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PERSONALITY TRAITS OF A SELECTED GROUP
OF JAPANESE AND AMERICAN MEN AND WOMEN

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The study was undertaken for the purpose of investigating the relationship between clothing behavior and sex, Japanese and American cultures, feminine or masculine personality types, and sex-role concepts. The aspects of clothing behavior included in the study are interest, tolerance, acceptance, and innovation of uni-sex clothing items, and the femininity-masculinity ratings of uni-sex clothing items.

The instrument developed for the study consisted of four parts:
1) background information, Fe (femininity) scale of personality, and a measure of sex-role concept which determined the subjects' degree of restrictiveness on occupations which women should never have,
2) a measure of tolerance, acceptance, and innovation (T-A-I) of uni-sex clothing items, (3) interest in uni-sex clothing items, and

4) an F-M rating scale for each of the 15 uni-sex items.

The participants were from the total Japanese student population and a random selection of American students registered for the 1970 summer term at Oregon State University and the University of Oregon. Also included were members of the Japanese-American Study Program at Oregon State. The total sample included 78 subjects, 46 of them male and 32 female. Japanese and Americans numbered 32 and 46, respectively.

Statistical analyses of the data included a two-tailed t-test as a measure of difference between the means of two variables and simple correlations (r) between variables.

The study found that the men and women did differ in their clothing behavior--in interest in, and tolerance, acceptance, and innovation of uni-sex clothing items, and in the F-M ratings of the items which they accepted. Women showed greater interest and T-A-I, and rated the items more feminine than did the men. A comparison between Japanese and Americans found no significant differences in any of the aspects of clothing behavior studied. Femininity-masculinity of personality showed a relationship with the individuals' F-M ratings of the uni-sex items which they accepted, with the more feminine personality rating the accepted items more feminine. Those differing in sex-role concept were found to differ in interest in, and T-A-I of uni-sex clothing items. Greater interest

and T-A-I were indicated by those with the less restrictive sex-role concepts. The F-M ratings of items accepted did not differ among those with differing sex-role concepts.

Clothing Behavior Related to Certain Personality
Traits of a Selected Group of Japanese and
American Men and Women

by

Diane Maeda Sugimura

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DEFINITION OF TERMS

1. Fashion: The prevailing or accepted style or group of styles in dress or personal decoration established or adopted during a particular time or season (16, p. 825).
2. Feminine personality type: One scoring high on the Fe scale of the California Psychological Inventory (CIP).
3. Masculine personality type: One scoring low on the Fe scale of the California Psychological Inventory (CPI).
4. Sex-role concept: Beliefs as to what male and female roles in society should be. For this study, the instrument used is a measure of degree of restrictiveness as to occupations which women should not have.
5. T-A-I: The abbreviation for the measure of tolerance, acceptance, and innovation of uni-sex clothing items.
6. Uni-sex clothing items: Clothing which may be worn by males as well as by females--trans-sexual clothing items.
 - a. Acceptance: approving of a uni-sex clothing item to be worn by others as well as by oneself.
 - b. Innovation: the desire to be one of the first to wear a uni-sex clothing item. An innovator is a fashion leader, experimenting with new ideas.
 - c. Interest: a concern with or an awareness of uni-sex clothing items as evidenced by a desire to look at, discuss, and read

about such items.

- d. Tolerance: willing to accept a particular uni-sex clothing item when being worn by another, but not necessarily accepting it for oneself.
7. F-M ratings: Femininity-masculinity ratings of the uni-sex clothing items.
8. Group F-M ratings: Ratings obtained by finding the mean of the F-M ratings given by the entire group of subjects, for the uni-sex clothing items accepted by each individual.
9. Individual F-M ratings: Ratings obtained by finding the mean of the F-M ratings given by the individual, for the items which he accepted.
10. American: One born and raised in, and a citizen of, the United States.
11. Japanese: One raised in, and a citizen of, Japan.
12. Significant difference: The level of significance for the results of the t-test which has a probability of .05 or less.

CLOTHING BEHAVIOR RELATED TO CERTAIN PERSONALITY
TRAITS OF A SELECTED GROUP OF JAPANESE
AND AMERICAN MEN AND WOMEN

INTRODUCTION

In this complex and rapidly changing society there is need for a better understanding of humans in general, and of individuals in particular. One way to achieve this is to study clothing behavior and attitudes.

Perhaps in no phase of life is the general trend of thought and feeling so clearly shown as in dress. Glancing over costume plates of a certain period, one would be able to tell with a high degree of accuracy what have been the characteristic ideas and events of the time. The general political and moral condition of a nation, the position of relative importance of the two sexes, the understanding and treatment of children . . . are all readily reflected in the costumes of the people (22, p. 213).

Since World War II there has been an increased awareness of the need for better understanding of clothing and its influence on human behavior.

Clothing choice has been found to be a matter of intimate individual concern, relating to one's personality, attitudes, values, knowledge, and practices, the ". . . psychological organization of the individual" (46, p. 2). Clothing is therefore, ". . . an appropriate subject for serious, systematic psychological study . . ." (20, p. 295).

In addition to being an individual concern, clothing behavior is

also a major social issue--a visible human behavior relating to interactions and interrelations with people. Clothes may assist in defining a situation, perceiving a person or group, or in assigning or explaining roles.

Clothing would probably not be needed, other than for a protective function, if there were no reaction of humans in social situations. There would be no concern with fashion, no change of fashion. Clothes would be strictly utilitarian. However, since this reaction does exist, "knowledge of the social-psychological aspects of clothing is, therefore, basic to the study of clothing" (52, p. 2).

In the past, studies of clothing behavior and its relation to personality generally have been concerned with men or with women, but few have been conducted comparing similarities and differences between the sexes. A comparison of feminine and masculine personalities may give some insight into clothing attitudes and interests.

In our culture, research has found traditional sex differences in interests, attitudes, sexual behavior, emotional stability, and aggressiveness and dominance (2, p. 478-486). Today, however, such differences are less distinct, and in some cases are nonexistent. Marshall McLuhan states that, "It is most doubtful, in the new age, that the rigidly 'male' qualities will be of much use. In fact, there may well be little need for standardized males or females" (36, p. 57).

Most of the conditions which had warranted a distinct masculine

character have disappeared. Pearl S. Buck, as quoted by Beverly Cassara (6, p. 6) maintains that:

A real man, moreover, does not feel it threatens his masculinity to change a baby's diapers or to wash the dishes of an evening. It is only the man on the fringe of masculinity who fears that 'woman's work' threatens his sex.

The social position of women has undergone changes since the beginning of this century. During World War II women were needed in jobs which demanded intelligence, skill, and responsibility. After the war women were admitted to an increasing variety of jobs previously considered "masculine." These were generally women without family ties. Now an increasing number of women are experiencing what has been termed the "feminine fulfillment"--marriage, motherhood, and homemaking, plus education and its use outside the home (60, p. 47).

The adolescent today tries to develop sex-roles of his own, from his understanding of the roles of his peers and of the adults around him. This often results in confusion since what is considered "masculine" or "feminine" by our society is not always clear. From an early age, young boys often feel the pressure to conform to traditional sex-roles more than young girls do. Girls wear pants, but boys may not wear skirts and dresses; girls play with guns and trains, but boys may not find acceptance in playing with dolls; girls may be tomboys but little boys who are "sissies" are frowned upon.

Mirra Komarovsky believes that our society is currently in need of a less rigid definition of masculine and feminine roles and a wider range of accepted patterns of life (29, p. 300). Nevitt Sanford, director of the Institute for the Study of Human Problems, Stanford University, as quoted by Vance Packard (44, p. 105) maintains that, "We are clearly approaching a time when there will be no kinds of valuable work that cannot be performed as well by one sex as by the other."

Many authorities believe that sexual factors are important in the origin and development of dress; therefore, it is logical that differences between the sexes should be noted in their clothing behavior (12, p. 103). However, at present, as well as during certain periods of the past, these differences are not necessarily evident in the prevailing fashion. Throughout history the male has often been concerned about his clothing and its accessories. He has been more vivid and at least as vain about his dress as women.

Fashion dominance later was turned over to the women. About 40 years ago Hurlock stated that the men no longer dressed to attract much attention. Instead their clothes became a symbol of adherence to the social code of their class. Masculine conformity soon surpassed feminine conformity, though the men were quick to laugh at ". . . woman's slavery to fashion" (22, p. 163).

A number of historians have suggested that fashions in grooming in any particular period say a good deal about the mood of the people involved. If that is correct, historians will ponder for centuries the abrupt, dramatic changes in grooming that came over younger males and females in the 1960s (44, p. 80).

Men are now wearing clothes and accessories which previously had been strictly for women. Likewise, women are wearing clothing, which in the Western tradition, had originally been designated "male." Somewhat greater acceptance of more ambiguity in costumes for the sexes now exists.

On the basis of all the available historical evidence there seems little doubt that the convergence of clothing styles in this generation is a demonstration of a convergence of sex roles on a level that is more than skin deep (59, p. 49).

Women are employed in occupations and professions once restricted to men. Men are taking on more household responsibilities once assigned to their wives. At home during leisure hours, their clothing is becoming more similar. Men's clothes especially, are now more comfortable and more colorful.

Social scientist Charles Winick feels that neutralism of clothes may have a profound effect on the concept of men and women since clothes are so closely related to sex and their roles (59, p. 46). The young child learns there are two sexes, and that he belongs to one.

By having garments 'like Dady's' [sic] or 'like Mommy's' the child learns that he is going to become a man or woman. Clothes help him to learn to play the appropriate sex role. By wearing clothing like his father's, for example, the child tends to try to act like his father and so

learns what behavior is and is not appropriate for a man (52, p. 211).

The child learns his appropriate sex-role in the same manner as he learns his proper clothing behavior.

Changing sex-roles and clothing behavior are not limited to the Western hemisphere. Japan is a nation in which sex-role concepts and manner of dress were originally far different from ours, but both are becoming more Westernized. "As in all Eastern nations, women have, until recently, been kept very much in the background in Japan. . . ." (28, p. 44). When Japan's Industrial Revolution began, women quickly entered the labor force. As sex-role concepts changed, women became emancipated. They gained equal rights according to the New Constitution, and were also demanding similar rights at home. The rigid family system began to lose strength.

Japan's industrial system has gained world recognition as a rapidly growing force. Since the war the Japanese have built themselves into a powerful nation. Their lives have changed, including their personalities, sex-role concepts, and clothing behavior.

Summary

Mass communication, jet travel, and international business, as well as world problems and wars have brought the people of the world in closer contact with one another. As a result there is concern and a need for better understanding among nations--understanding the

behavior of people of other cultures as they interact in their society, and in ours. Since clothing is such an intimate factor of daily life, an understanding of clothing behavior may assist in helping to understand human behavior (18, p. 2).

Purpose

Briefly, the purpose of the study is to investigate the relationships between clothing behavior and:

1. Sex
2. Personality type--feminine or masculine
3. Sex-role concept
4. Native culture--Japanese or American.

Clothing behavior includes interest, tolerance, acceptance, and innovation of uni-sex clothing items, and the femininity-masculinity ratings of uni-sex clothing items.

Hypotheses

- I. Certain aspects of clothing behavior will differ:
 - A. Between men and women
 - B. Between Japanese and Americans
 - C. Between feminine and masculine personality types
 - D. Among those differing in sex-role concept.

These aspects are:

1. Interest in uni-sex clothing items
 2. Tolerance, acceptance, and innovation (T-A-I) of uni-sex clothing items.
- II. F-M (femininity-masculinity) ratings of accepted uni-sex clothing items will differ:
- A. Between men and women
 - B. Between Japanese and Americans
 - C. Between feminine and masculine personality types
 - D. Among those differing in sex-role concept.

The F-M (femininity-masculinity) ratings of accepted uni-sex clothing items are of two types:

1. Group ratings
2. Individual ratings.

Assumptions

In developing the instrument for the study, it was assumed that the following may be determined by an objective method:

1. Certain aspects of clothing behavior, including interest in, and tolerance, acceptance, and innovation of, uni-sex clothing items
2. Personality types, ranging from high feminine to high masculine
3. Sex-role concept.

REVIEW OF LITERATURE

The review of literature has been limited to that which is most pertinent to the understanding of this study. It has been divided into the following areas of study: 1) socio-psychological aspects of clothing, 2) masculine and feminine personalities, 3) sex-role concepts, 4) the relationship between clothing and sex-role, and 5) the people of Japan.

Socio-Psychological Aspects of Clothing

Importance of Clothing As It Relates to Personality

Ryan maintains that personality is ". . . a description of an individual's typical behavior or the roles which he most frequently assumes" (52, p. 86). Clothing contributes to making real these roles. More than functioning as a means of warmth and protection, clothing is important as a social symbol which helps to identify the individual (10, p. 1). ". . . Clothing has been, is, and presumably always will be both a prominent personal problem and a major social issue" (20, p. 298).

Interest in Fashion in Clothing

In 1929 Hurlock stated, "Interest in fashion is not of recent origin. Ever since prehistoric man began to adorn his naked body

with colored clays, clothing has been one of the absorbing and all-important problems of life" (22, p. 3). With today's mass production and mass media, fashionable clothing and knowledge about it are available to people of almost all incomes and backgrounds. Yet, interest shown in clothing varies greatly (54, p. 1).

Rosencranz found that, in general, women under 25 years of age show more interest in clothing than those over 30 years; those with the lowest income show the least interest; and those from urban areas had a higher interest score than those from rural localities (49). Katz and Lazarsfeld reported that interest in fashion declines with age, and that a strong relationship between fashion interest and fashion leadership does exist (27, p. 250).

Tolerance, Acceptance, and Innovation of Fashion in Clothing

Among individuals, fashion in clothing may be completely rejected, merely tolerated, or variously accepted. Any society may directly or indirectly control one's choice of clothing--it ". . . limits the range of deviation from the norm which is acceptable" (52, p. 63). Most people have the desire to be accepted by, and have the approval of a group, but there is also the desire for social distinction and self-expression in dress as well as in other areas (10, p. 2; 12, p. 15; 22, p. 26; 41, p. 22). However, if one's clothing deviates too greatly, he faces the possibility of being ridiculed by his group (52, p. 63).

The acceptance or rejection of a fashion is probably dependent on the acceptance or rejection of it by the leaders of a particular group (52, p. 76). Such leaders are often in the minority. Hurlock reported that almost all men and 85% of the women want a style to be established before they will accept it (22). The Janney study reported in 1941 that the great majority of girls do not want to originate the fads, but will follow after several weeks, when more have accepted and become accustomed to the new ideas (24). More recently, Pasnak's study found that fashion innovators enjoy dressing for themselves, are positive in their feelings about using clothing for the excitement of experimenting, are very decided in their attitudes, and spend considerable time in using clothing to achieve goals (45).

Masculine and Feminine Personalities

Personality Differences Between the Sexes

Much has been written about ways in which men and women differ within a particular culture at a particular time, but little is known about the origin of these differences--whether constitutionally or socially determined (47). It has been found that most cultures, consciously or unconsciously, provide different psychological environments for the two sexes (2, p. 461), but in our contemporary culture one sees a blurring rather than sharpening of some of these

psychological differences. Each sex is often encouraged to acquire, to a certain degree, some characteristics of the other (9, p. 319).

Measures of Masculinity-femininity

Various measures of masculinity-femininity have evolved over the years. One of the earliest and most extensive studies of our culture was reported by Terman and Miles in 1936 (55). By comparing masculine and feminine abilities, personality traits, attitudes, and interest, a scale for measurement was established, the Attitude-Interest Analysis Test.

In the area of vocational interest, similar results were found in both the Strong Vocational Interest Blank (VIB) and the Kuder Preference Record, concerning differences between the mean scores of the two sexes. Other measures of masculinity-femininity are the Mf scale of the Minnesota Multiphasic Personality Inventory (MMPI), the M scale of the Guilford-Martin Inventory of Factors (GAMIN), and the Fe scale of the California Psychological Inventory (CPI).

The test items of such measures have been selected to emphasize deliberately the sex differences; therefore, it is necessary to remember that there are also many similarities (2, p. 489; 46, p. 14). These measures do not attempt to find an absolute separation of men and women since this would be valueless--it is evident that some males have greater tendencies toward femininity than some females,

and vice versa (9, p. 311). The masculine-feminine scores indicate the degree to which an individual's responses are in agreement with those most characteristic of males and females in our contemporary culture (46, p. 14). Masculine-feminine differences tend to be minimized with a relatively high level of education and culture (1, p. 432; 21, p. 41-42).

Sex-role Concepts

Role Theory

A role is ". . . a socially prescribed way of behaving in particular situations for any person occupying a given social position or status" (7, p. 180). Role theory helps to explain human conduct and one's relations with other humans (57, p. 109). Along with the acquisition of a role come the privileges and obligations attached to that role. Role expectations, or limits of tolerated behavior, lead to a certain amount of conformity (53, p. 502). One's role behavior is influenced by his:

1. Knowledge of the role, acquired through experience
2. Motivation to perform the role
3. Attitudes toward himself and others in interpersonal behaviors (30, p. 489).

The Assignment of Sex-roles

John Stuart Mill (1806-73) believed:

That the principle which regulates the existing social relations between the two sexes--the legal subordination of one sex to the other--is wrong in itself, and now one of the chief hindrances to human improvement; and that it ought to be replaced by a principle of perfect equality, admitting no power or privilege on the one side, nor disability on the other (38, p. 207).

