared that acceptable and non-acceptable clothing behavior did have some effect on the academic achievement of a student. This point can be illustrated by reviewing the data on the DAT recorded for the boys. Although the boys with non-acceptable clothing behavior had a median percentile score of 77, which is 22 percentile points higher than the median percentile score of the boys with acceptable clothing behavior (55), the grade point average of the boys with non-acceptable clothing behavior was .15 lower than the grade point average of the boys with acceptable clothing behavior.

The findings in this study in regard to the IQ of the girls with acceptable and non-acceptable clothing behavior were consistent with those of Silverman (8). The girls with acceptable clothing behavior had a higher average IQ (104) than the girls with non-acceptable clothing behavior (98). When the boys were considered the opposite appeared to be true. The boys with non-acceptable clothing behavior had an average IQ of 104 while the boys with acceptable clothing behavior had an average IQ of 102.

More intensive research is needed to determine what might cause a large number of boys with high IQ's to display

non-acceptable clothing behavior. Several factors would have to be considered in such a study; for example, it would be helpful to determine if these boys with non-acceptable clothing behavior were challenged by their academic courses. Another related aspect that could be investigated would be to see if boys not working to capacity have more time to deviate in dress. A carefully constructed questionnaire on the student's attitudes toward clothing might be valuable here to determine if the student's clothing behavior is consistent with his attitude toward dress and appearance. Detailed case studies of the home background and the school record of the students with acceptable and non-acceptable dress could be an aid to understanding clothing behavior in light of other variables which might affect clothing behavior.

The four studies of students with non-acceptable dress, although limited in scope, suggest that clothing is important to the adolescent and that non-acceptable clothing behavior can affect the relationship of an adolescent with his peer group. The girl with the extreme clothing behavior was ignored by her peers. That clothing behavior mirrors one's personal feelings can be inferred from the clothing behavior of the boy who was rebellious toward authority. He broke the rules of dress stated in the Dress Code by wearing a duck tail and faded blue jeans worn at the hip with no belt. That clothing behavior plays an important part in the conformity-individuality conflict can be inferred by citing the example

of the boy who was uncertain whether to conform with the standards of dress accepted by society, or to go along with the dictates of the rowdy crowd with which he identifies. The inconsistency in his clothing behavior was evidence of this conflict with society.

The chi-square test revealed a relationship at the 0.01 level of significance between participation in extra-curricular activities and the clothing behavior of boys. The boys displaying acceptable clothing behavior were more inclined to participate in extra-curricular activities and to be the leaders of these activities than the boys displaying non-acceptable clothing behavior.

Silverman's findings (8) concerning participation in extra-curricular activities of girls were in harmony with the findings of this study concerning participation in extra-curricular activities of boys. Those boys with acceptable clothing behavior participated in more activities than those with non-acceptable clothing behavior; however, there was not a relationship at the 0.10 level of significance between clothing behavior of girls and participation in extra-curricular activities. Girls, regardless of clothing behavior, tended to be better joiners than boys.

Further study could be done on the relationship between leadership and good appearance to determine if the student with acceptable clothing behavior is more active in school activities, or if acceptable clothing behavior makes the student more sought after.

The clothing behavior of girls may partially reflect their general educational or occupational goals. A larger percentage of girls with acceptable clothing behavior aspired to an occupation in level one and two than did the girls with non-acceptable clothing behavior. In only one instance did a girl with acceptable clothing behavior name an occupation in level five or six, while 18 percent of the girls with non-acceptable clothing behavior named an occupation in level five or six. The findings were consistent with those of Rozencranz (24) which showed a strong relationship between occupation or educational goals and acceptable dress.

The evidence regarding socio-economic status and dress in this study was not in agreement with those findings of Silverman (8) and Hurlock (4) in which they found economic level of the family had little relationship to appearance behavior of students. This lack of agreement in these findings might be attributed to the fact that different norms were used in each study to determine socio-economic status of a family. The occupation of the head of the family was used as the basis of classification of economic status in this study. In Silverman's study (8) and Hurlock's study (4) more factors were considered in determining economic status of the family. The geographical difference in populations studied and the twenty-five years that have elapsed since Silverman's study might also be responsible for the different results.

A significant relationship was found between clothing behavior of boys and of girls and the occupation level of the head of the family. According to this study clothing behavior is related to economic level of a family.