Anastasi wrote, ". . . women have no 'natural affinity' for certain tasks, nor men a 'natural repugnance' toward their performance. . . ." (2, p. 468).

All societies tend to specify certain attitudes and activities for men, and certain ones for women. Most of these distinctions are rationalized as originating because of physiological differences. However, studies of different cultures indicate that acceptable sex-roles in one culture may be completely the opposite in another. Even psychological characteristics designated for men and women vary so much from society to society that they can have very little physiological bases. Occupational ascriptions reveal great discrepancies among societies (33, p. 116).

Margaret Mead's study of three New Guinea tribes found that the Arapesh men and women were playing typically feminine roles according to our culture; the Mundugumor men and women were playing roles generally accepted as masculine in our culture; and the

Tchambuli were enacting roles opposite those of the two sexes in our culture. In each of these three cultures the children were trained from infancy to conform to their cultures' idea of appropriate roles (37, p. 139, 210, 265). Thus, it is evident that cultural mores impose considerable restrictions.

Another source of sexual identity is the attitudes of those close to a child in his formative years--his parents, teachers, etc. Once the child is aware of his sex, he will usually identify with the parent of that sex, thus "his attitudes toward his future role in society will be significantly affected by his impression of that parent. . . ." (27, p. 27).

Today, differences still exist but with less distinct separation between masculine and feminine types. A more or less "masculine" or "feminine" orientation exists, with some patterns of life being more characteristic of one sex than of the other (46, p. 14).

Changes in the Masculine-Feminine Roles

In the past there have almost always been rules, standards, and sharply defined roles for each sex within which their maneuverings took place. Today the rules, standards, and assigned roles are in disarray (44, p. 13).

Previously sex-determined professions are rapidly losing their sexual identity. Fathers are now participating more and more in the upbringing of their children, and in other household activities.

. . . As women move out into the world, we may be sure that men will insist on no longer being held suspect for

occupying their fair share of roles once designated as feminine (56, p. 65).

Alice S. Rossi, sociologist, maintains that:

. . . sex equality stresses the enlargement of the common ground on which men and women base their lives together by changing the social definitions of approved characteristics and behavior for both sexes (50, p. 608).

In the past, an interest and proficiency in a so-called "masculine" field by a woman was considered an indication of some personality deviation (29, p. 84). Today the woman has broadened her range of interests and abilities--she may choose marriage and a family, or a career, or a combination of the two. Women now comprise about one-third of the labor force, with the majority of the working women being married (17, p. 108).

The Relationship Between Clothing and Sex-role

Many, if not most, societies emphasize sex roles by defining appropriate dress for men and women, and it is significant that the mark of the sex deviate is often the affectation of the clothing appropriate to the opposite sex. What constitutes masculine or feminine garments is, of course, a matter of cultural definition Long or short hair, bright or somber colors, skirts or trousers may be defined either as masculine or feminine attire (5, p. 94).

The growing trans-sexuality of appearances and clothing of men and women began gaining strength rapidly, following World War II. Behavioral scientists view this as a possible correlation with the simultaneous growing emphasis on sexual equality, and "on

masculinity and femininity becoming less meaningful social and individual goals than being intelligent, mature, successful, attractive, chic, or poised" (59, p. 46). Los Angeles psychiatrist Jerome Jacobi comments on the trend toward handbags for men. He feels that this is good and healthy, and that "it could indicate the disintegration of the more superficial aspects of role differentiation" (39, p. 58).

Richards conducted a study concerning the relation of attitudes toward sex-role to selected clothing attitudes among male graduate students. From the results, she hypothesized that a preference for traditional behavioral norms for each sex is related to a preference for traditional clothing norms (48). Ditty's study indicated that college women with high-feminine personalities were more consistent in their clothing preferences for their various social roles than were college women with high-masculine personalities (10).

Infants' and Children's Clothing

In our culture it is interesting to study the attitudes of society toward clothing and the sex of a child. In the 19th and early 20th centuries, all babies, whether boys or girls, wore long dresses and long hair until they began school (52, p. 193). Boys' clothing gradually became differentiated at a younger age until it became customary for baby boys to wear blue, and girls pink. Differences are again breaking down, but in the opposite direction from earlier times. Little

girls are often seen wearing T-shirts, and overalls or trousers.

Now, neutral colors such as yellow, aqua, and pale green, are being used for babies of both sexes.

Men's Clothing

In 1932 Waldo Crook wrote that "from the earliest times until fifty years ago, men's clothing has been almost as picturesque and colorful as that of women, which it has often closely resembled" (8, p. 507). The reign of Queen Elizabeth featured an effeminacy of costume, a direct parallel to other acceptable behavior. At the time it was considered fashionable for noblemen to embroider, wind silk, string beads, and arrange their wives' hair (22, p. 150).

The French Revolution helped bring an end to outward display in men's fashions. Their clothing then became more standardized, somber, and unadorned (34, p. 8). Since then, and until more recent years, males have generally been cautious about conspicuous fashion changes.

The past decade has seen a change in the basically stagnant men's fashion industry. A quick glance through a men's fashion magazine reveals a change from the baggy gray flannel suit, white shirt, and narrow, dark ties of the early Sixties. In 1966 the Mod look was introduced from England--the peacock revolution. Emphasis was on style and color. Though nothing was said about sex, boys and girls

were becoming more and more difficult to tell apart. Men's fashion designers emerged in 1967; by 1968 the men's fashion revolution was realized in America (35).

Suits, ties, and shirts now are available in a much wider variety of fabrics, colors, patterns, and styles. More jewelry and accessories are being featured; sandals, low-cut, and laceless shoes are being worn.

With the trimmer, well-fitted trousers and jackets of today, men are finding that there is a definite and practical reason for carrying some type of handbag (23, 39). Men have also entered the cosmetic industry, resulting in a 10% growth rate each year. One-fifth of all purchasers of hair sprays, tints, or rinses are men (59). Myron Brenton does not see this as an indication of men becoming more feminine, but rather, that vanity is sexless (4, p. 45).

Women's Clothing

Though men freed themselves from the dictates of fashion following the French Revolution, the women did not. In 1930 Flügel commented on the differences between clothing for the sexes. Women's clothing featured:

1. Greater variety of colors and fabrics
2. Greater individual freedom in choice of material, cut, and style

3. Lighter weight, greater adaptability to seasons and temperature
4. Greater freedom of movement (12, p. 204-205).

Clothing for women was generally more adorned and aesthetic, but things were changing. Women began participating more actively in the social and community life outside the home. Working women were gaining prestige and recognition. Their clothing became more simple and practical, at least during the working hours (12, p. 116; 22, p. 159). By the late 1960's millions of women were wearing pants inside the home as well as to social functions outside the home.

Uni-sex Clothing

Throughout history certain aspects of clothing have been considered masculine and others feminine. These features vary with the period and the culture, but are easily recognized when and where they are worn (52, p. 15). Charles Winick commented in 1963 that:

Pure masculinity and pure femininity do not exist, and designers have always drawn inspiration from the appearance of the opposite sex, but the last twenty or so years in America have seen a borrowing of one sex's costume and other externals by the other on a scale never before approached (59, p. 35).

Writing in 1947, Rudofsky stated that an insistence on male garments and female garments is an artificial and unnecessary distinction.

Reducing clothing to its simplest static terms, it is a body covering, carried and upheld by the human figure. The

points of suspension are three: head, shoulders and waist. All three are equally common with men and women. Sexual characteristics do not warrant any outspoken dissimilarity of attire. Early epochs were unconcerned with the duality of dress--garments with a distinct sexual quality are typical of later, more complicated society (51, p. 128).

He had hopes that with the introduction of the zipper, men's and women's clothing would lose their distinction of buttoning from the left and right. At the time, some shirts were being made in a single version for both sexes (51, p. 127).

More recently, steps have been taken to minimize or eliminate the sexual distinctions in clothing. Pierre Cardin's 1968 fall fashion collection featured a jersey jumpsuit designed to be worn by both men and women. The 1970 spring collection of Jacques Esterel was a "he and she" collection, with identical ankle-length tunics shown.

Donna Lawson, fashion editor of Eye Magazine, explains that today's young people reject a polarity of the sexes. Rather than having separate activities for boys and girls, they now do everything together. London designer Peter Golding believes that "it all stems from the permissive society. The man-made segregation of male and female is breaking down. In the long term, there should be complete interchangeability with obvious limitations" (35, p. 138).

Avant-garde California designer Rudi Gernreich explains his ideas about the future of fashion. He feels that "basic clothing will become much more understated. Our aesthetics will change and focus

more on the body than on its adornment" (40, p. 39). Clothes will be functional, utilitarian. Gernreich's 1970 spring collection featured the uni-sex look--mini-skirts, leotard and hip boots, and pant suits for men and women alike. He states that by wearing the same clothes, the two sexes will enhance their bodily differences.

The People of Japan

Japan, a small island nation, was once completely isolated from the world around it. But since the Meiji Restoration in 1868, and especially since World War II, the people of Japan have experienced great changes in their lives--a result of wars and international tensions. The Japanese have been quick to adapt themselves to new ways, new beliefs (32, p. 36), in order to keep pace with the rest of the world.

Sex-role Concept

A noticeable change has taken place in the roles of men and women. Vance Packard recently wrote that:

Thirty years ago Japan was perhaps the most patriarchal of all societies. . . . The most explosive force unleashed in postwar Japan was the Japanese woman, and Americans were at least partly responsible for the unleashing (44, p. 31).

Traditionally, the woman took her "proper station" below the man. With the introduction and spread of Buddhism in the sixth century,

inferiority of women was legally recognized in the Daiho Laws (28, p. 129). Confucianism, during the Tokugawa Shogunate (1603-1868) taught that woman is inferior, and must obey the man, and that the proper social distinctions between husband and wife are to be strictly observed (11, p. 22).

In the 1920's organizations for female emancipation were being established. Since the war, women have had the same legal rights as men, although these rights may not, in reality, be upheld within the home. Under the new Constitution of 1946, equality and respect are guaranteed to both men and women alike--educationally, politically, occupationally. The old characteristic of male dominance of the family is generally gone. Now the wife shares similar rights and obligations with the husband. Women now account for approximately 40% of the national labor force, with about one-third of the women being gainfully employed (25, p. 173).

Fashion in Clothing

Looking at old prints, one realizes how much Japanese dress has changed from the ancient times. Japan had a long-standing tradition of transvestism--the court nobles of the so-called military epoch considered themselves to be best-dressed when they resembled women most closely. It was not until the 19th century that the Japanese men began to feel self-conscious about their attire. The only bi-sexual

garment remaining today is the yukata, the short-sleeved cotton kimono worn during the warm summer months.

In the cities of Japan today, one commonly sees a mixture of Occidental and Oriental influences, particularly noticeable in the fashions. The modern Japanese fashion industry has developed since the Meiji Restoration. By the 1880's European fashions were being worn mainly in official circles. It was also during this decade that the Ministry of Education ordered Western-style uniforms be worn by students in the colleges and universities. Businessmen, doctors, bankers, teachers, and other leaders began wearing the Western suit.

By the 20th century Western dress was considered a ". . . symbol of social dignity and progressiveness," (42, p. 63) but the more comfortable kimono was still preferred at home.

The Great Earthquake of 1923, which completely destroyed Tokyo and Yokohama, helped to mark a turning point in the acceptance of Western dress. Many replaced their wardrobes with more Western dress. In 1932 a Tokyo department store fire, resulting in several deaths, helped to convince many people of the disadvantages of the kimono. Quick evacuation of the store was hampered by the native costumes which restricted movement (42). But, more important than either of these two events, is the fact that by this time the great majority of the people had become accustomed

to the Western dress which had been required of them in school.

Today, the kimono is the exception rather than the rule.

PROCEDURE

Development of the Instruments

Several instruments were developed or selected for use in this study. They include Part I: general background information, an Fe (femininity) scale of personality, and a measure of sex-role concept; Part II: uni-sex clothing items, a measure of tolerance, acceptance, and innovation (T-A-I) in response to the uni-sex clothing items; Part III: a measure of interest in uni-sex clothing items; and Part IV: an F-M (femininity-masculinity) rating scale for uni-sex clothing items. (See Appendix A.)

Background Information

General background information was obtained in order to describe the sample. Various studies have shown that clothing behavior, interest, and attitudes may be dependent upon variables such as age, education, occupation, and urban or rural background (27, 52). This portion was pre-tested on 31 female students, ranging in age from 21 to over 40 years, both married and single, and was altered accordingly.

Fe (femininity) Scale of Personality

After studying numerous measures of masculinity-femininity which have been developed over the years, the Fe scale of the California Psychological Inventory was thought to be the most desirable for this particular study. The Inventory was developed by Harrison G. Gough, Ph.D., professor and chairman of the Department of Psychology at the University of California at Berkeley, and was published in 1957.

The norms for the Inventory were based on more than 6,000 cases for the male and more than 7,000 for the female. Although not a true random sample, it included a wide range of ages, socio-economic groups, and geographical areas.

Gough explains the rationale for the Fe scale as an attempt to find items which would show minimum face validity but maximum empirical validity, and which would result in a brief, easily administered, non-threatening, and efficient scale (14). The inventory is intended primarily for use with "normal" (as opposed to psychiatrically disturbed) subjects, and has been widely used for counseling college students.

The Fe scale is designed to assess the femininity or masculinity of temperaments and interests. A high score tends to indicate an appreciative, patient, helpful, gentle, sincere, and sympathetic

person, whereas a low score tends to indicate an out-going, ambitious, active, and robust individual.

Tests of reliability and validity have been conducted, as reported in the Manual for the CPI (15).

Also taken into consideration when selecting this particular scale was the fact that it could be administered, scored, and interpreted by one with a somewhat limited background in psychological testing. It was also thought to be fairly easily understood by foreign students. A Korean student read the items and had no trouble understanding the statements.

Since only one of the 18 scales in the CPI was to be used for this study, it was decided that a shortened version would be more practical. This version included the 38 items of the Fe scale, plus 34 buffer items. The buffer items were those statements which immediately preceded the statements for the Fe scale in the original test booklet. The shortened version was pre-tested on 18 females and 23 male students, and a longer version, the first 300 items of the CPI, was taken by a similar group of 15 females and 18 males.

A t-test was used to check the difference between the means of the combined male-female scores of the shortened version and of the longer version. No significant difference was found between these means; therefore, it was decided to use the shorter version.

Sex-role Concept

An instrument recently developed by Dr. Helenan Lewis at Western Michigan University, was adapted for use. Her instrument consisted of a list of occupations, and subjects were asked to check the occupations which they felt women should never have. The list of occupations used for this study is a composite from Dr. Lewis' measure, Terman and Miles' Attitude-Interest Analysis Test, the Strong Vocational Interest Blank, and the MMPI. A list of 37 occupations was compiled with an approximately equal number of masculine and feminine occupations, as distinguished by the various tests.

The list was pre-tested by a group of male and female university students. Following suggestions from Dr. Lewis and the results of the pre-test, the list was shortened to its final form of 17 occupations.

Uni-sex Clothing Items

This portion of the instrument was developed from 27 drawings of clothing items. The ideas for the drawings were from men's and women's fashion magazines. About 50 male and female students then rated the items as to degree of masculinity or femininity, and whether they thought they were new or old fashion items. From these ratings, 15 drawings were selected for use in the final form. (See Appendix B.)

It was thought that line drawings would be the best method of presenting the selected uni-sex clothing items, without influence of colors, prints, fabrics, and models. The drawings were done on acetate for use on the overhead projector. Four sets of drawings were also done on white paper and compiled into notebooks, to be used individually or in small groups when the proper equipment was not available for projecting the transparencies.

Tolerance, Acceptance, and Innovation of Uni-sex Clothing Items

An instrument was developed to measure responses to the uni-sex clothing items being viewed--tolerance, acceptance, and innovation. The original instrument consisted of six questions, each with a choice of five responses, plus one question concerning the number of such items owned.

The findings from a pre-testing of the instrument indicated changes which could be made to make the instrument more concise and easier to score. Three questions, one each for tolerance, acceptance, and innovation, were used.

Interest in Uni-sex Clothing Items

In the original form, a single question on interest was asked in response to each of the 15 items. After pre-testing, it was felt that this was not an adequate measure of interest.

Harrison (19, p. 66) had used the following questions as a measure of interest:

1. How often do you stop to view clothing displays?
2. How often do you discuss fashion with your friends?
3. How often do you glance over or read fashion advertisements?
tishments?

By adapting her instrument, the measure was developed for use in this study.

F-M (femininity-masculinity) Rating Scale for Uni-sex Clothing Items

A 10-point linear scale was used by the subjects to rate each of the clothing items. They were to place a check (✓) at any location along a line, indicating their evaluation of the item, ranging from very feminine to very masculine. This instrument was pre-tested and found to be satisfactory.

Collection of the Data

Selection of the Population

The purpose of the study limited the population to Japanese and American men and women. Due to factors of time and proximity, the population selected included Japanese and American students at Oregon State University and the University of Oregon registered for

summer term 1970.

The names and addresses for the Japanese sample were taken from the total population of Japanese students, a list obtained from the Office of International Education at Oregon State University and the Foreign Student Office at the University of Oregon.

To acquire the American student list, a random sample was selected from the total population of registered students. The desired amount of numbers were selected from a random number table; registered students were counted, and those having the selected random number were used for the study. Both samples included undergraduates and graduate students, and men and women from both campuses.

Letters were sent to all the selected students asking them to participate in the study at a specified time. Enclosed with the letters to the Japanese students were self-addressed postcards asking them to return the postcards if they were not able to participate on the designated date. For these subjects, another meeting time was arranged.

Because of the limited number of Japanese participants on both campuses, it was decided that a larger sample was needed. Permission was obtained to use the students from the Japanese-American Study Program who were on the Oregon State campus at the time.

From the total number of subjects notified at Oregon State University, those used for the study included 61.8% of the Japanese men,

83.3% of the Japanese women, 24.3% of the American men, and 28.0% of the American women. At the University of Oregon those used were 16.7% of the Japanese men, 0.0% of the Japanese women, 8.6% of the American men, 19.5% of the American women. (See Table 1.)

Table 1. Description of the sample according to the total number notified, the number of participants, and the number of schedules used in the study.

Institution, Culture and Sex	Total notified	Participants	Schedules used
Oregon State University:			
Japanese men	10	3	3
Japanese men (Study Group)	24	20 ^a	18
Japanese women	4	2	2
Japanese women (Study Group)	8	8	8
American men	74	22 ^b	18
American women	50	14	14
University of Oregon:			
Japanese men	6	1	1
Japanese women	1	0	0
American men	70	9 ^c	6
American women	41	8	8

^aTwo incomplete schedules.

^bTwo incomplete schedules, one Canadian, one too young.

^cTwo Canadians, one British.

Data Collection Procedure

The data were collected by the author on ten days between July 15 and August 6, 1970.

On both campuses separate days were designated for each group--Japanese women, Japanese men, American women, and

American men. It was felt that responses might be different if it were known that members of the opposite sex were also answering the same questionnaire and viewing the same items. The participants could come to the meeting place at any one of the stated times during the given day.

The questionnaire was administered both individually and in groups, depending on the number of subjects present. No explanation of the particular nature of the study was given to the subjects beforehand. It was felt that such an explanation might influence their responses. Brief instructions were given, and the participants were asked to complete Part I of the booklet. When this was completed, instructions were given for Part II. For emphasis, the printed instructions were also given orally, asking them to respond to the items themselves, assuming that they could wear them and could afford to buy them if they so desired. Using an overhead projector, the drawings were projected on a screen. When the necessary equipment was not readily available, the sets of drawings in notebook form were used individually by the subjects. They were asked to respond fairly rapidly, recording their initial reactions to the uni-sex clothing items.

The subjects were then asked to respond to the four questions in Part III. Following that, brief instructions for Part IV were given, and the same set of drawings were again viewed. This time they were

to be rated according to the subjects' evaluation of the degree of femininity-masculinity of each item. Again, they were asked to make rather quick judgements--their first impression of the item.

Preparation for Analyses

Prior to the statistical analyses on the computer, the data collected were prepared for card-punching. All scoring was done on the individual booklets; the cards were punched directly from the booklets.

Scoring of Background Information

Questions 9, 10, 16, and 23 were scored according to the numbers in parentheses. For question 11, 12 the choice of "less than 1" year was scored as 0, both for undergraduates and graduates. Question 13, 14 was scored according to the numbers in parentheses, with the field of engineering included as response (12). Areas that were listed under "other" were placed in the proper divisions, according to the author's judgement. University catalogs were consulted for such placement. Responses to 15 were not used unless it was necessary to check an answer for 16.

Questions 17-22 were scored according to the United States Bureau of the Census' division of occupations, with the addition of categories for student and housewife.

(01) Professional, technical: physician, lawyers, engineers,

teachers, etc.

- (02) Managers, officials, proprietors
- (03) Sales workers
- (04) Craftsmen, foremen
- (05) Clerical
- (06) Operatives
- (07) Service workers (except household)
- (08) Laborers (except farm and mine)
- (09) Farmers and farm managers
- (10) Farm laborers and foremen
- (11) Private household workers
- (12) Student
- (13) Housewife

Only Japanese and American students were being used for this study; therefore, responses for 24 were either (1) for Japanese, or (2) for Americans. Three participants from Canada and one from England were eliminated at this time. (See Appendix A, Part I.)

Scoring of the Fe Scale of Personality

This measure was hand-scored by using a scoring stencil. The score was obtained by totaling the number of feminine items (as determined by Gough) which were marked true, and the masculine items which were marked false. The possible range was 0 to 38. (See

Appendix C.)

Scoring of Sex-role Concept

By totaling the number of occupations marked "X," it was possible to obtain a score of 1 to 17 on this measure. If an "X" was placed by option 18, the score was zero. The higher the score, the greater the restrictiveness on occupations which women should never have. (See Appendix A, Part I.)

Scoring of Tolerance, Acceptance, and Innovation of Uni-sex Clothing Items

The scores on this section had a possible range of 45 to 90. All checks (✓) in the "agree" column received 2 points, and all checks in the "disagree" column were given 1 point. The final score was obtained by totaling all the points--15 responses for each of three questions. A low score indicated a low level of T-A-I, while a high score indicated a higher level of T-A-I. (See Appendix, Part II.)

Scoring of Interest in Uni-sex Clothing Items

A score of from 4 to 8 was possible on this measure. An "agree" response was 2 points, and a "disagree" response received 1 point. By using this method of scoring, there would be a positive relationship between the score and one's interest--the higher the score, the greater the interest indicated. (See Appendix A, Part III.)

Scoring of the F-M Rating Scale for Uni-sex Clothing Items

For each of the 15 items a score was obtained, ranging from 0 to 100. A 100-point scale rather than a 10-point scale was used to eliminate the necessity of using decimal points. The scoring was done in intervals of five, e.g. 0, 5, 10, 15. A score of 100 indicated a very feminine rating; a score of 0 indicated a very masculine rating. (See Appendix A, Part IV.)

Statistical Analyses

For statistical analyses of data a two-tailed t-test was used to test the significance of the difference between two means of independent variables. The level of significance established for this study was .05 or less. The coefficient of correlation (r) was used to determine the degree of relationship between measures. For interpretation, the r was converted to a t-value. Frequency distributions and means of variables involved were also found.

Limitations of the Study

When interpreting the results of the study, it is necessary to keep in mind the particular population studied and the measures used. Other more specific limitations should also be considered;

1. Although the original American sample was a random

selection from the total population, those who actually participated in the study may not be a random sample. In order to take part in the study the subjects were required to come to the meeting place; therefore, a certain amount of interest in, or concern for, the study was necessary on their part.

2. The data were collected during the summer term, which is not necessarily a "typical" university population. In comparison with the regular school year, many of the participants were professional people returning to school for the summer term, rather than full-time students.

3. The Japanese students may have interpreted some of the statements differently because of a difference in language and backgrounds.

4. The Japanese sample may not be as homogeneous as desired, since the Japanese-American Study Group is a population somewhat different from the Japanese students who were registered at the Oregon universities.

5. The Fe scale from the CPI was developed approximately 15 years ago. Some of the items on the scale are time-bound; therefore the femininity-masculinity scores may need to be re-interpreted in terms of current female-male role expectations (58).

FINDINGS

Description of the Sample

The total sample consisted of 78 subjects, 37 attending Oregon State University, 26 members of the Japanese-American Study Program, and 15 attending the University of Oregon. Of these, 46 were Americans, and 32 were Japanese; men numbered 46 and women, 32. Further division of the sample is as follows:

Table 2. Description of the sample according to culture, sex, and institution.

Culture and Sex	OSU Students	OSU Study Group	UO Students
Japanese men	3	18	1
Japanese women	2	8	0
American men	18	-	6
American women	14	-	8

A description of the sample according to marital status, age, educational level, major field, population of town in which raised, and occupations may be found in Appendix F.

Interest in Uni-sex Clothing Items

Interest scores ranged from a low of 4 to a high of 8. The mean for the total of interest scores was 6.76, indicating a fairly high

over-all level of interest. Further breakdown of these scores may be found in Table 3, which gives frequency distributions according to sex, culture, and institution.

Differences Between Men and Women

In level of interest shown in uni-sex clothing items, a significant difference was found between the total men's scores and total women's scores ($t = -2.4253$, $df = 76$, $.02 > p > .01$). The women showed greater interest with a mean score of 7.19, while the men had a mean score of 6.46. No significant differences were found between Japanese men and women ($t = -1.0817$, $df = 30$, $p > .05$), or between American men and women ($t = -1.9938$, $df = 44$, $p > .05$). (See Table 4.)

Differences Between Japanese and Americans

No significant difference in interest was found between the Japanese and the Americans ($t = -1.4078$, $df = 76$, $p > .05$), Japanese men and American men ($t = -0.6478$, $df = 44$, $p > .05$), or Japanese women and American women ($t = -0.9088$, $df = 30$, $p > .05$). (See Table 4.)

Correlation With Personalities

A simple correlation was run between interest in uni-sex clothing items and scores on the femininity-masculinity personality test.

Table 3. Frequency distributions and means of interest scores according to sex, culture, and institution.

Interest Score*	Sex		Culture		Culture and Sex				Institution		Total
	Men	Women	Japanese	Americans	Japanese	Japanese	American	American	OSU	UO	
					Men	Women	Men	Women			
4	6	1	3	4	3	0	3	1	6	1	7
5	6	4	7	3	4	3	2	1	10	0	10
6	8	2	4	6	4	0	4	2	6	4	10
7	13	6	7	12	5	2	8	4	17	2	19
8	13	19	11	21	6	5	7	14	24	8	32
Mean Scores	6.46	7.19	6.50	6.93	6.32	6.90	6.58	7.32	6.68	7.07	6.76

*4 = low interest.

8 = high interest.

Table 4. A comparison of interest, and tolerance-acceptance-innovation of uni-sex clothing items among men and women, Japanese and Americans, feminine or masculine personalities, and those differing in sex-role concepts.

Sex, Culture, Personality, and Sex-role Concept	Interest					Tolerance-acceptance-innovation				
	Mean Scores ^a	r	t-value	df	Level of Significance	Mean ^b Scores	r	t-value	df	Level of Significance
Men	6.46	-	-2.4253	76	.02 > p > .01	64.50	-	-3.9345	76	p < .01
Women	7.19	-				70.50	-			
Jap. men	6.32	-	-1.0817	30	p > .05	64.82	-	-2.1141	30	.05 > p > .02
Jap. women	6.90	-				70.50	-			
Amer. men	6.58	-	-1.9938	44	p > .05	64.21	-	-3.2950	44	p < .01
Amer. women	7.32	-				70.50	-			
Japanese	6.50	-	-1.4078	76	p > .05	66.59	-	-0.3731	76	p > .05
Americans	6.93	-				67.22	-			
Jap. men	6.32	-	-0.6478	44	p > .05	64.82	-	0.2723	44	p > .05
Amer. men	6.58	-				64.21	-			
Jap. women	6.90	-	-0.9088	30	p > .05	70.50	-	0	30	p > .05
Amer. women	7.32	-				70.50	-			
Fe Scale of Personality	-	.1689	1.4939	76	p > .05	-	.2182	1.9492	76	p > .05
Sex-role Concept	-	-.2672	-2.4171	76	.02 > p > .01	-	-.4134	-3.9579	76	p < .01

^a4 = low interest; 8 = high interest.

^b45.00 = low T-A-I; 90.00 = high T-A-I.

No relationship was indicated between the two variables ($r = .1689$, $t = 1.4939$, $df = 76$, $p > .05$). (See Table 4.)

Correlation With Sex-role Concept

A relationship was indicated between interest and sex-role concept scores ($r = -.2672$, $t = -2.4171$, $df = 76$, $.02 > p > .01$). A high interest score is related to a low or less restrictive sex-role concept score as indicated by the negative relationship. (See Table 4.)

Differences Between Oregon State University and the University of Oregon

Interest among the Oregon State sample was compared with interest scores of the University of Oregon sample, and no significant difference was found ($t = -0.9901$, $df = 76$, $p > .05$). (See Table 4.)

Tolerance, Acceptance, and Innovation of Uni-sex Clothing Items

Tolerance, acceptance, and innovation scores may range from 45, a low level of T-A-I, to 90, a high level of T-A-I of the 15 uni-sex clothing items. For T-A-I scores for each of the 15 items, see Appendix D.

Differences Between Men and Women

T-A-I scores between men and women were found to show significant difference ($t = -3.9345$, $df = 76$, $p < .01$), with women (mean = 70.50) having greater T-A-I of the uni-sex clothing items used in the study than the men (mean = 64.50). Among the Japanese ($t = -2.1141$, $df = 30$, $.05 > p > .02$), the difference between the sexes was less marked than among Americans ($t = -3.2950$, $df = 44$, $p < .01$). (See Table 4.)

Differences Between Japanese and Americans

Comparing Japanese with Americans on T-A-I scores, no significant difference was found between the two groups ($t = -0.3731$, $df = 76$, $p > .05$). Analysis of further divisions of the two cultures revealed no significant differences between Japanese men and American men ($t = 0.2723$, $df = 44$, $p > .05$), or between Japanese women and American women ($t = 0$, $df = 30$, $p > .05$). (See Table 4.)

Correlation With Personalities

The relationship between tolerance, acceptance, and innovation of uni-sex clothing items and femininity-masculinity of personality was not significant ($r = .2182$, $t = 1.9492$, $df = 76$, $p > .05$). (See Table 4.)

Correlation With Sex-role Concept

A significant relationship was found between sex-role concept and tolerance, acceptance, and innovation of uni-sex clothing items ($r = -.4134$, $t = -3.9579$, $df = 76$, $p < .01$). The negative relationship indicates that one with a greater T-A-I of the uni-sex clothing items is less restrictive in his sex-role concept. (See Table 4.)

Differences Between Oregon State University and the University of Oregon

A comparison of scores on the tolerance-acceptance-innovation scores of the two schools indicates no significant difference ($t = -1.2612$, $df = 76$, $p > .05$).

Correlation With Interest

A significant correlation was found between tolerance-acceptance-innovation scores and interest scores ($r = .3893$, $t = 3.6847$, $df = 76$, $p < .01$); the greater the interest in uni-sex clothing items, the greater the T-A-I of such items.

F-M Ratings of the 15 Uni-sex Clothing Items

Although the inspiration for most of the uni-sex clothing items was from recent men's fashion magazines, the majority of items

received more feminine ratings. Of the 15 items, only 3 were rated below 50. (A rating of 50 is neutral, 100 being very feminine and 0 being very masculine.) The ratings from this study ranged from 83.21, the most feminine to 38.21, the most masculine. Mean ratings for each of the items are found in Table 5. For F-M ratings of each item, see Appendix E.

Group F-M Ratings of Accepted Uni-sex Clothing Items

Group F-M ratings were obtained by finding the mean of the F-M ratings given by the entire group of subjects (Table 5) for the uni-sex clothing items accepted by each individual.

Differences Between Men and Women

A significant difference was found between the group F-M ratings of the uni-sex clothing items accepted by the men and of those accepted by the women ($t = -3.0383$, $df = 76$, $p < .01$). The women (mean = 59.94) had the higher or more feminine ratings compared with the men (mean = 51.60). Both were toward the feminine side of neutral. (See Table 6.)

Differences Between Japanese and Americans

A comparison of group F-M ratings of the accepted uni-sex items revealed no significant difference between the two cultural

Table 5. Mean femininity-masculinity ratings of the 15 uni-sex clothing items.

Uni-sex Item	Mean Ratings	Standard Deviation	Rank Order*
A	55.13	19.98	10
B	83.21	20.03	1
C	43.72	23.14	14
D	62.44	20.51	8
E	43.97	20.64	13
F	75.96	20.51	2
G	50.58	21.50	12
H	74.81	18.29	3
I	66.86	19.48	7
J	38.21	23.63	15
K	58.85	20.00	9
L	51.61	15.00	11
M	68.01	24.49	6
N	70.00	18.97	4
O	68.72	21.14	5

*1 = most feminine.

15 = most masculine.

Table 6. A comparison of group F-M ratings and individual F-M ratings of accepted uni-sex clothing items among men and women, Japanese and Americans, feminine or masculine personalities, and those differing in sex-role concepts.

Sex, Culture, Personality, and Sex-role Concept	Group F-M Ratings					Individual F-M Ratings				
	Mean Scores*	r	t-value	df	Level of Significance	Mean Scores*	r	t-value	df	Level of Significance
Men	51.60	-	-3.0383	76	p < .01	45.75	-	-4.7247	76	p < .01
Women	59.94	-				62.93	-			
Japanese	52.44	-	-1.5292	76	p > .05	49.55	-	-1.3465	76	p > .05
Americans	56.82	-				55.05				
Fe Scale Personality	-	.1763	1.5613	76	p > .05	-	.2412	2.1667	76	.05 > p > .02
Sex-role Concept	-	-.0465	-0.4058	76	p > .05	-	-.1169	-1.0262	76	p > .05

*100 = very feminine.

0 = very masculine.

groups ($t = -1.5292$, $df = 76$, $p > .05$). (See Table 6.)

Correlation With Personalities

No significant correlation was found between group F-M ratings of accepted uni-sex clothing items and femininity or masculinity of personality ($r = .1763$, $t = 1.5613$, $df = 76$, $p > .05$). (See Table 6.)

Correlation With Sex-role Concept

A correlation run between group F-M ratings of accepted uni-sex items and differing sex-role concept scores revealed no significant relationship ($r = -.0465$, $t = -0.4058$, $df = 76$, $p > .05$). (See Table 6.)

Individual F-M Ratings of Accepted Uni-sex Clothing Items

The individual F-M ratings were obtained by finding the mean of the F-M ratings given by the individual for the items which he accepted.