The employment of mothers outside the home appeared to have an adverse affect on the clothing behavior of boys but not on the clothing behavior of girls. Fifty-eight per cent of the boys displaying non-acceptable clothing behavior had mothers employed outside the home, while only 33 per cent of the boys displaying acceptable clothing behavior had mothers employed outside the home. More mothers of the girls with acceptable clothing behavior (41 per cent) were employed outside the home than mothers of girls with non-acceptable clothing behavior (25 per cent). Mothers employed outside the home may be more conscious of the clothes they wear and therefore more conscious of the clothes worn by their daughters.

More research is needed to study what affect the mother working outside the home has on the clothing behavior of the children, and to determine what accounts for the difference in affect it has on girls and on boys. This should be studied not only from the clothing standpoint but also from the standpoint of human relationships and family economics.

From the foregoing conclusions, there seems to be a general trend that the clothing behavior of boys is influenced

by their family. The occupational level of the head of the family, number of siblings in the family, family mobility, and employment status of the mother all influence clothing behavior of the boys. The findings suggest that the girls clothing behavior was influenced to a lesser degree than the boys by their family and was influenced more by their peers.

Parallel studies could be run concerning the effect acceptable or non-acceptable dress has on the efficiency or success of people in other occupations or age groups. For example, it might be interesting to compare a group of students who attend both summer and winter sessions at Kansas State University and note if their academic achievement in the summer, when they are allowed to dress in sports attire, differs from their academic achievement in the winter session when sports attire is not worn.

A few general conclusions may be drawn from the findings of this study.

The clothing behavior of boys was influenced more by their families while the clothing behavior of girls was influenced more by their peers. The occupation of the head of the family, employment status of the mother, number of siblings in the family, and family mobility were all significantly related to the type of clothing behavior of boys, but only family mobility and occupation of the head of the family were significantly related to the type of clothing behavior of girls.

There is a relationship between academic achievement and clothing behavior of high school students. When the scores of the students on the DAT and California Test of Mental Maturity were considered in relation to the cumulative grade point average, it seemed apparent that the students with non-acceptable clothing behavior were not working to their ability.

Non-acceptable clothing behavior can affect the relationship of an adolescent with his peer group. Students with acceptable clothing behavior participated in more extra-curricular activities and held more offices than did students with non-acceptable clothing behavior.

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SELECTED BIBLIOGRAPHY

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APPENDIX A
LETTER OF INTRODUCTION

SENIOR HIGH SCHOOL
Junction City, Kansas
March 4, 1964

BULLETIN: Teachers Concerned

Miss Janice Hamilton of Kansas State University is doing a thesis study in our school with my approval. Her thesis has to do with "Acceptable and Non-acceptable Dress." In doing this thesis, she will want to (1) interview six students, (2) interview four teachers, (3) visit junior English classes for observations and (4) spend one day in our cafeteria observing all students in school. She will follow this schedule:

Thursday, March 5, interview these students --

1:15	Ann Goreham	(Conference Room)	
1:30	Nancy Pendarvis	"	"
1:45	Donna Smith	"	"
2:00	Gary Cook	"	"
2:15	Arnold Hanney	"	"
2:30	Steve Vormehr	"	"

She will visit junior English classes on March 23 and 24, and would like seating charts, if possible. She will interview the following teachers sometime during a free period: Mrs. Sneary, Miss Bignall, Mr. Mowry, Mr. Boswell.

Please give Miss Hamilton your cooperation.

Warren Settles
Principal

APPENDIX B
DRESS CODES FOR
HIGH SCHOOL STUDENTS

Appendix B contains copies of dress codes from four schools in Kansas. The first is the Code of Dress of Junction City High School, the school in which this study was made.

The remaining three dress codes were received from Great Bend, Hutchison, and Colby, Kansas. Each of these principals was also asked to comment on the effect the Dress Code had on the students in his school. These dress codes were used for background study to determine what was considered acceptable and non-acceptable dress in schools in Kansas.

CODE OF DRESS
JUNCTION CITY HIGH SCHOOL

Boys

Keep hair neatly cut, with no duck tails or other odd types of haircuts.

Keep clothes clean.

Clothes that are extreme in style or extreme in the way worn will not be approved.

Keep shoes cleaned and polished.

Use good taste in choosing coats, such as car coats, light weight jackets, etc.

Wear no jackets in class.

Shirt tails are to be worn in, except those shirts designed by the manufacturer to be worn out. All buttons buttoned except the top when no tie is worn.

Do not wear Bermuda shorts, beach combers, etc. (except for special occasions announced).

Wear belts in trousers made to use belts.

Good grooming is important. Clean faces, hands, nails, and daily baths are a part of good grooming.

Girls

Extreme hair styles and extreme make-up are not permitted.

Keep clothing clean, neat, and well-pressed.