Differences Between Men and Women

A t-test comparing individual F-M ratings of accepted uni-sex items between men and women, indicated a significant difference ($t = -4.7247$, $df = 76$, $p < .01$). The women's mean score was 62.93 compared with the mean score of the men, 45.75. (See

Table 6.)

Differences Between Japanese and Americans

No significant difference was found between individual F-M ratings of accepted uni-sex clothing items when comparing the Japanese and Americans ($t = -1.3465$, $df = 76$, $p > .05$). (See Table 6.)

Correlation With Personalities

A significant relationship was found between individual F-M ratings of accepted uni-sex clothing items and femininity or masculinity of personality ($r = .2412$, $t = 2.1667$, $df = 76$, $.05 > p > .02$). The more feminine individual F-M ratings are given by the more feminine personality types. (See Table 6.)

Correlation With Sex-role Concept

The relationship between individual F-M ratings of accepted uni-sex clothing items and differing sex-role concepts, was not significant ($r = -.1169$, $t = -1.0262$, $df = 76$, $p > .05$). (See Table 6.)

Femininity-Masculinity Personality Scores

Studies (1, 21) have found that masculinity-femininity scores are often more similar among college men and women than among

those receiving less formal education; Vincent (58) stated that the CPI's Fe scale scores must be interpreted differently today because of the changes in our sex-role concepts. However, the results of this study were very similar to the established mean scores as indicated in Gough's Manual for the CPI. The mean scores for this study were 16.87 for the men, and 22.28 for the women. Those stated for the CPI were 16.33 for men and 23.00 for women. (See Table 7.)

Sex-role Concept

The higher the score on sex-role concept, the more restrictiveness indicated as to occupations which women should never have. The men (mean = 3.07) in this study were more restrictive than the women (mean = 1.41); Japanese (mean = 4.16) were more restrictive than Americans (mean = 1.15). The total OSU sample (mean = 2.83) was found to be more restrictive than the University of Oregon sample (mean = 0.53). Frequency distributions and means of the scores on the sex-role concept of the various groups may be found in Table 8.

The correlation run between Fe scale scores and sex-role concept indicated a significant negative relationship ($r = -.2797$, $t = -2.5397$, $df = 76$, $.02 > p > .01$). The more feminine personalities correlated with less restrictive sex-role concepts.

Table 7. Frequency distributions and means of the femininity-masculinity scale of personality according to sex, culture, and institution.

Fe Scale Score*	Culture and Sex									
	Sex		Culture and Sex				Culture		Institution	
	Men	Women	Japanese Men	American Men	Japanese Women	American Women	Japanese	American	OSU	UO
12	2	0	1	1	0	0	1	1	2	0
13	5	1	3	2	1	0	4	2	5	1
14	4	0	1	3	0	0	1	3	4	0
15	4	0	1	3	0	0	1	3	3	1
16	6	2	4	2	1	1	5	3	7	1
17	4	1	2	2	1	0	3	2	4	1
18	10	1	3	7	1	0	4	7	10	1
19	4	2	3	1	2	0	5	1	5	1
20	4	1	3	1	0	1	3	2	2	3
21	1	3	1	0	0	3	1	3	2	2
22	1	4	0	1	2	2	2	3	3	2
23	0	5	0	0	2	3	2	3	5	0
24	0	4	0	0	0	4	0	4	4	0
25	0	3	0	0	0	3	0	3	3	0
26	0	2	0	0	0	2	0	2	1	1
27	0	0	0	0	0	0	0	0	0	0
28	1	1	0	1	0	1	0	2	2	0
29	0	2	0	0	0	2	0	2	1	1
N	46	32	22	24	10	22	32	46	63	15
Mean Score	16.87	22.28	16.82	16.92	19.20	23.68				

*High Fe Score = more feminine.

Low Fe Score = more masculine.

Table 8. Frequency distributions and means of the scores on the sex-role concept measure according to sex, culture, and institutions.

Sex-role Score*	Culture and Sex									
	Sex		Culture and Sex				Culture		Institution	
	Men	Women	Japanese Men	American Men	Japanese Women	American Women	Japanese	American	OSU	UO
0	17	17	2	15	1	16	3	31	23	11
1	3	7	1	2	3	4	4	6	8	2
2	5	2	4	1	2	0	6	1	6	1
3	3	1	2	1	0	1	2	2	4	0
4	5	2	4	1	1	1	5	2	6	1
5	3	1	2	1	1	0	3	1	4	0
6	1	0	1	0	0	0	1	0	1	0
7	2	0	1	1	0	0	1	1	2	0
8	2	1	2	0	1	0	3	0	3	0
9	3	0	2	1	0	0	2	1	3	0
10	1	1	0	1	1	0	1	1	2	0
11	1	0	1	0	0	0	1	0	1	0
N	46	32	22	24	10	22	32	46	63	15
Mean Scores	3.07	1.41	4.50	1.75	3.40	0.50	4.16	1.15	2.83	0.53

*Low score = less restrictive.

High score = more restrictive.

CONCLUSIONS

The following conclusions have been drawn from the results of the statistical analyses of the data:

Hypothesis I. A. 1. Interest in uni-sex clothing items will differ between men and women.

When comparing the scores of the two sexes, a significant difference was found between scores of the men and the women ($t = -2.4253$, $df = 76$, $.02 > p > .01$). Women, both Japanese and American, indicated greater interest in such items than did the men. This hypothesis was confirmed.

Hypothesis I. B. 1. Interest in uni-sex clothing items will differ between Japanese and Americans.

No significant difference was found between the interest scores of the Japanese and the Americans ($t = -1.4078$, $df = 76$, $p > .05$). This hypothesis was not confirmed.

Hypothesis I. C. 1. Interest in uni-sex clothing items will differ between feminine and masculine personality types.

The correlation run between interest scores and femininity-masculinity of personality revealed no significant relationship between the two variables ($r = .1689$, $t = 1.4939$, $df = 76$, $p > .05$). This hypothesis was not confirmed.

Hypothesis I. D. 1. Interest in uni-sex clothing items will

differ among those differing in sex-role concept.

A significant relationship was found between interest and sex-role concept scores ($r = -.2672$, $t = -2.4171$, $df = 76$, $.02 > p > .01$). The negative correlation indicates that a high interest score is related to a low, or less restrictive, sex-role concept score. This hypothesis was confirmed.

Hypothesis I. A. 2. Tolerance, acceptance, and innovation of uni-sex clothing items will differ between men and women.

The results of the t-test revealed a significant difference between men and women ($t = -3.9345$, $df = 76$, $p < .01$), with the women having greater T-A-I of the items. The difference between the Japanese men and women was significant ($t = -2.1141$, $df = 30$, $.05 > p > .02$), as was the difference between American men and women ($t = -3.2950$, $df = 44$, $p < .01$). This hypothesis was confirmed.

Hypothesis I. B. 2. Tolerance, acceptance, and innovation of uni-sex clothing items will differ between Japanese and Americans.

A comparison of the two cultures revealed no significant difference between the two ($t = -0.3731$, $df = 76$, $p > .05$). Although not a significant difference, the Japanese men scored slightly higher than the American men; the mean score for Japanese women, however, was identical to that of the American women. This hypothesis was not confirmed.

Hypothesis I. C. 2. Tolerance, acceptance, and innovation of

uni-sex clothing items will differ between feminine and masculine personality types.

The relationship between tolerance-acceptance-innovation and femininity-masculinity of personality was not significant ($r = .2182$, $t = 1.9492$, $df = 76$, $p > .05$). This hypothesis was not confirmed.

Hypothesis I. D. 2. Tolerance, acceptance, and innovation of uni-sex clothing items will differ among those differing in sex-role concept.

A significant relationship was found between sex-role concept and T-A-I of uni-sex clothing items ($r = -.4134$, $t = -3.9579$, $df = 76$, $p < .01$). A subject with a greater acceptance of the items also tends to be less restrictive about occupations which women should never have. This hypothesis was confirmed.

Hypothesis II. A. 1. Group F-M ratings of accepted uni-sex clothing items will differ between men and women.

A significant difference was found between the group scores assigned to the acceptable items by the men and by the women ($t = -3.0383$, $df = 76$, $p < .01$). The women rated them more feminine than the men. This hypothesis was confirmed.

Hypothesis II. B. 1. Group F-M ratings of accepted uni-sex clothing items will differ between Japanese and Americans.

No significant difference was found between the group ratings of acceptable items when comparing the Japanese and Americans

($t = -1.5292$, $df = 76$, $p > .05$). This hypothesis was not confirmed.

Hypothesis II. C. 1. Group F-M ratings of accepted uni-sex clothing items will differ between feminine and masculine personality types.

No significant correlation was found between the group F-M ratings of accepted items and the femininity-masculinity of personality ($r = .1763$, $t = 1.5613$, $df = 76$, $p > .05$). This hypothesis was not confirmed.

Hypothesis II. D. 1. Group F-M ratings of accepted uni-sex clothing items will differ among those differing in sex-role concept.

No significant relationship was found in group ratings of acceptable items among those differing in sex-role concept ($r = -.0465$, $t = -0.4058$, $df = 76$, $p > .05$). This hypothesis was not confirmed.

Hypothesis II. A. 2. Individual F-M ratings of accepted uni-sex clothing items will differ between men and women.

An individual's scores assigned to the acceptable items also revealed a significant difference between those assigned by the men and the women ($t = -4.7247$, $df = 76$, $p < .01$). As with the group scores, the women rated them more feminine than did the men. This hypothesis was confirmed.

Hypothesis II. B. 2. Individual F-M ratings of accepted uni-sex clothing items will differ between Japanese and Americans.

The individuals' ratings of the acceptable items revealed no

significant difference between the Japanese and Americans ($t = -1.3465$, $df = 76$, $p > .05$). This hypothesis was not confirmed.

Hypothesis II. C. 2. Individual F-M ratings of accepted uni-sex clothing items will differ between feminine and masculine personality types.

A correlation was found between individual's ratings of acceptable items and the femininity-masculinity of personality ($r = .2412$, $t = 2.1667$, $df = 76$, $.05 > p > .02$). The positive relationship indicates a more feminine rating of items by those with a higher or more feminine personality. This hypothesis was confirmed.

Hypothesis II. D. 2. Individual F-M ratings of accepted uni-sex clothing items will differ among those differing in sex-role concept.

Those differing in sex-role concept did not show a significant difference in their individual ratings of the acceptable items ($r = -.1169$, $t = -1.0262$, $df = 76$, $p > .05$). This hypothesis was not confirmed.

Discussion

Of the 16 hypotheses drawn for the study, 7 were confirmed.

Concern with clothing and appearance has been said to be becoming sexless, but the results of this particular study indicated that the two sexes still do differ in their clothing behavior. In each case the men and women were found to show a significant difference in interest in uni-sex clothing items, tolerance, acceptance, and

innovation of such items, and group and individual ratings of the accepted uni-sex items. Women indicated greater interest, and T-A-I than did the men. As might be expected, the women rated the items which they accepted more feminine than the men rated the items they accepted. However, the great majority of the over-all ratings for the 15 items were toward the feminine side of the scale.

It is possible that the differences between the sexes might not have been as significant had the sample been from a more "typical" undergraduate population, a somewhat younger group of students. Also, it may be that the full effects of the changes proposed in the men's fashion world have not yet been accepted by the particular sample used in the study.

Comparisons between Japanese and Americans did not reveal significant differences in clothing behavior for any of the aspects measured by this study. Influence from radio, television, movies, magazines, and increased world travel and trade may have had somewhat of a neutralizing effect on the differences between the two cultures which were compared in the particular study.

It should also be noted that the Japanese student studying in America generally has a higher level of education and comes from a family having a higher socio-economic level than the "average" Japanese. As indicated by the background information, the majority were raised in large cities and have fathers or mothers who are in one

of the first two occupational categories. A difference might have been found if the Japanese had been students in Japan.

The relationship between clothing behavior and feminine-masculine personality types was only confirmed in the individual F-M ratings of the uni-sex clothing items. In this case, the more feminine personality type also rated the acceptable items more feminine.

A study (58) indicated that the results of the Fe scale of the CPI must be interpreted in light of current sex-role expectations, rather than as interpreted by Gough in the 1950's. However, the results of this study are similar to those found by Gough. The mean score for men was 16.87 as compared to Gough's 16.33. The women in this study had a mean score of 22.28, compared to 23.00 as indicated in the Manual for the CPI.

Those differing in sex-role concept were found to differ in interest and T-A-I of uni-sex clothing items. Persons with less restrictive sex-role concepts were also less restrictive in their clothing attitude--demonstrating greater interest in, and higher tolerance, acceptance, and innovation of the uni-sex clothing items.

The relation of sex-role concept to F-M ratings of items accepted was, however, not confirmed. The differences among those differing in sex-role concept are apparent in the acceptance of such items, but not necessarily in the rating of items which they do accept.

RECOMMENDATIONS

For Use of the Present Study

The information included in this study and the findings resulting from it will hopefully be of interest and value to others:

1. In general, to those who are interested in the interrelation of personalities, clothing attitudes, and sex-role concepts.

2. To educators, counselors, and investigators who work in home economics and the behavioral sciences.

3. To clothing manufacturers, retailers, and advertisers who need an understanding of the relationship between clothing and personality in order to be more effective in their particular fields.

With the great emphasis on sexual equality, the attempts of some fashion designers to reduce and even eliminate sex differentiation in clothing, and the noticeable changes in the men's fashion industry, it was interesting to note that in this study, the greatest number of significant differences were found between the men and the women. The sexes were found to differ in interest, T-A-I of uni-sex clothing items, and both group and individual F-M ratings of accepted uni-sex clothing items. Therefore, even though men and women have had their "common ground" enlarged, there still are differences in their clothing behavior.

The ideas for the 15 uni-sex clothing items were mostly from men's fashion magazines or from items which were being shown for both men and women. Yet, all but 3 of the 15 items were rated toward the feminine side of neutral. This result tends to indicate that, as in the women's fashion industry, not all items in men's fashions are being fully accepted for men by either men or women.

The rigid sex-roles evident in past years are not necessarily followed today. Men are now often able to assume a role which had been considered feminine, without being ridiculed. Women, too, may do things previously considered masculine without arousing too much concern or surprise.

This study found that those differentiated according to sex-role concept also differed in interest and T-A-I of uni-sex clothing items. A less restrictive clothing attitude, shown by an interest in and T-A-I of uni-sex clothing items, was found to be significantly related to a less restrictive sex-role concept. It is also possible that a non-restrictive sex-role concept and clothing attitude might be related to non-restrictive attitudes toward various other aspects of life.

Previously, there was a tendency to be suspicious of a man's masculinity if he showed interest in fashion and his appearance. Similarly, concern was voiced over a woman's femininity when she revealed little or no interest in clothing and personal grooming. Today, however, these stereotypes do not necessarily hold true. Sex-roles,

fashions, and their relationship are undergoing changes.

In this study, of the four correlations made with femininity-masculinity of personality, only individual F-M ratings of the accepted uni-sex clothing items were found to show a significant relationship with personality type. Interest and T-A-I of uni-sex clothing items were found to have no significant relationship with femininity-masculinity of personality.

From the author's observations, the more masculine appearing male subjects often had a tendency to indicate acceptance of the uni-sex clothing items, whereas the less masculine appearing often commented to the effect that the items must have been designed for women. As Pearl S. Buck noted, those men who are sure of their masculinity are not afraid to behave in a manner which has, in the past, been considered feminine. Likewise, those who are concerned about their masculinity, or possible lack of it, may be afraid to try something which has been stereotyped as "feminine."

Contrary to what might be expected, all the comparisons between Japanese and Americans revealed no significant differences in the various aspects of clothing behavior used in this study. These results suggest that there may be a need for re-assessment of our ideas concerning some of the differences between Japanese and Americans. Though no significant differences were found in clothing behavior, differences were noted in the sex-role concept scores

between Japanese and Americans, and between femininity-masculinity scores of Japanese women and American women. It is possible that the Japanese have Westernized their clothing attitudes, but tend toward somewhat more traditional ideas about sex-roles.

For Further Study

It is hoped that the instruments and procedures used in this study will be put to further use. Some possibilities are:

1. A comparison of the two sexes in different age groups, possibly between generations.
2. A comparison of reactions from students or the general population from varying localities.
3. A longitudinal study to determine what changes and the degree of such changes that are taking place in clothing attitudes and sex-role concepts.
4. A similar study, but comparing students in Japan with students in America.
5. More in-depth study concerning clothing behavior and its relation to femininity-masculinity of personality and sex-role concept among the Japanese.
6. A comparison of other cultures.
7. A comparison within other cultures.
8. Further development of the sex-role concept measure to

include not only occupational roles outside the home, but also tasks and responsibilities within the home.

9. Reaction to uni-sex clothing items may be used to relate to other aspects of personality such as values, self-concept, conformity and non-conformity, and security and non-security.

10. Measures of interest and T-A-I may be used in response to other clothing items and in relation to other aspects of personality.

For Improvement of the Study

The author feels that the present study might have been improved by having 1) a more homogeneous sample of Japanese students, 2) full-time college students as a comparison group, and 3) foreign students who have a better command of the English language.

SUMMARY

In a world which is becoming more automated and impersonal in so many aspects, there is a growing need for understanding of people, collectively and individually. An awareness of the relationship between clothing and the behavioral sciences may aid in this understanding.

In the study of psychology one learns about individuals--their attitudes, interests, feelings, and concerns. Clothing behavior has been found to be closely related to these factors. From the sociological viewpoint, the society within which one is living has much influence on the individual, including the shaping of his clothing attitudes and behavior.

At the present time we are witnessing great changes in our society; a new freedom is rising. The once rigid sex-roles are breaking down. Men are no longer afraid to participate in household tasks, to help raise the children, and to display their emotions. Women are experiencing new and rewarding careers outside the home, often finding that careers may be compatible with marriage and a family.

Fashion in clothing is experiencing a new freedom also, particularly among the men--freedom of choice in colors, styles, fabrics, and accessories. In general, people are no longer suspect of men who take an interest in clothing and in their appearance. Men

are not necessarily becoming more feminine, but an interest in fashion is becoming more acceptable for men than it has been in preceding years.

The people of Japan are also undergoing changes in their ways of living. Sex-role concepts are being greatly revised, especially noticeable in the status of women. Women's once inferior position is now on a level more equal to that of men, though some still hold to the more traditional ways. In addition to the modernized customs, dress is also feeling the influence of the West. The once bi-sexual native costume has rapidly been replaced by Western attire.

Statement of the Problem

In light of the above events, this study was undertaken for the purpose of investigating the relationship between clothing behavior and sex, Japanese and American cultures, feminine or masculine personality types, and sex-role concept. The aspects of clothing behavior included in the study are interest, tolerance, acceptance, and innovation of uni-sex clothing items, and the femininity-masculinity ratings of uni-sex clothing items.

The hypotheses formulated for the study are:

1. Certain aspects of clothing behavior will differ:
 - A. Between men and women
 - B. Between Japanese and Americans

- C. Between feminine and masculine personality types
- D. Among those differing in sex-role concept.

These aspects are:

1. Interest in uni-sex clothing items
2. Tolerance, acceptance, and innovation (T-A-I) of uni-sex clothing items.

II. F-M (femininity-masculinity) ratings of accepted uni-sex clothing items will differ:

- A. Between men and women
- B. Between Japanese and Americans
- C. Between feminine and masculine personality types
- D. Among those differing in sex-role concept.

The F-M (femininity-masculinity) ratings of accepted uni-sex clothing items are of two types:

1. Group ratings
2. Individual ratings.

Procedure

To test the hypotheses, measures were developed or selected for use in the study. Part I of the instrument included general background information for a description of the sample, the Fe (femininity) scale of the California Psychological Inventory as a measure of femininity-masculinity of personality, and a measure of sex-role

concept which determined the subjects' degree of restrictiveness on occupations which women should not have. Part II consisted of 15 drawings of uni-sex clothing items. In response to each item viewed, the subjects were to answer three questions, one each for tolerance, acceptance, and innovation of uni-sex clothing items.

Part III included four questions to determine the subjects' degree of interest in uni-sex clothing items similar to those viewed. The final section, Part IV, included F-M (femininity-masculinity) ratings for each of the 15 items viewed. The items were to be rated on a linear scale, from very feminine to very masculine.

The participants were from the total population of Japanese students, and a random selection of American students registered for the 1970 summer term at Oregon State University and the University of Oregon. Also included were members of the Japanese-American Study Program who were participating in the program on the Oregon State campus. The total sample included 78 subjects, 46 of them males and 32 females. Forty-six were Americans, and 32 were Japanese; 37 attended Oregon State University, 15 attended the University of Oregon, and 26 were part of the Study Group.

The statistical analyses of the data included the t-test as a measure of difference between the means of two variables, simple correlations (r) between variables, and frequency distributions and means for the various responses.

Findings and Conclusions

The results of the t-test and correlation coefficients confirmed 7 of the 16 hypotheses. Those confirmed were:

Hypothesis I. A. 1. Interest in uni-sex clothing items will differ between men and women. Women were found to have greater interest.

Hypothesis I. D. 1. Interest in uni-sex clothing items will differ among those differing in sex-role concept. A high interest score was related to a less restrictive sex-role concept.

Hypothesis I. A. 2. Tolerance, acceptance, and innovation of uni-sex clothing items will differ between men and women. Greater T-A-I was indicated by the women.

Hypothesis I. D. 2. Tolerance, acceptance, and innovation of uni-sex clothing items will differ among those differing in sex-role concept. Greater T-A-I was related to a less restrictive sex-role concept.

Hypothesis II. A. 1. Group F-M ratings of accepted uni-sex clothing items will differ between men and women. Women rated accepted items more feminine than did the men.

Hypothesis II. A. 2. Individual F-M ratings of accepted uni-sex clothing items will differ between men and women. Again, the women rated them more feminine.

Hypothesis II. C. 2. Individual F-M ratings of accepted uni-sex

clothing items will differ between feminine and masculine personality types. More feminine ratings were given by those with the more feminine personality types.

The hypotheses which were not confirmed were:

Hypothesis I. B. 1. Interest in uni-sex clothing items will differ between Japanese and Americans.

Hypothesis I. C. 1. Interest in uni-sex clothing items will differ between feminine and masculine personality types.

Hypothesis I. B. 2. Tolerance, acceptance, and innovation of uni-sex clothing items will differ between Japanese and Americans.

Hypothesis I. C. 2. Tolerance, acceptance, and innovation of uni-sex clothing items will differ between feminine and masculine personality types.

Hypothesis II. B. 1. Group F-M ratings of accepted uni-sex clothing items will differ between Japanese and Americans.

Hypothesis II. C. 1. Group F-M ratings of accepted uni-sex clothing items will differ between feminine and masculine personality types.

Hypothesis II. D. 1. Group F-M ratings of accepted uni-sex clothing items will differ among those differing in sex-role concept.

Hypothesis II. B. 2. Individual F-M ratings of accepted uni-sex clothing items will differ between Japanese and Americans.

Hypothesis II. D. 2. Individual F-M ratings of accepted uni-sex clothing items will differ among those differing in sex-role concept.

Thus, men and women were found to differ in their clothing behavior in each situation studied. A comparison between Japanese and Americans revealed no significant differences in any of the aspects studied. Femininity-masculinity of personality showed a significant relationship only with the individuals' F-M ratings of the accepted uni-sex items. Those differing in sex-role concept were found to differ in interest and T-A-I of uni-sex clothing items, but not in the F-M ratings of items which they accepted.

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APPENDICES

APPENDIX A
QUESTIONNAIRE

PART I

9. Marital status: (1) ___ Single
(2) ___ Married

10. Age: (1) ___ 18 to 20 years
(2) ___ 21 to 25 years
(3) ___ 26 to 30 years
(4) ___ 31 to 35 years
(5) ___ 36 to 40 years
(6) ___ Over 40 years

11, 12. Education (circle the highest level completed):

less than
(1) Undergraduate: 1 1 2 3 4 5 6 years

less than
(2) Graduate: 1 1 2 3 4 5 6 years

13, 14. Major field:

(1) ___ Agriculture	(7) ___ Humanities and Social Sciences
(2) ___ Architecture	(8) ___ Natural Sciences
(3) ___ Business Administration	(9) ___ Physical Education
(4) ___ Education	(10) ___ Dentistry and Medicine
(5) ___ Forestry and Fisheries	(11) ___ Law
(6) ___ Home Economics	(12) ___ Other _____

15. Name of town in which you were raised: _____

16. Population of the above town:

(1) ___ Less than 1, 000	(6) ___ 50, 001 to 100, 000
(2) ___ 1, 001 to 5, 000	(7) ___ 100, 001 to 250, 000
(3) ___ 5, 001 to 10, 000	(8) ___ 250, 001 to 500, 000
(4) ___ 10, 001 to 25, 000	(9) ___ More than 500, 000
(5) ___ 25, 001 to 50, 000	

17, 18. Occupation of head-of-household in which you grew up:

19, 20. Your occupation: _____

21, 22. If married, your spouse's occupation: _____

23. Length of time in the United States:

(1) ___ Less than one year
(2) ___ 1 to 2 years
(3) ___ 2 to 3 years
(4) ___ 3 to 5 years
(5) ___ 5 to 10 years
(6) ___ More than 10 years
(7) ___ Born in the United States

24. Citizen of _____ (what country).

25, 26. Directions:

Read each statement, decide how you feel about it, and then mark your answer in the answer column . If you agree with a statement, or feel that it is true about you, answer TRUE. If you disagree with a statement, or feel that it is not true about you, answer FALSE.

If you find a few questions which you cannot or prefer not to answer, they may be omitted.

- | T | F | |
|--------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. I often feel that I made a wrong choice in my occupation. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. I am very slow in making up my mind. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. A person who doesn't vote is not a good citizen. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. I think I would like the work of a building contractor. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. It makes me feel like a failure when I hear of the success of someone I know well. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. I think I would like the work of a dress designer. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. There are a few people who just cannot be trusted. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. I become quite irritated when I see someone spit on the sidewalk. |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. I have very few fears compared to my friends. |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. It is hard for me to start a conversation with strangers. |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. I must admit that I enjoy playing practical jokes on people. |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. I have sometimes stayed away from another person because I feared doing or saying something that I might regret afterwards. |
| <input type="checkbox"/> | <input type="checkbox"/> | 13. I get very tense and anxious when I think other people are disapproving of me. |
| <input type="checkbox"/> | <input type="checkbox"/> | 14. It is always a good thing to be frank. |
| <input type="checkbox"/> | <input type="checkbox"/> | 15. A windstorm terrifies me. |
| <input type="checkbox"/> | <input type="checkbox"/> | 16. I think I would like the work of a clerk in a large department store. |
| <input type="checkbox"/> | <input type="checkbox"/> | 17. Sometimes I cross the street just to avoid meeting someone. |
| <input type="checkbox"/> | <input type="checkbox"/> | 18. I get excited very easily. |
| <input type="checkbox"/> | <input type="checkbox"/> | 19. When I get bored I like to stir up some excitement. |
| <input type="checkbox"/> | <input type="checkbox"/> | 20. I like to boast about my achievements every now and then. |
| <input type="checkbox"/> | <input type="checkbox"/> | 21. I must admit I often try to get my own way regardless of what others may want. |
| <input type="checkbox"/> | <input type="checkbox"/> | 22. I think I would like the work of a garage mechanic. |

-4-

- | T | F | |
|--------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 23. Most of the arguments or quarrels I get into are over matters of principle. |
| <input type="checkbox"/> | <input type="checkbox"/> | 24. I like adventure stories better than romantic stories. |
| <input type="checkbox"/> | <input type="checkbox"/> | 25. I cannot keep my mind on one thing. |
| <input type="checkbox"/> | <input type="checkbox"/> | 26. I prefer a shower to a bathtub. |
| <input type="checkbox"/> | <input type="checkbox"/> | 27. I am fascinated by fire. |
| <input type="checkbox"/> | <input type="checkbox"/> | 28. The average person is not able to appreciate art and music very well. |
| <input type="checkbox"/> | <input type="checkbox"/> | 29. I get pretty discouraged sometimes. |
| <input type="checkbox"/> | <input type="checkbox"/> | 30. The thought of being in an automobile accident is very frightening to me. |
| <input type="checkbox"/> | <input type="checkbox"/> | 31. School teachers complain a lot about their pay, but it seems to be that they
get as much as they deserve. |
| <input type="checkbox"/> | <input type="checkbox"/> | 32. At times I feel like picking a fist fight with someone. |
| <input type="checkbox"/> | <input type="checkbox"/> | 33. Sometimes I have the same dream over and over. |
| <input type="checkbox"/> | <input type="checkbox"/> | 34. I like poetry. |
| <input type="checkbox"/> | <input type="checkbox"/> | 35. I think I am stricter about right and wrong than most people. |
| <input type="checkbox"/> | <input type="checkbox"/> | 36. It takes a lot of argument to convince most people of the truth. |
| <input type="checkbox"/> | <input type="checkbox"/> | 37. I think I would like to drive a racing car. |
| <input type="checkbox"/> | <input type="checkbox"/> | 38. Most people will use somewhat unfair means to gain profit or an advantage
rather than to lose it. |
| <input type="checkbox"/> | <input type="checkbox"/> | 39. I like to be with a crowd who plays jokes on one another. |
| <input type="checkbox"/> | <input type="checkbox"/> | 40. I am somewhat afraid of the dark. |
| <input type="checkbox"/> | <input type="checkbox"/> | 41. I often act on the spur of the moment without stopping to think. |
| <input type="checkbox"/> | <input type="checkbox"/> | 42. I think I could do better than most of the present politicians if I were in
office. |
| <input type="checkbox"/> | <input type="checkbox"/> | 43. My parents have generally let me make my own decisions. |

-5-

- | T | F | |
|--------------------------|--------------------------|------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 44. I always tried to make the best school grades that I could. |
| <input type="checkbox"/> | <input type="checkbox"/> | 45. I usually don't like to talk much unless I am with people I know well. |
| <input type="checkbox"/> | <input type="checkbox"/> | 46. I am inclined to take things hard. |
| <input type="checkbox"/> | <input type="checkbox"/> | 47. Before I do something I try to consider how my friends will react to it. |
| <input type="checkbox"/> | <input type="checkbox"/> | 48. I would like to be a soldier. |
| <input type="checkbox"/> | <input type="checkbox"/> | 49. Sometimes at elections I vote for men about whom I know very little. |
| <input type="checkbox"/> | <input type="checkbox"/> | 50. I like to go to parties and other affairs where there is lots of loud fun. |
| <input type="checkbox"/> | <input type="checkbox"/> | 51. Most people are honest chiefly through fear of being caught. |
| <input type="checkbox"/> | <input type="checkbox"/> | 52. I very much like hunting. |
| <input type="checkbox"/> | <input type="checkbox"/> | 53. It makes me angry when I hear of someone who has been wrongly prevented from voting. |
| <input type="checkbox"/> | <input type="checkbox"/> | 54. In school I was sometimes sent to the principal for cutting up. |
| <input type="checkbox"/> | <input type="checkbox"/> | 55. At times I have worn myself out by undertaking too much. |
| <input type="checkbox"/> | <input type="checkbox"/> | 56. I think I would like the work of a librarian. |
| <input type="checkbox"/> | <input type="checkbox"/> | 57. I am apt to show off in some way if I get the chance. |
| <input type="checkbox"/> | <input type="checkbox"/> | 58. Sometimes I feel that I am about to go to pieces. |
| <input type="checkbox"/> | <input type="checkbox"/> | 59. I like to talk before groups of people. |
| <input type="checkbox"/> | <input type="checkbox"/> | 60. I would like to be a nurse. |
| <input type="checkbox"/> | <input type="checkbox"/> | 61. I am often bothered by useless thoughts which keep running through my mind. |
| <input type="checkbox"/> | <input type="checkbox"/> | 62. If I were a reporter I would like very much to report news of the theater. |
| <input type="checkbox"/> | <input type="checkbox"/> | 63. I must admit that I have a bad temper, once I get angry. |
| <input type="checkbox"/> | <input type="checkbox"/> | 64. I like mechanics magazines. |

- | T | F | |
|--------------------------|--------------------------|-------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 65. Only a fool would try to change our American way of life. |
| <input type="checkbox"/> | <input type="checkbox"/> | 66. I want to be an important person in the community. |
| <input type="checkbox"/> | <input type="checkbox"/> | 67. My parents were always very strict and stern with me. |
| <input type="checkbox"/> | <input type="checkbox"/> | 68. I must admit I feel sort of scared when I move to a strange place. |
| <input type="checkbox"/> | <input type="checkbox"/> | 69. I am bothered by people outside, on streetcars, in stores, etc.,
watching me. |
| <input type="checkbox"/> | <input type="checkbox"/> | 70. I'm pretty sure I know how we can settle the international problems
we face today. |
| <input type="checkbox"/> | <input type="checkbox"/> | 71. I have no fear of water. |
| <input type="checkbox"/> | <input type="checkbox"/> | 72. If I get too much change in a store, I always give it back. |

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27, 28. Below is a list of jobs. Place an "X" in front of each job which you believe a woman should NEVER have.

- 1. Architect
- 2. Bookkeeper
- 3. Business executive
- 4. Detective
- 5. Engineer
- 6. Farmer
- 7. Hairdresser
- 8. Judge
- 9. Mathematician
- 10. Mayor
- 11. Minister
- 12. Personnel manager
- 13. Pilot
- 14. Politician
- 15. Research worker
- 16. Sports writer
- 17. Truck driver
- 18. None of the above

PART II

As you view the following items, please consider the items themselves, assuming that you could wear them, and could afford to buy them.

Respond by placing a check (✓) in the appropriate space.