Use good taste in choosing styles and colors.

The length of dresses should not be extreme.

The fit of dresses should not be extreme.

Wear no shorts or slacks, except on special school occasions that are announced.

Keep shoes cleaned, polished and in good condition.

Good grooming is important! Clean faces, hands, nails, and daily baths are a part of good grooming.



Note: This code of dress was drawn up and passed by the 1960-61 student council.

DRESS REGULATIONS FOR
GREAT BEND JUNIOR AND SENIOR HIGH SCHOOLS

Girls shall wear skirts and blouses or sweaters, or appropriate dresses.

Boys shall wear conventional slacks or jeans that must be properly adjusted to the waist line with a belt. Shirts shall be buttoned to within one button of the collar, and shirt tails shall be tucked in unless square cut.

Boys' and girls' clothing shall fit properly, being large enough to provide freedom of movement, and avoid appearance of undue tightness. Extremes of hair style are not acceptable.

DRESS CODES
HUTCHINSON

Proper Dress

All students should present a neat and acceptable appearance when attending school and school functions. Any affectation of dress or grooming that is out of place should be avoided.

Boys

Trousers, jeans, or levis with a regular or sport shirt: These garments should be clean, neat and properly worn. Properly worn means that belts should be worn with pants, shirts buttoned and worn inside the waist band.

Hair should be properly cut, combed and given a well-groomed appearance. Shoes should not be worn that will create a disturbance or damage floors. Boys should have a neat shaven appearance at all times.

Sweat shirts are not acceptable dress for either boys or girls.

Girls

Dresses or skirts worn with sweaters or blouses: Bermudas, shorts, jeans, etc. are not acceptable for wear during the school day.

If on occasion bad weather makes it necessary for protection to wear snow suits, ski-pants, etc., to school, these must be removed before attending classes.

ACCEPTABLE DRESS FOR STUDENTS COLBY

With the close relationship which exists between student dress and student conduct, the following regulations have been passed by the faculty and administration for all Colby Junior and Senior High school students.

Boys

Boys must have belts on at all times unless the trousers are so made that they do not call for belts.

Shirts must be buttoned up to and including the second button from the top.

Shirt tails must be tucked in if the shirt is long enough to do so.

Girls

Girls shall not be in slacks or jeans at any time during school hours and when on the school grounds out of school hours by permission only.

Girls dress length shall be at least to the center of the knee or longer.

General

Sloppy, and untidy dress is unacceptable at all times. Shorts are not acceptable at any time. This means students are not to appear on the school grounds in shorts either during or after school hours, during the week day or on weekends, during the winter session or during the summer while

taking lessons, practicing band or other activities.

Violations

On first violation of any of the above rules, students shall be sent home to get into proper school dress with an un-excused absence slip. On second violation the student will be dismissed from school until the parents have had a chance to request re-admission for that student.

APPENDIX C

KEY TO ABBREVIATIONS USED ON
INTERVIEW FORM AND ON
CHECK LISTS

KEY TO ABBREVIATIONS IN CHECK SHEET AND
INTERVIEW FORM FOR GIRL'S DRESS

Skirt:

ST - Straight	WA - Wrap Around
PL - Pleated	C - Culottes
A - A-line	P - Perks
GA - Gathered	K - Kilts
CIR - Circular	

Fit:

AK - Above Knee
MK - Mid-knee

Dresses:

SW - Shirtwaist

Make-up:

LS - Lip Stick	M - Mascara
R - Rouge	EBP - Eye Brow Pencil
F - Foundation	ES - Eye Shadow
EL - Eyeliner	NP - Nail Polish

Care, Neatness and Clothing Combinations:

F - Flashy
C - Clashing

S - Student

F - Faculty

KEY TO ABBREVIATIONS IN CHECK SHEET AND INTERVIEW FORM FOR BOY'S DRESS

Trousers:

BJ - Blue Jeans
FBJ - Faded Blue Jeans
TJ - Tan Jeans
WP - Wash Pants
DS - Dress Slacks
C - Corduroy

Sweater:

C - Cardigan
CN - Crew Neck
SV - Sweater Vest
VN - V-Neck

Shirt:

TS - T-shirt	DS - Dress Shirt
SS - Sweat Shirt	SpS - Sport Shirt
KS - Knit Shirt	S - Sweater

Hair:

DT - Duck Tail	P - Princeton
SB - Side Burns	S - Shag
CC - Crew Cut	FT - Flat Top
B - Beatle	T - Traditional

Shoes:

T - Tennis Shoes	L - Loafers
GB - Garrison Boots	LB - Low Boots
CB - Cowboy Boots	IS - Italian Style
SO - Saddle Oxfords	

Care, Neatness, and Clothing Combinations:

F - Flashy
C - Clashing

APPENDIX D

INTERVIEW AND INTERVIEW FORM
FOR ACCEPTABLE AND NON-ACCEPTABLE DRESS

INTERVIEW

Today's fashion world has given us a wide variety of fashions, thus we see many different types of clothes worn to school. Opinions differ as to what is considered acceptable and non-acceptable attire for school wear. This is seen by noting the prevalence in which this subject has been treated in recent periodicals such as Senior Scholastic and Parents Magazine. Many schools have even set up Dress Codes.

I am doing a study at Kansas State University, in which I hope to see what is considered acceptable and non-acceptable attire for school wear in your high school.

I have a few questions I would like to ask you, as a student leader (faculty member) concerning what you consider acceptable and non-acceptable school attire for the winter season. These questions should be answered as to what is generally worn in your school and what is considered non-acceptable for school wear in Junction City High School.

Before starting with individual garments, what do you understand by the term acceptable dress? Non-acceptable dress?

GIRLS

A. Personal Grooming

1. Hair

- a. Are there any hair styles that are considered non-acceptable?
- b. Is there anything related to hair coloring that is considered non-acceptable?

- c. Is there anything concerning hair care that would help differentiate between an acceptable or non-acceptable appearance?

2. Make-up

- a. What make-up is worn to school?
- b. Is this considered acceptable?
- c. Are any of the following items considered non-acceptable: lipstick, rouge, foundation, eye-liner, mascara, eye-brow pencil, eye shadow, or nail polish?
- d. What would make these items non-acceptable?

B. Accessories

1. Jewelry

- a. Is jewelry worn to school?
- b. If so, what?
- c. What would be considered non-acceptable?

C. Main garment or garments

1. Skirt

- a. What style of skirt is most generally worn?
- b. Is there any style of skirt which would be considered non-acceptable?
- c. What are some things you notice about the fit of a skirt: Sitting? Standing?

2. Blouse

- a. Are there any comments you would like to make about acceptable and non-acceptable blouses at your school? Style? Fabric?

3. Sweaters

- a. Is there any type of sweater that is non-acceptable?
- b. What type of sweater would this be?

4. Dresses

- a. Are dresses worn in your school during the winter season?
- b. If so, what style of dress is most often worn?
- c. Is this acceptable or non-acceptable?
- d. Are there any styles which would definitely be non-acceptable?

5. Culottes and perks

- a. Are culottes or perks worn in your school?
- b. If either of these is worn what would make it non-acceptable?

D. Care, Neatness, and Choice of Clothes

1. How does good taste enter into the acceptability of dress?
2. Is there anything pertaining to lack of neatness or lack of care of clothes that would make a person's appearance non-acceptable?

- E. Do you have any additional comments concerning anything else about a girl's general appearance that would be considered acceptable or non-acceptable?

BOYS

A. Personal Grooming

1. Hair

- a. What type of hair cut or hair style is worn most often in your high school?
- b. Are there any types of hair cuts or hair styles that are considered non-acceptable?
- c. Is there anything connected with the use or non-use of hair conditioners or oils that would be considered non-acceptable?
- d. Are there any fads in your high school in regard to hair coloring for boys? If so, are these considered acceptable?

- e. Are there any other factors concerning styling and hair care that would help differentiate between an acceptable or non-acceptable appearance?

B. Main Garments

1. Trousers

- a. What type of trousers are most often worn in your high school?
- b. Are there any type of trousers that you would consider non-acceptable for school wear?
- c. Is there anything about the fit of trousers that would make them non-acceptable?
- d. Is there anything about the fit and style of the trousers from the hips to the waistline that would make them non-acceptable?
- e. Are trousers usually worn with a belt?
- f. Is there any relationship between wearing and not wearing a belt and acceptable and non-acceptable trousers? If so, what?

2. Shirts or Sweaters

- a. What type or style of shirt is most often worn in your high school?
- b. Are there any types or styles of shirts worn to school that are non-acceptable?
- c. Is there anything about the way a shirt is worn that would make it non-acceptable?
- d. What type or style of sweater is most often worn in your high school?
- e. Are there any types or styles of sweaters that are worn to school that are non-acceptable?
- f. Is there anything about the way a sweater is worn or with what it is worn that would make it non-acceptable?

C. Accessories

1. Shoes

- a. What style of shoe is most often worn in your high school?
- b. Are there any styles considered non-acceptable?
- c. Are there any fads connected with shoes in your high school? Are these considered acceptable or non-acceptable?

D. Neatness, Care, and Choice of Clothes

- 1. Is there anything pertaining to lack of neatness or lack of care of clothes that would make a boy's appearance non-acceptable?
- 2. How does good taste enter into the acceptability of dress?

E. Do you have any additional comments concerning anything else about a boy's general appearance that would be considered acceptable or non-acceptable?

INTERVIEW FORM
FOR ACCEPTABLE AND NON-ACCEPTABLE DRESS

Acceptable Dress	S	F*
That which conforms with what is being worn by the majority of students	4	1
That which is appropriate for occasion		2
That which is neat, clean, well-pressed, in good repair	2	2
That which is in good taste in design and color	1	1
Non-acceptable Dress	S	F
That which is considered an extreme in design or color	2	2
That which is considered an extreme in make-up or hair coloring		2
That which reveals the body contour	3	1
That which is unlike what is being worn by majority of students	2	1

GIRLS

Hair	Non-acceptable			
	<u>S</u>	<u>F</u>		<u>S</u> <u>F</u>
Very bouffant styles	4	1	Not clean	4 3
Hair piled high on head	5	4	Not well set	3 2
			Not well combed	4 2
Extreme change in color	6	3	Excess of spray net	1
Frosted or streaked	1	2		

*S -- Student
F -- Faculty

Jewelry	Non-acceptable			
	<u>S</u>	<u>F</u>		<u>S</u> <u>F</u> *
Elaborate jewelry worn	3	3	Bracelet	4
Worn to excess	3	3	Necklace	3
Earrings	6	4		

Make-up	Acceptable		Excess Non-acceptable		Color	
	<u>S</u>	<u>F</u>	<u>S</u>	<u>F</u>	<u>S</u>	<u>F</u>
Lipstick	6	4	3	1		
Rouge			4	4		
Foundation	4	4	4	1	2	
Eye-liner			6	4		
Mascara	3	1	4	3		
Eye-brow pencil	3	2	3	3		
Eye shadow			6	4		
Nail polish	6	4			6	4

Skirt		Acceptable			
	<u>S</u>	<u>F</u>		<u>S</u>	<u>F</u>
Straight	6	4	Gathered		
Pleated	3	4	Circular		
A-line	3	1	Wrap Around		1
Full		1			

*S -- Student
F -- Faculty

Skirt length	Acceptable			
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<u>S</u>	<u>F</u> *
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Above knee

Below knee

Mid-knee	6	4
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Skirt fit	Non-acceptable			
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<u>S</u>	<u>F</u>	<u>S</u>	<u>F</u>
----------	----------	----------	----------

Cups in at back	5	4	Wrinkles	1	1
-----------------	---	---	----------	---	---

Loose fit at waistline	1	1	Tight fit at waistline	1	1
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Creeps up when sitting	3	2	Loose or sloppy	3	1
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Blouse	Non-acceptable			
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<u>S</u>	<u>F</u>	<u>S</u>	<u>F</u>
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Neckline too low	4	1	Buttons left unbuttoned		1
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Style too dressy			Fabric too dressy	1	
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Not important factor	2	3			
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Sweater

<u>S</u>	<u>F</u>
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Too tight	2	3
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V-neck without blouse	4
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Loose knit without blouse	2
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Not important factor	2
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*S -- Student
F -- Faculty

Dress	Acceptable		Non-acceptable	
	<u>S</u>	<u>F</u>	<u>S</u>	<u>F</u> *
Shirtwaist	3			
Shift	4			
Sheath	3		1	
Elaborate			4	2
Not important factor		3		

	Culotte		Perks	
	<u>S</u>	<u>F</u>	<u>S</u>	<u>F</u>
Non-acceptable for school wear		1	3	4
Too short	4	4	3	4
Tight through hips	2	4	3	4

Care, neatness and choice of clothes				Non-acceptable	
	<u>S</u>	<u>F</u>		<u>S</u>	<u>F</u>
Stripes and plaids	3		Color	4	1
Not clean	5	2	Poorly pressed	5	2

BOYS

Hair	Acceptable		Non-acceptable			Acceptable		Non-acceptable	
	<u>S</u>	<u>F</u>	<u>S</u>	<u>F</u>		<u>S</u>	<u>F</u>	<u>S</u>	<u>F</u>
Duck tail			4	4	Shag	1	1		
Side burns				2	Princeton	1			
Crew cut	1	4			Flat top	4	2		
Beatle	1			4	Traditional	4	4		