At the present time:

Item	I wouldn't mind seeing others wearing an item such as this.		I would wear an item such as this.		I would like to be <u>among the first</u> among my friends and associates to wear such an item.	
	agree	disagree	agree	disagree	agree	disagree
A						
B						
C						
D						
E						
F						
G						
H						
I						
J						
K						
L						
M						
N						
O						

PART III

People view clothing with various degrees of interest. Please indicate your reactions by responding to the following questions:

1. I enjoyed looking at these clothing items.
(1) ___ agree
(2) ___ disagree
2. I would stop to look at such items in a store window.
(1) ___ agree
(2) ___ disagree
3. I would discuss items such as these with others.
(1) ___ agree
(2) ___ disagree
4. I would read a magazine or newspaper article on items such as these.
(1) ___ agree
(2) ___ disagree

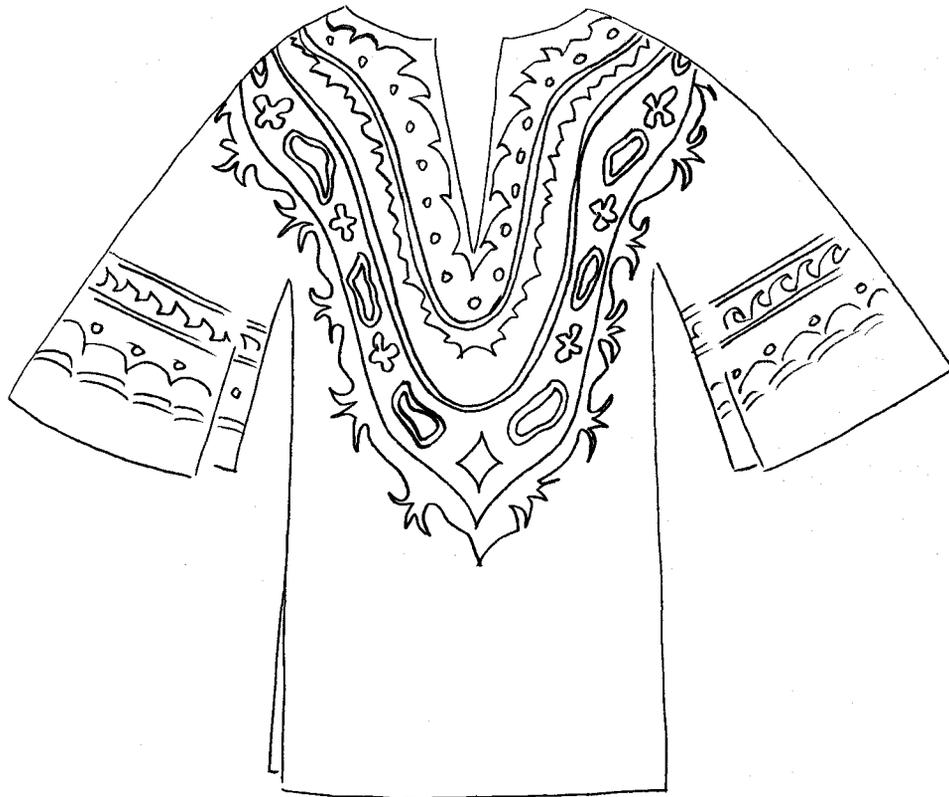
PART IV

Please rate each clothing item on a masculine-feminine scale by placing a check (✓) along the scale line.

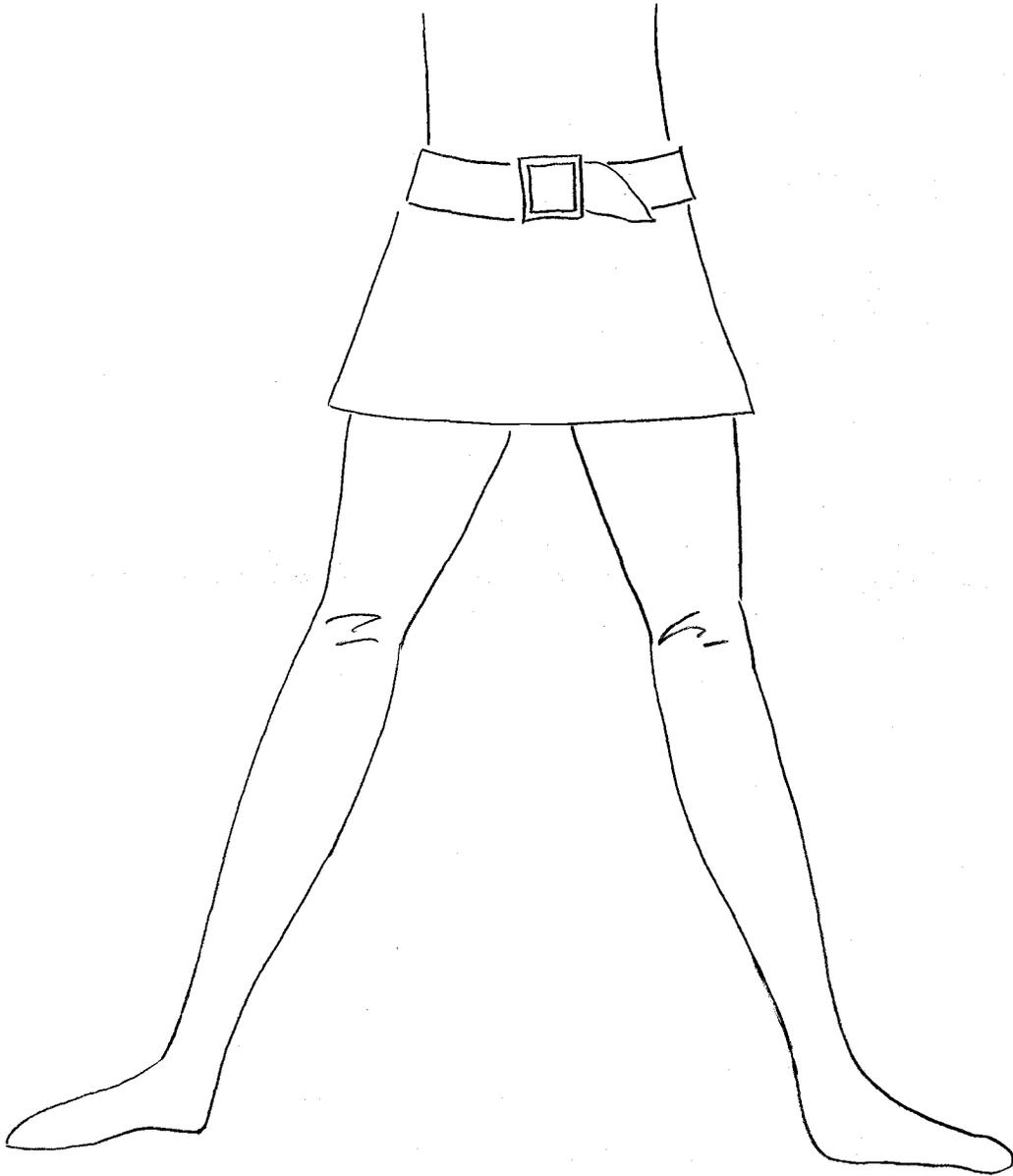
	very masculine	neutral	very feminine
A:	M		F
B:	M		F
C:	M		F
D:	M		F
E:	M		F
F:	M		F
G:	M		F
H:	M		F
I:	M		F
J:	M		F
K:	M		F
L:	M		F
M:	M		F
N:	M		F
O:	M		F

APPENDIX B
UNI-SEX CLOTHING ITEMS

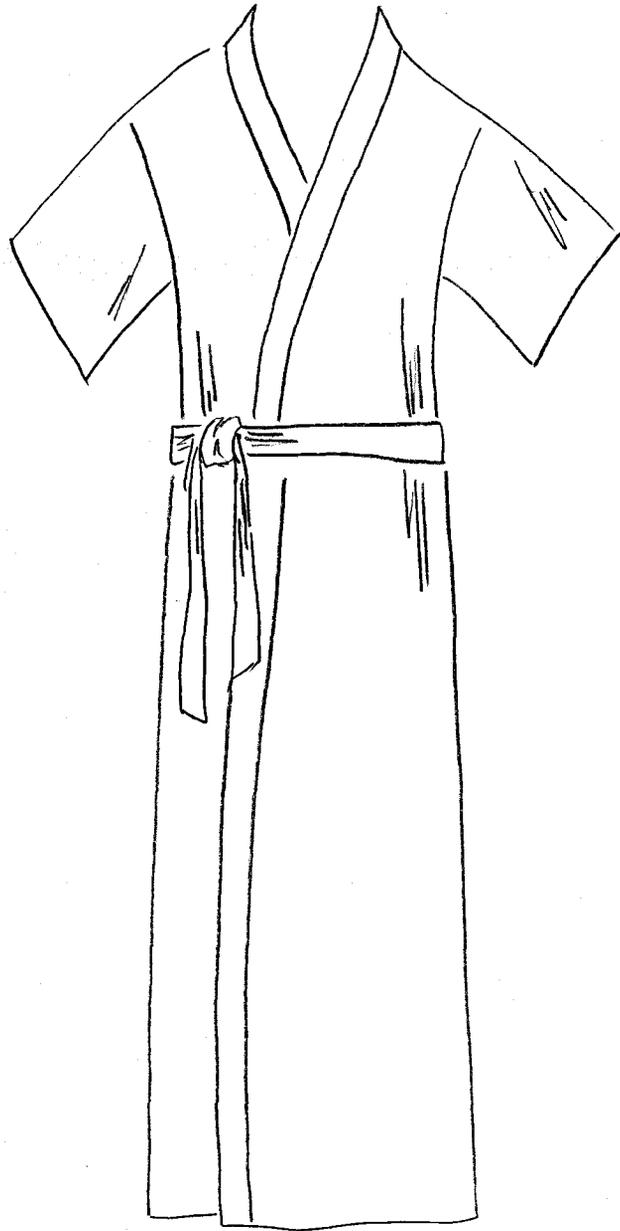
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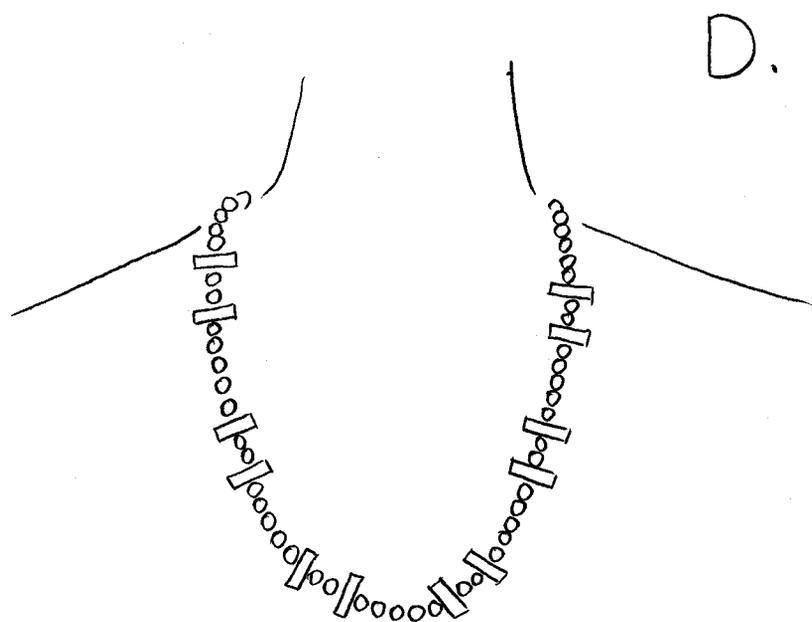


B.

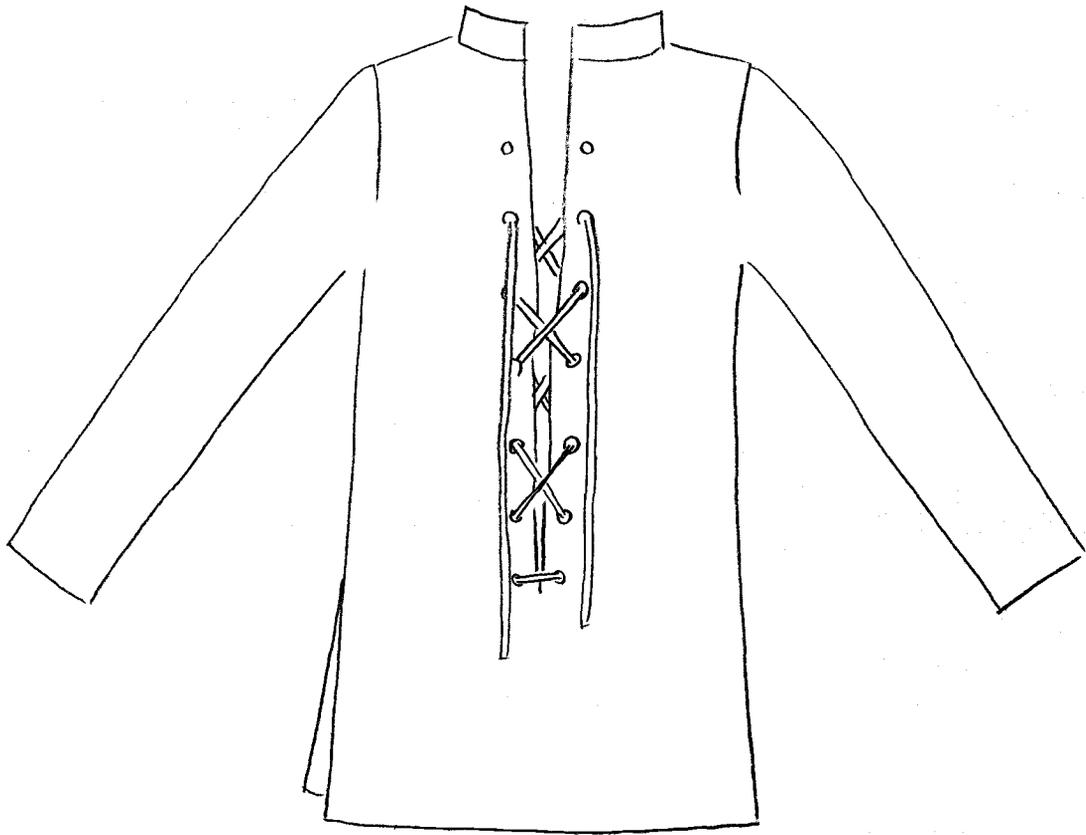


C.

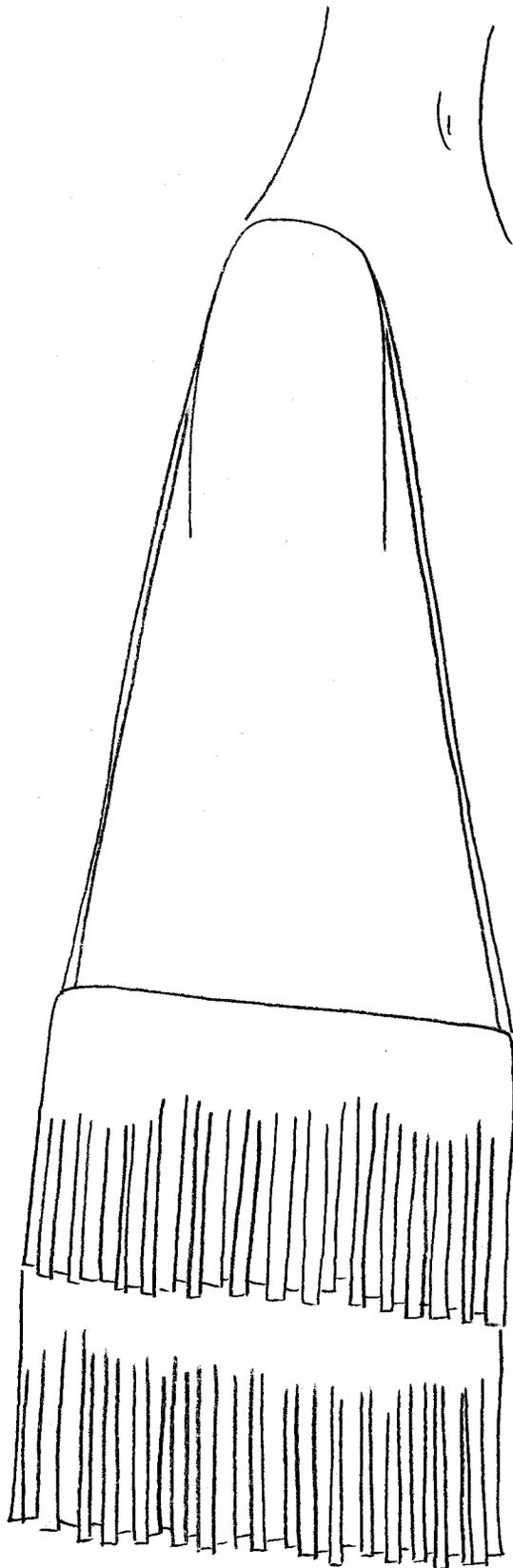




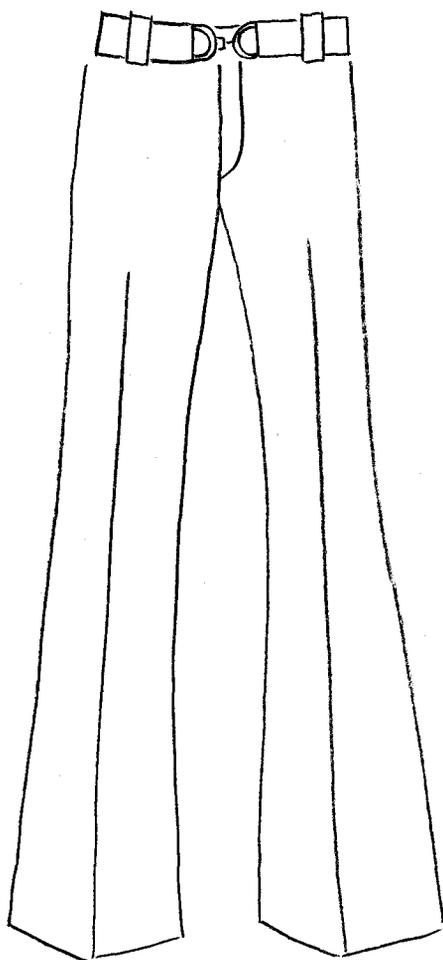
E.