*S -- Student
F -- Faculty

Hair	Non-acceptable			
	<u>S</u>	<u>F</u>		<u>S</u> <u>F</u> *
Not clean	1		Not well combed	1 1
Artificial color	6	3	Too long	6 2
Excess hair conditioner	2	3		

Trousers	Acceptable			
	<u>S</u>	<u>F</u>		<u>S</u> <u>F</u>
Blue jeans	5	1	Dress slacks	
Wash pants	6	4	Corduroy pants	1 1

Trousers	Non-acceptable			
	<u>S</u>	<u>F</u>		<u>S</u> <u>F</u>
Form revealing	4	4	Worn at hip	6 4
Loose and sloppy	2		Worn without belt	5 4
Worn at waist	1		Worn above waist	2

Shirt	Acceptable		Non-acceptable	
	<u>S</u>	<u>F</u>	<u>S</u>	<u>F</u>
T-shirt			5	1
Sweatshirt	1		2	3
Knit shirt	1	1		
Dress shirt			1	
Sport shirt	6	4		

*S -- Student
F -- Faculty

Shirt		Non-acceptable			
	<u>S</u>	<u>F</u>		<u>S</u>	<u>F</u> *
Shirt tails out	5	3	Shirt open to mid-chest	4	2

Sweater		Acceptable			
	<u>S</u>	<u>F</u>		<u>S</u>	<u>F</u>
Cardigan	3	3	Sweater vest	1	
Crew neck	1	1	V-neck	1	1
Letter sweater	2	2			

Shoes		Acceptable		Non-acceptable	
		<u>S</u>	<u>F</u>	<u>S</u>	<u>F</u>
Tennis shoes		5	3	1	
Garrison boots					1
Cowboy boots					1
Saddle oxfords					
Loafer		3	2		
Low boots					
Italian style				1	
Tie shoe		3			

Care and neatness of clothes and clothing combinations		Non-acceptable			
	<u>S</u>	<u>F</u>		<u>S</u>	<u>F</u>
Not clean	4	2	Needs pressing	5	1
Flashy colors	4	1	Clashing colors	2	
Stripes and plaids	2				

*S -- Student
F -- Faculty

APPENDIX E

CHECK LISTS FOR
ACCEPTABLE AND NON-ACCEPTABLE DRESS

CHECK SHEET
GIRLSDATE _____
SHEET # _____
STUDENT _____

SKIRT: ST, PL, A, FULL, GA, CIR, WA, C, P, K

Fit: AK, MK, BK

Shows Contour of Body Loose or Baggy

Other _____

JEWELRY: Earrings Bracelet Necklace

Excess Dressy

Other _____

HAIR: Bouffant Up on head Too long

Artificial Color Spray net obvious

Not clean Not well set Not well combed

Other _____

MAKE-UP

Excess: LS, R, F, EL, M, EBP, ES, NP

Poor application: LS, R, F, EL, M, EBP, ES, NP

Other _____

GENERAL APPEARANCE

Unkept

Affectation of dress

Unsuitable for occasion

CARE, NEATNESS, AND CLOTHING COMBINATIONS

Color combinations: F, C Design combination

Not up to date

Not clean Not well pressed Poor upkeep

CHECK SHEET
BOYSDATE _____
SHEET # _____
STUDENT _____

TROUSERS: BJ, FBJ, TF, WP, DS, C

Fit: Form revealing Loose or baggy

Worn at hip Worn without belt

Other

SHIRT: TS, SS, KS, DS, SpS, S

Shirt tails out Shirt open to mid-chest

Sweat shirt: Worn inside out Sleeves cut off

Other

HAIR: DT, SB, CC, B, P, S, FT, T

Long Artificial color

Not clean Not well combed

Other

SHOES: T, GB, CB, SO, L, LB, IS

GENERAL APPEARANCE

Unkept (Grubby)

Suave

Effeminate

CARE, NEATNESS, AND CLOTHING COMBINATIONS

Color combinations: F, C Design combination

Not clean Needs pressing

APPENDIX F
ACADEMIC ACHIEVEMENT

TABLE XX

COEFFICIENTS OF CORRELATION BETWEEN VERBAL REASONING AND
 NUMERICAL ABILITY SECTION OF DAT SCORE AND CUMULATIVE
 GRADE POINT AVERAGE AND LEVEL AT WHICH THEY ARE
 SIGNIFICANT AS RELATED TO TYPE
 OF CLOTHING BEHAVIOR