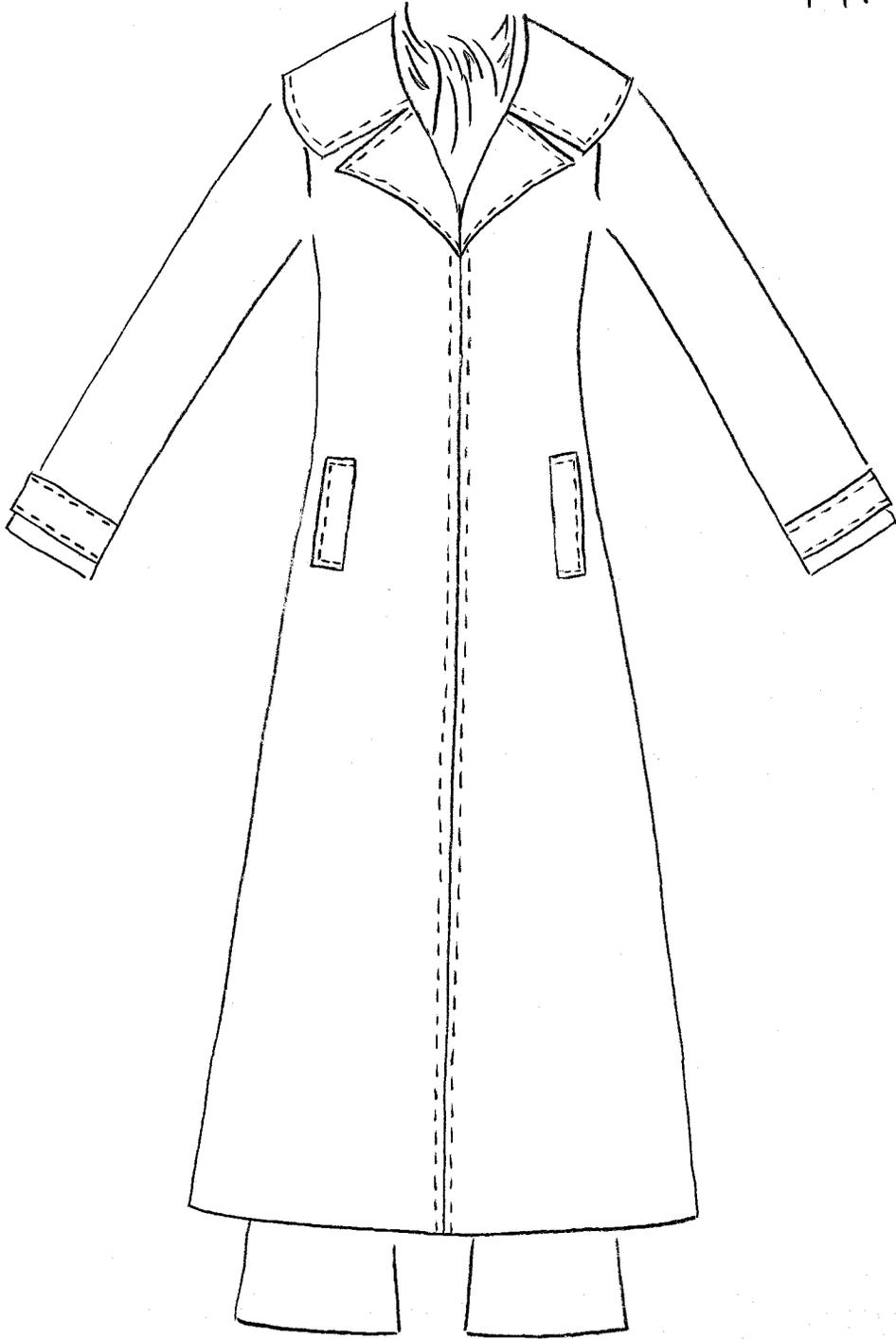
F.



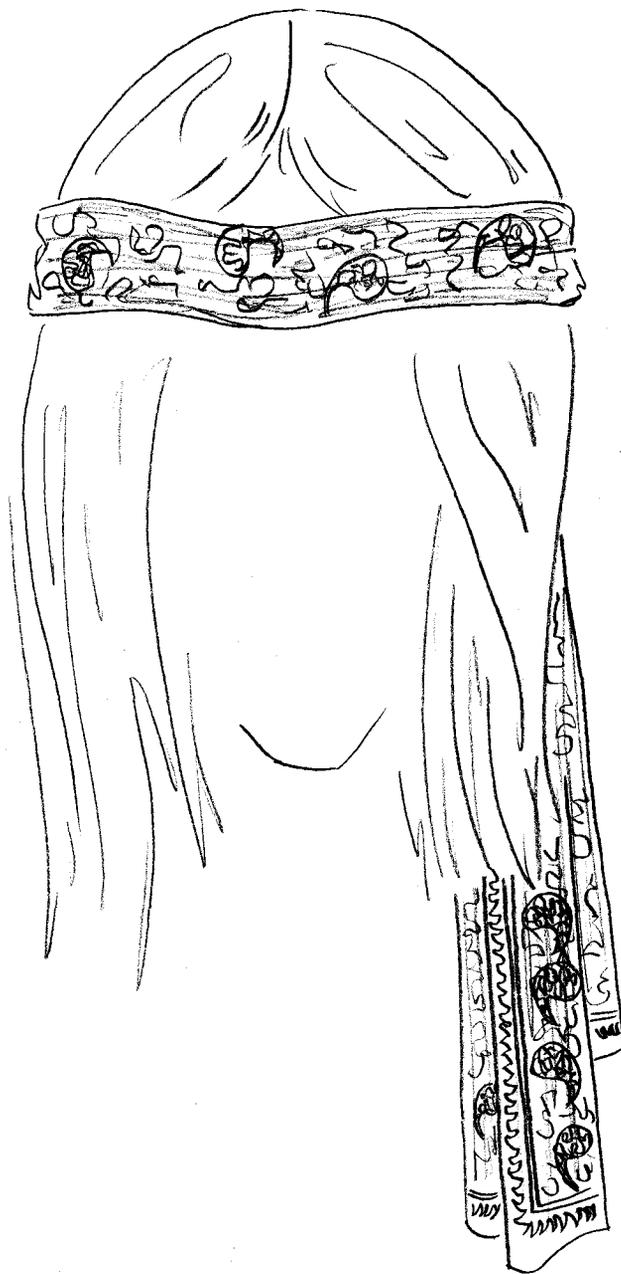
G.



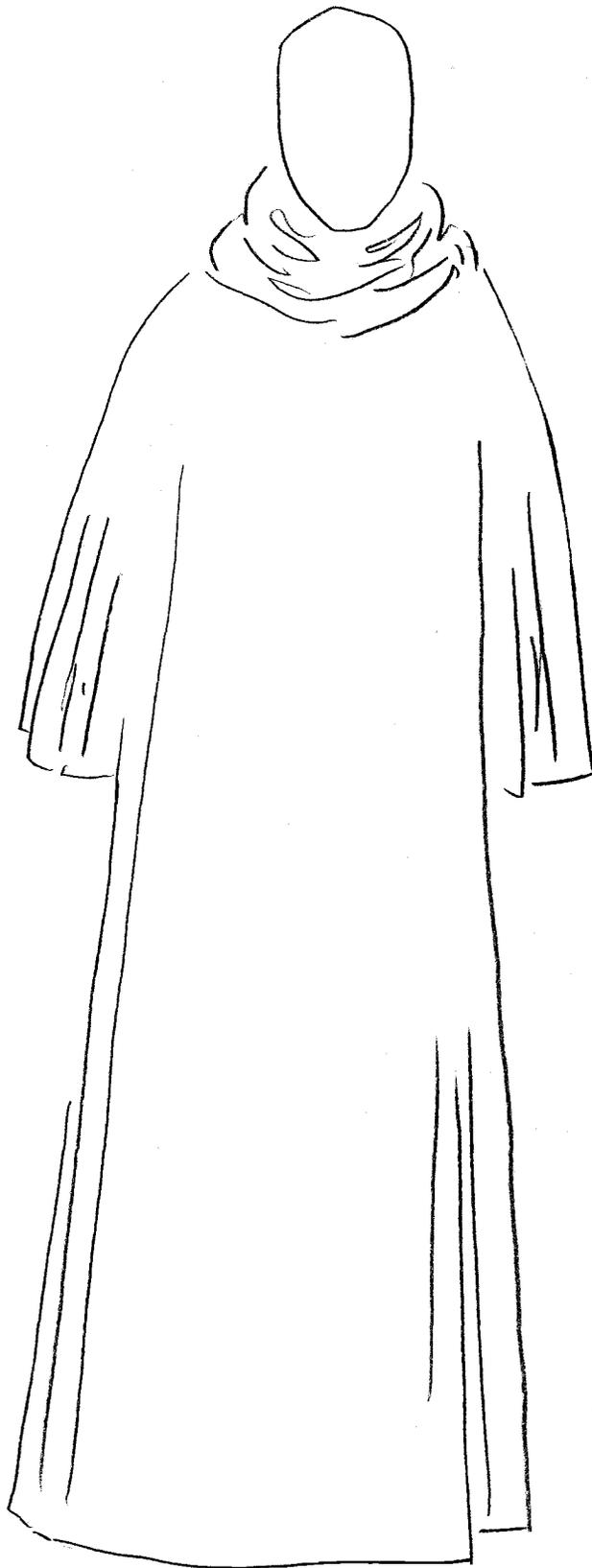
H.



I.



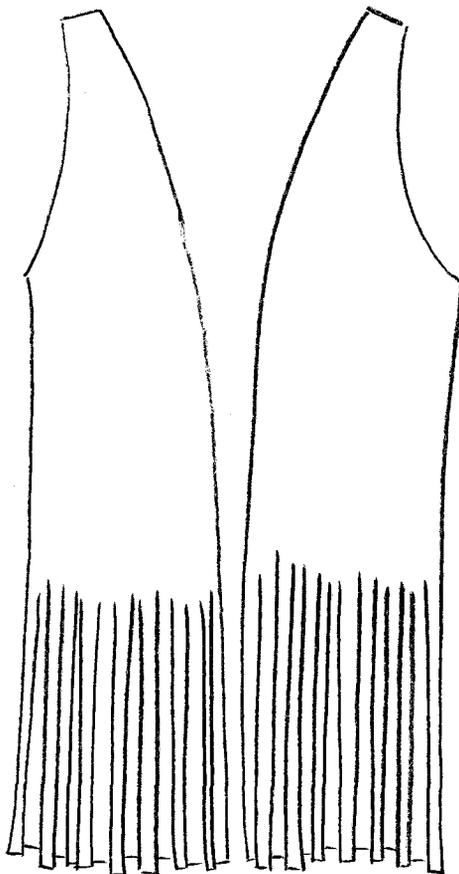
J.



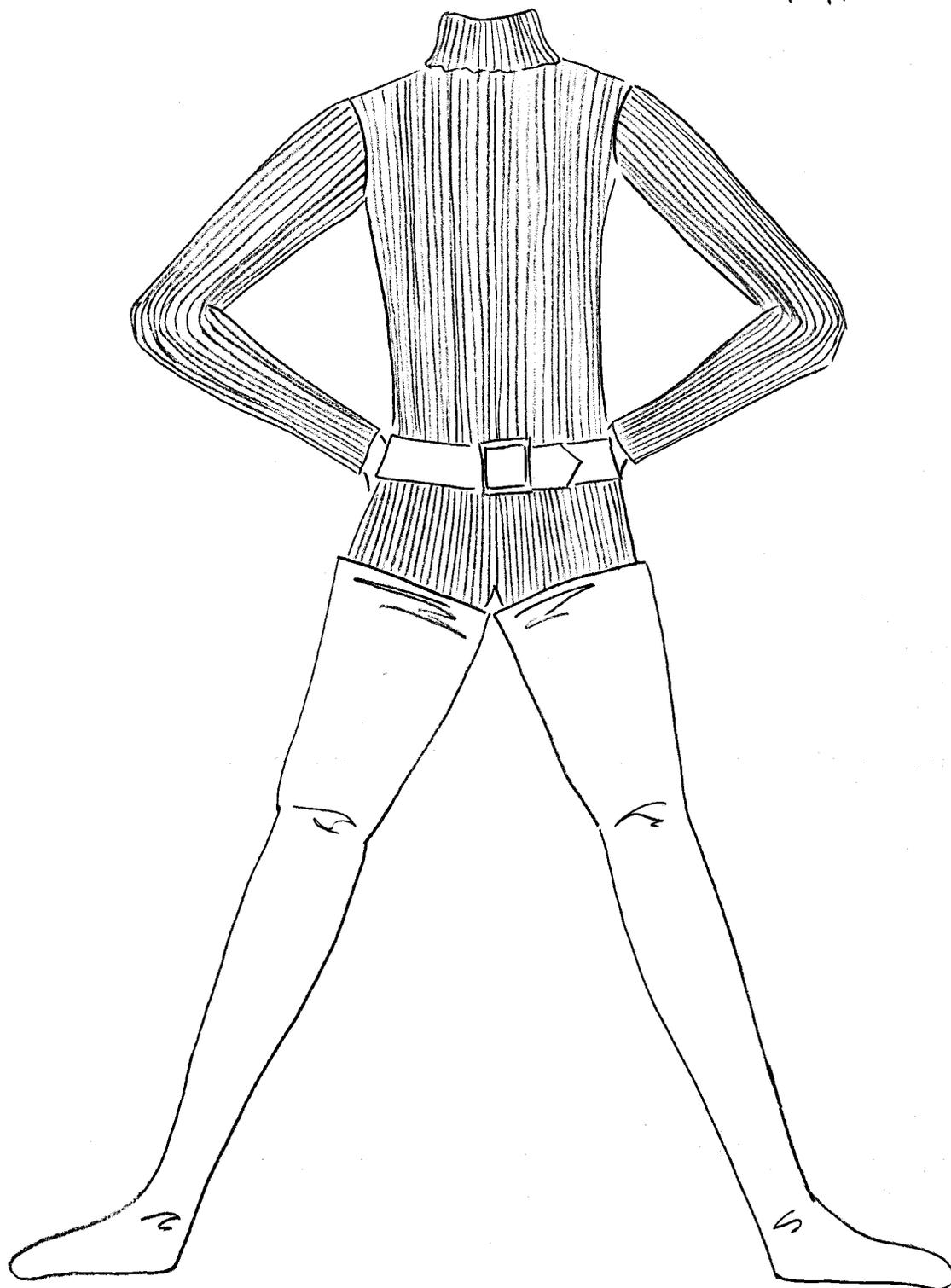
K.



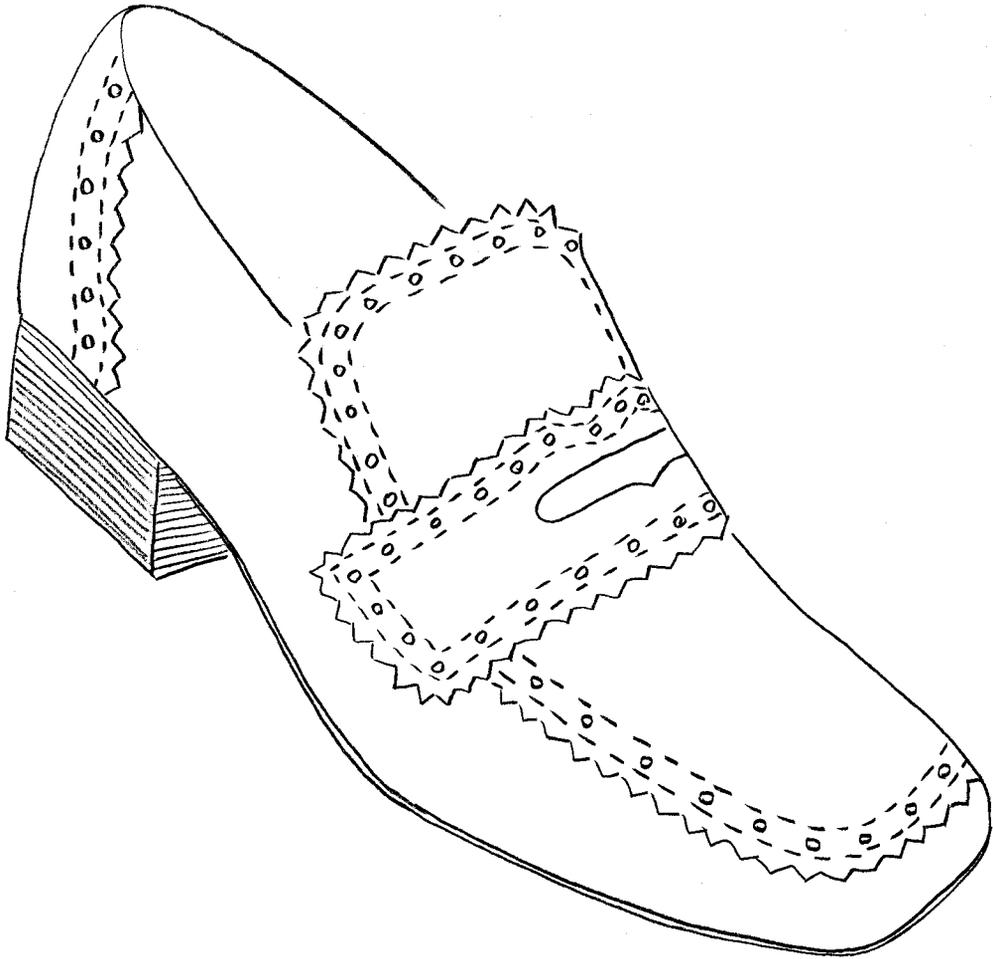
L.