Clothing behavior	Number of students	r	Level of significance	
Girls with accep- table dress	50	0.710	P	0.01
Girls with a ten- dency toward non- acceptable dress	20	0.658	P	0.01
Boys with non- acceptable dress	16	0.627	P	0.01
Boys with accep- table dress	78	0.618	P	0.01
Girls with non- acceptable dress	19	0.506	P	0.05
Boys with a ten- dency toward non- acceptable dress	10	0.612	Near significance at 0.05	

TABLE XXI

COEFFICIENTS OF CORRELATION BETWEEN CALIFORNIA TEST OF
 MENTAL MATURITY SCORE AND CUMULATIVE GRADE POINT
 AVERAGE IN ORDER OF SIGNIFICANCE AND
 TYPE OF CLOTHING BEHAVIOR

Clothing behavior	Number of students	r	Level of significance	
Girls with accep- table dress	64	0.659	P	0.01
Girls with a ten- dency toward non- acceptable dress	25	0.574	P	0.01
Boys with accep- table dress	100	0.472	P	0.01
Girls with non- acceptable dress	31	0.533	P	0.05
Boys with non- acceptable dress	23	0.464	P	0.05
Boys with a ten- dency toward non- acceptable dress	16	0.372	Not significant	

TABLE XXII
QUALITY CLASSIFICATIONS FOR INTELLIGENCE QUOTIENTS*

IQ	Descriptive classification	Portion of typical population included
130 +	Very superior	5%
115 - 129	Superior	13%
100 - 114	High average	32%
85 - 99	Low average	32%
70 - 84	Inferior	13%
69 -	Very inferior	5%

*Manual - California Short-form Test of Mental Maturity Advanced . Grades 10-adult . 1957 S-form, published by Calif. Test Bureau, p. 13.

TABLE XXIII

CORRELATION COEFFICIENTS OF DAT AND CALIFORNIA TEST OF
 MENTAL MATURITY AND CUMULATIVE GRADE POINT AVERAGE
 IN ORDER OF SIGNIFICANCE AND TYPE
 OF CLOTHING BEHAVIOR

Clothing behavior	Number of students	r	Level of significance	
Boys with non- acceptable dress	15	0.778	P	0.01
Girls with accep- table dress	47	0.709	P	0.01
Boys with accep- table dress	71	0.693	P	0.01
Boys with a ten- dency toward non- acceptable dress	10	0.647	P	0.05
Girls with a ten- dency toward non- acceptable dress	20	0.463	P	0.05
Girls with non- acceptable dress	17	0.387	Non-significant	

APPENDIX G
SUMMARY OF SIGNIFICANT
CHI-SQUARE VALUES

TABLE XXIV

SUMMARY OF SIGNIFICANT CHI-SQUARE VALUES FOUND IN RELATING THE TYPE OF CLOTHING BEHAVIOR OF BOYS WITH THE FOLLOWING VARIABLES

Rank	Significant variable	Chi-square	D.f.	Level of significance	P	Interpretation
1	Occupation of head of family	12.519	4	0.01	P	There is a relationship between acceptable and non-acceptable clothing behavior of boys and the occupation of the head of the family.
2	Participation in extra-curricular activities	11.699	4	0.01	P	There is a relationship between acceptable and non-acceptable clothing behavior of boys and participation in extra-curricular activities.
3	Number of children in family	9.198	4	0.10	P	There is a relationship between acceptable and non-acceptable clothing behavior of boys and the number of siblings in the family.
4	Family mobility	7.427	4	0.10	P	There is a relationship between acceptable and non-acceptable clothing behavior of boys and family mobility.
5	Mothers working outside the home	4.68	2	0.10	P	There is a relationship between acceptable and non-acceptable clothing behavior of boys and whether their mothers are employed outside the home.

TABLE XXV
SUMMARY OF SIGNIFICANT CHI-SQUARE VALUES FOUND IN RELATING THE TYPE OF
CLOTHING BEHAVIOR OF GIRLS WITH THE FOLLOWING VARIABLES

Rank	Significant variable	Chi-square	d.f.	P	Level of significance	Interpretation
1	Family mobility	21.476	4	P	0.001	There is a relationship between acceptable and non-acceptable clothing behavior of girls and family mobility.
2	Educational and professional goals	11.753	6	P	0.01	There is a relationship between acceptable and non-acceptable clothing behavior of girls and their expressed educational and professional goals.
3	Occupation of head of family	9.067	4	P	0.10	There is a relationship between acceptable and non-acceptable clothing behavior of girls and the occupation of the head of the family.

APPENDIX H
SUMMARY OF NON-SIGNIFICANT
CHI-SQUARE VALUES

TABLE XXVI

SUMMARY OF CHI-SQUARE VALUES NOT SIGNIFICANT AT THE 0.10 LEVEL WHEN COMPARING
TYPE OF CLOTHING BEHAVIOR WITH THE FOLLOWING VARIABLES

Variable	Chi-square	d.f.	Interpretation	Student by sex
Educational and professional goal	6.349	6	There is no relationship between acceptable, non-acceptable and tendency toward non-acceptable clothing behavior and expressed educational and professional goals of boys at the 0.10 level of significance.	boy
Offices held	3.811	4	There is no relationship between acceptable, non-acceptable and tendency toward non-acceptable clothing behavior of boys and offices held at the 0.10 level of significance.	boy
Working mothers	2.38	2	There is no relationship between acceptable, non-acceptable and tendency toward non-acceptable clothing behavior of girls and whether their mothers are employed outside the home at the 0.10 level of significance.	girl
Participation in extra-curricular activities	4.390	4	There is no relationship between acceptable, non-acceptable and tendency toward non-acceptable clothing behavior of girls and participation in extra-curricular activities at the 0.10 level of significance.	girl

TABLE XXVI (Cont'd.)

Variable	Chi-square	d.f.	Interpretation	Student by sex
Offices held	3.001	4	There is no relationship between acceptable, non-acceptable and tendency toward non-acceptable clothing behavior of girls and the number of offices they hold at the 0.10 level of significance.	girl
Number of siblings	2.974	4	At the 0.10 level of significance there is no relationship between acceptable, non-acceptable and tendency toward non-acceptable clothing behavior of girls and number of siblings.	girl

ACCEPTABLE AND NON-ACCEPTABLE CLOTHING
BEHAVIOR AND STUDENTS ROLE IN
A HIGH SCHOOL COMMUNITY

by

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B.S., Marymount College, 1961

AN ABSTRACT OF A MASTER'S THESIS

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Acceptable and non-acceptable dress of high school students was investigated in relation to their academic achievement, participation in extra-curricular activities and expressed educational or occupational goals.

Six students and four faculty members were interviewed to determine what was considered acceptable and non-acceptable dress at Junction City High School. Fashion counts were taken to see if deviations in dress were in evidence. Students with non-acceptable clothing behavior were chosen by means of three observations in each of the thirteen junior English classes. Close cooperation with the high school counseling office enabled the investigator to obtain Differential Aptitude Test and California Test of Mental Maturity scores, cumulative grade point average, biographical and census information on each of the 294 students studied. Information found in this study was analyzed by means of chi-square tests, correlations, and multiple regression correlations.

Acceptable dress was found to be that which conforms to what is being worn by the majority of students. Thirty-three of the 130 girls were found to have non-acceptable clothing behavior, 22 were found to have a tendency toward non-acceptable clothing behavior and 75 were found to have acceptable clothing behavior. Twenty-five of the 164 boys were found to have non-acceptable clothing behavior, 15 were found to have a tendency toward non-acceptable clothing

behavior and 124 were found to have acceptable clothing behavior.

Statistical evidence showed that there was a relationship between academic achievement and clothing behavior of high school students. When the Verbal Reasoning plus Numerical Ability section of the Differential Aptitudes Test and the California Short-Form Test of Mental Maturity scores were considered in relation to the cumulative grade point average, it seemed apparent that the students with non-acceptable clothing behavior were not working to their ability. This was particularly true in the case of the boys. The boys with non-acceptable clothing behavior had higher scores on the Differential Aptitudes Test and the California Test of Mental Maturity, but lower grade point averages than did the boys with acceptable clothing behavior.

The clothing behavior of boys was influenced more by their families than was the clothing behavior of the girls; however, the clothing behavior of girls was influenced more by their peers than was the clothing behavior of the boys. The occupation of the head of the family, employment status of the mother, number of siblings in the family, and family mobility were all significantly related to the type of clothing behavior of boys, but only family mobility and occupation of the head of the family were significantly related to the type of clothing behavior of girls. Girls and boys

from families whose fathers' occupation was of a high status tended to have acceptable clothing behavior.

Non-acceptable clothing behavior affected the relationship of the adolescent with his peer group. Students with acceptable clothing behavior participated in more extra-curricular activities and held more offices than did students with non-acceptable clothing behavior.

Further study is needed to determine possible reasons for a large per cent of boys with high aptitude test scores to display non-acceptable clothing behavior and to investigate the reasons why the employment of mothers outside the home appeared to have an adverse effect on the clothing behavior of boys but not on the clothing behavior of girls.