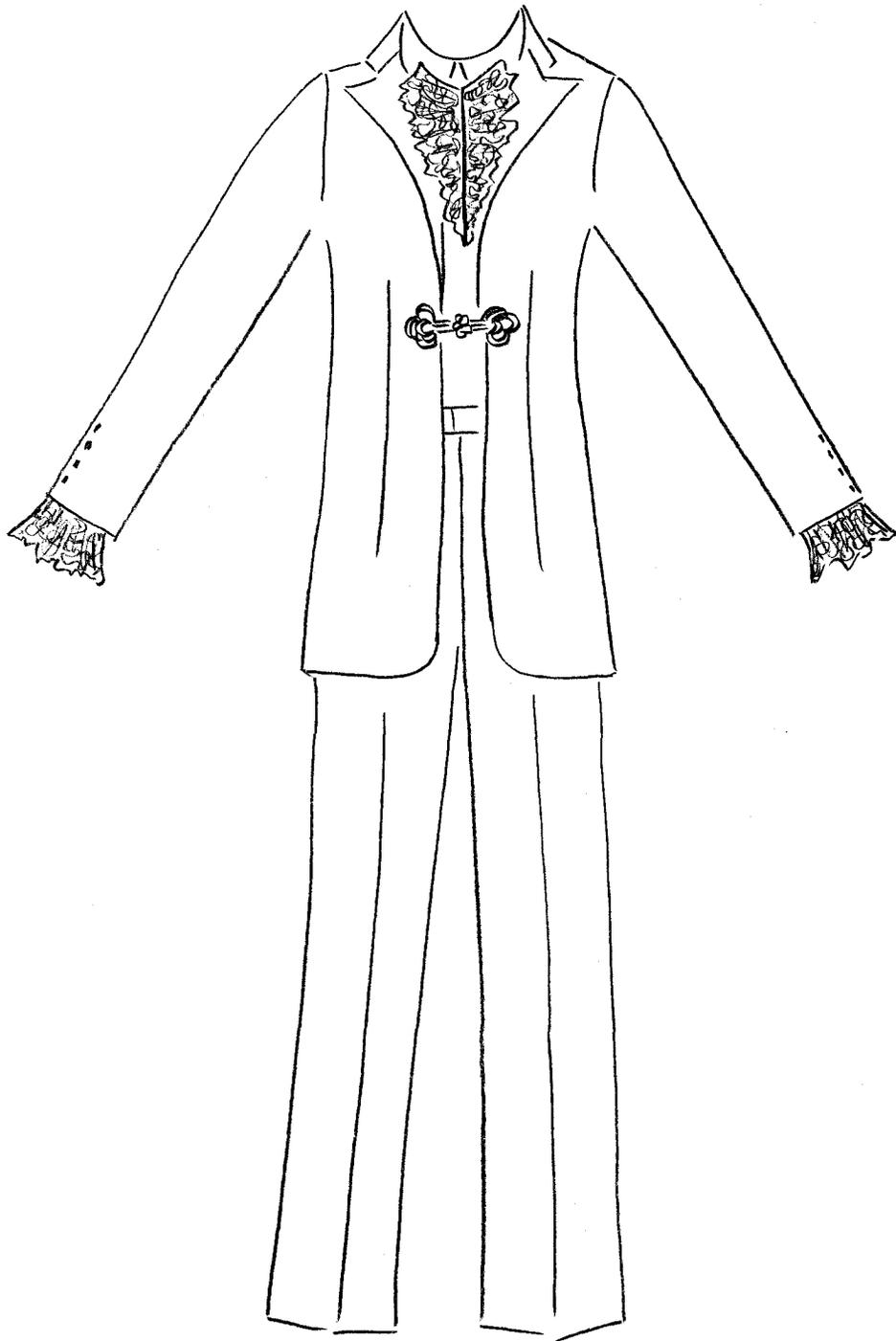


M.



N.





APPENDIX C

KEY FOR THE Fe SCALE OF PERSONALITY

Key for the Fe (Femininity) Scale of Personality

1. Buffer	25. Buffer	49. Buffer
2. False	26. False	50. False
3. Buffer	27. Buffer	51. Buffer
4. False	28. False	52. False
5. Buffer	29. Buffer	53. Buffer
6. True	30. True	54. False
7. Buffer	31. Buffer	55. Buffer
8. True	32. False	56. True
9. Buffer	33. True	57. Buffer
10. False	34. Buffer	58. True
11. False	35. False	59. Buffer
12. Buffer	36. Buffer	60. True
13. True	37. False	61. Buffer
14. Buffer	38. Buffer	62. True
15. True	39. False	63. Buffer
16. True	40. True	64. False
17. Buffer	41. Buffer	65. Buffer
18. True	42. False	66. False
19. Buffer	43. Buffer	67. Buffer
20. False	44. True	68. True
21. Buffer	45. Buffer	69. Buffer
22. False	46. True	70. False
23. Buffer	47. Buffer	71. Buffer
24. False	48. False	72. True

APPENDIX D

T-A-I RATINGS OF THE UNI-SEX CLOTHING ITEMS

Mean scores and rank order of tolerance, acceptance, and innovation (T-A-I) of the 15 uni-sex clothing items.

Uni-sex Item	Tolerance ^a		Acceptance ^b		Innovation ^c		T-A-I ^d	
	Mean score ^e	Rank ^g	Mean score ^e	Rank ^g	Mean score ^e	Rank ^g	Mean score ^f	Rank ^g
A	1.83	6	1.45	7	1.26	8	4.54	8
B	1.81	10	1.26	12	1.15	12	4.22	12
C	1.92	2	1.59	2	1.31	6	4.82	3
D	1.89	5	1.53	5	1.33	4	4.74	5
E	1.82	9	1.51	6	1.31	7	4.64	6
F	1.83	7	1.35	10	1.17	11	4.35	9
G	1.90	4	1.54	4	1.32	5	4.76	4
H	1.81	11	1.24	13	1.21	10	4.26	11
I	1.72	13	1.27	11	1.13	13	4.12	13
J	1.63	14	1.18	14	1.08	14	3.89	14
K	1.94	1	1.67	1	1.50	1	5.10	1
L	1.73	12	1.39	9	1.22	9	4.33	10
M	1.56	15	1.08	15	1.04	15	3.68	15
N	1.91	3	1.56	3	1.41	2	4.89	2
O	1.83	8	1.44	8	1.37	3	4.64	7

^a "I wouldn't mind seeing others wearing an item such as this. "

^b "I would wear an item such as this. "

^c "I would like to be among the first among my friends and associates to wear such an item. "

^d Total tolerance, acceptance, and innovation.

^e 1.00 = disagree; 2.00 = agree.

^f 3.00 = T-A-I disagree; 6.00 = T-A-I agree.

^g 1 = most agree; 15 = most disagree.

APPENDIX E

F-M RATINGS OF THE ACCEPTED UNI-SEX CLOTHING ITEMS

Means^a and level of significance of comparisons of F-M ratings of the 15 uni-sex clothing items.

Sex and Culture	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Men (mean score)	54.67	86.63	45.98	63.59	41.63	79.02	53.80	77.61	70.76	41.63	57.07	53.26	73.04	69.46	66.96
Women (mean score)	55.78	78.28	40.47	60.78	47.34	71.56	45.94	70.78	61.25	33.28	61.41	49.22	60.78	70.78	71.25
N = 78															
t-value	-0.2392	1.8383	1.0349	0.5917	-1.2058	1.5954	1.6056	1.6388	2.1721 ^b	1.5487	-0.9423	1.1735	2.2309 ^b	-0.3016	-0.8809
Japanese men	49.55	90.45	45.68	63.41	45.23	79.55	60.68	84.09	83.18	41.14	57.05	55.23	79.55	67.50	70.00
Japanese women	51.00	80.00	53.50	61.00	53.50	71.50	43.50	58.50	60.50	34.00	61.00	44.50	68.00	82.00	70.00
N = 32															
t-value	-0.2391	1.1871	-0.7425	0.2318	-0.7872	0.9982	1.7418	4.0379 ^b	3.0780 ^b	0.6842	-0.5006	2.2975 ^b	1.1842	-1.6837	0
American men	59.38	83.13	46.25	63.75	38.33	78.54	47.50	71.67	59.38	42.08	57.08	51.46	67.08	71.25	64.17
American women	57.95	77.50	34.55	60.68	44.55	71.59	47.05	76.36	61.59	32.95	61.59	51.36	57.50	65.68	71.82
N = 46															
t-value	0.2170	1.1118	2.1260 ^b	0.6903	-1.5297	1.1661	0.0922	-0.9388	-0.5034	1.4795	-0.7643	0.0194	1.4797	1.2284	-1.4324
Japanese	50.00	87.19	48.13	62.66	47.81	77.03	55.31	76.09	76.09	38.91	58.28	51.88	75.94	72.03	70.00
Americans	58.70	80.43	40.65	62.28	41.30	75.22	47.28	73.91	60.43	37.72	59.24	51.41	62.50	68.59	67.83
N = 78															
t-value	-1.9232	1.4756	1.4121	0.0786	1.3774	0.3820	1.6400	0.5153	3.7827 ^b	0.2172	-0.2068	0.1329	2.4610 ^b	0.7869	0.4443
Japanese men	49.55	90.45	45.68	63.41	45.23	79.55	60.68	84.09	83.18	41.14	57.05	55.23	79.55	67.50	70.00
American men	59.38	83.13	46.25	63.75	38.33	78.54	47.50	71.67	59.38	42.08	57.08	51.46	67.08	71.25	64.17
N = 46															
t-value	-1.9671	1.3173	-0.0859	-0.0508	0.9856	0.1737	1.9612	2.6133 ^b	4.7867 ^b	-0.1304	-0.0071	0.7899	1.8994	-0.6122	0.8723
Japanese women	51.00	80.00	53.50	61.00	53.50	71.50	43.50	58.50	60.50	34.00	61.00	44.50	68.00	82.00	70.00
American women	57.95	77.50	34.55	60.68	44.55	71.59	47.05	76.36	61.59	32.95	61.59	51.36	57.50	65.68	71.82
N = 32															
t-value	-0.7735	0.3115	2.1455 ^b	0.0469	1.6078	-0.0109	-0.5214	-2.6305 ^b	-0.1700	0.1225	-0.0671	-1.3896	1.0926	2.8578 ^b	-0.2481

^a 100 = very feminine
0 = very masculine.

^b Level of significance = $p < .05$.

Means^a and level of significance of comparisons of F-M ratings of the uni-sex clothing items which were accepted by the subjects.

Sex and Culture	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Men (mean score)	46.00	70.00	42.26	52.94	40.25	69.58	41.58	67.50	71.54	51.88	53.27	51.79	55.00	62.50	59.62
Women (mean score)	56.20	81.07	44.00	62.29	52.25	75.67	48.17	74.55	60.63	37.50	64.04	48.44	85.00	69.62	78.10
N = 78															
t-value	-1.3048	-0.8642	-0.2538	-1.3470	-1.7389	-0.7432	-1.1752	-0.7541	1.2032	1.1773	-1.8726	0.9651	-1.2566	-1.2775	-2.7215 ^b
Japanese men	42.50	60.00	38.08	50.00	42.50	72.22	47.86	71.67	93.33	57.50	55.00	52.86	50.00	63.75	61.43
Japanese women	53.13	74.00	48.33	62.50	63.33	74.17	46.67	55.00	50.00	42.50	61.88	45.00	-	79.17	74.29
N = 32															
t-value	-1.4582	-0.5276	-0.8039	-0.8607	-1.3293	-0.1544	0.0755	1.2774	4.5819 ^b	0.5452	-0.6721	1.1645	-	-1.4558	-0.9990
American men	51.25	80.00	45.28	56.25	38.00	61.67	37.92	55.00	52.86	46.25	51.54	50.71	56.25	60.00	57.50
American women	57.65	85.00	41.11	62.19	47.50	76.67	49.41	81.88	62.14	35.00	65.00	49.58	85.00	66.75	80.00
N = 46															
t-value	-0.4595	-0.4009	0.5375	-0.8974	-1.6916	-1.2084	-2.0508 ^b	-1.9242	-1.3678	0.9266	-1.8557	0.2626	-1.0303	-0.9238	-2.8574 ^b
Japanese Americans	48.57	68.75	41.32	55.88	50.31	73.00	47.31	66.11	87.14	52.50	57.62	50.00	50.00	68.89	67.88
N = 78	56.43	83.75	43.89	60.21	43.54	72.92	44.66	76.50	57.50	40.63	59.35	50.00	62.00	65.19	73.25
t-value	-1.0816	-1.2812	-0.3942	-0.6121	0.9358	0.0101	0.4008	-1.1483	4.2915 ^b	0.9552	-0.2866	-	-0.4356	0.6545	-0.7308
Japanese men	42.50	60.00	38.08	50.00	42.50	72.22	47.86	71.67	93.33	57.50	55.00	52.86	50.00	63.75	61.43
American men	51.25	80.00	45.28	56.25	38.00	61.67	37.92	55.00	52.86	46.25	51.54	50.71	56.25	60.00	57.50
N = 46															
t-value	-0.9282	-0.6008	-0.9380	-0.5035	0.3612	0.7572	0.8698	1.0954	8.9541 ^b	0.6091	0.4921	0.3906	-0.2240	0.3559	0.3210
Japanese women	53.13	74.00	48.33	62.50	63.33	74.17	46.67	55.00	50.00	42.50	61.88	45.00	-	79.17	74.29
American women	57.65	85.00	41.11	62.19	47.50	76.67	49.41	81.88	62.14	35.00	65.00	49.58	85.00	66.75	80.00
N = 32															
t-value	-0.4542	-0.9892	0.5716	0.0362	2.5258 ^b	-0.2118	-0.3755	-2.2519 ^b	-0.6971	0.4185	-0.3084	-0.8673	-	1.6893	-0.6768

^a 100 = very feminine
0 = very masculine

^b Level of significance = $p < .05$.

APPENDIX F
BACKGROUND INFORMATION

Background information

Description of Subjects	American		Japanese		Total
	Men	Women	Men	Women	
Marital status:					
Single	8	12	20	9	49
Married	16	10	2	1	29
Age:					
18 to 20 years	3	2	3	2	10
21 to 25 years	8	9	13	6	36
26 to 30 years	9	4	4	2	19
31 to 35 years	2	2	1	0	5
36 to 40 years	1	1	1	0	3
Over 40 years	1	4	0	0	5
Education (highest level completed):					
Undergraduate: less than 1 year	1	0	1	0	2
1 year	1	0	3	0	4
2 years	4	2	2	1	9
3 years	4	5	2	2	13
4 years	1	2	10	3	16
Graduate: less than 1 year	1	2	0	0	3
1 year	3	4	1	0	8
2 years	3	3	1	2	9
3 years	2	2	1	0	5
4 years	1	0	0	2	3
5 years	1	0	0	0	1
6 years	2	2	1	0	5
Major field:					
Agriculture	3	0	1	0	4
Architecture	0	0	1	0	1
Business Administration	1	2	2	0	5
Education	4	8	1	0	13
Forestry and Fisheries	2	0	0	0	2
Home Economics	0	5	1	2	8
Humanities and Social Sciences	5	5	4	6	20
Natural Sciences	8	1	3	1	13
Physical Education	0	1	1	0	2
Dentistry and Medicine	1	0	1	0	2
Law	0	0	4	1	5
Engineering	0	0	3	0	3

(Continued)

Description of Subjects	American		Japanese		Total
	Men	Women	Men	Women	
Population:					
Less than 1,000	5	2	0	0	7
1,001 to 5,000	4	6	0	0	10
5,001 to 10,000	1	3	0	0	4
10,001 to 25,000	4	2	0	0	6
25,001 to 50,000	4	1	3	0	8
50,001 to 100,000	0	2	1	0	3
100,001 to 250,000	0	2	1	2	5
250,001 to 500,000	3	3	1	2	9
More than 500,000	3	1	16	6	26
Occupation (head of household):					
None	0	0	3	0	3
Professional, technical	4	5	3	8	20
Managers, officials, proprietors	8	5	15	2	30
Sales workers	0	1	0	0	1
Craftsmen, foremen	3	0	0	0	3
Clerical	0	4	0	0	4
Operatives	0	1	0	0	1
Service workers (except household)	1	1	0	0	2
Laborers (except farm and mine)	3	2	0	0	5
Farmers and farm managers	5	3	1	0	9
Occupation (subject's):					
Professional, technical	8	12	4	1	25
Managers, officials, proprietors	1	0	1	0	2
Sales workers	0	0	1	0	1
Clerical	0	1	0	0	1
Laborers (except farm and mine)	1	0	0	0	1
Student	14	9	16	9	48
Occupation (spouse's):					
None	8	13	21	9	51
Professional, technical	4	7	0	1	12
Managers, officials, proprietors	0	2	0	0	2
Craftsmen, foremen	0	0	1	0	1
Clerical	4	0	0	0	4
Student	2	0	0	0	2
Housewife	6	0	0	0	6
Length of time in the United States:					
Japanese: less than 1 year	-	-	20	8	28
1 to 2 years	-	-	1	0	1
2 to 3 years	-	-	1	1	2
3 to 5 years	-	-	0	1	1
Americans: born in the United States	24	22	-	-	46