

AN ABSTRACT OF THE THESIS OF

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ECONOMICALLY DISADVANTAGED RURAL COMMUNITY
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This thesis is a study of the clothing behavior of disadvantaged adolescents in a rural community as it relates to the factors of social class, security level, peer acceptance and self-selection of clothing. ✓

This study was selected because very little research in clothing behavior has been done in disadvantaged rural areas; yet many home economists work in similar areas. Questionnaires developed by the writer to measure self-selection in clothing acquired and worn were administered to 74 high school students', along with research measures developed by other investigators to measure peer acceptance level, conformity in dress and security level. The mode of dress for the students in the population was computed from a checklist of items frequently worn to school. The level of conformity to the mode of dress was also computed from this checklist.

The data revealed positive correlations between social class and conformity in dress (.16) and between social class and clothing last

worn which was self-selected (.10). Positive correlations were also found between security level and peer acceptance (.15), between security level and conformity in dress (.15), and between security level and clothing last acquired which was self-selected (.11). A positive correlation was also found between peer acceptance and conformity in dress (.15). A correlation was found between peer acceptance and clothing last worn which was self-selected (.12). There was a negative correlation between conformity in dress and self-selection of the last item of clothing acquired for the wardrobe (-.20).

The highest correlation between factors occurred between self-selection of last item acquired for wardrobe and self-selection of clothing item last worn (.71).

Of the clothing items in the modal dress pattern, the girls in the study selected most of their last pair of pants or latest pantsuit themselves, while their sweaters were often selected by someone else. The boys selected most of their shoes or boots themselves, while their dress shirts were often selected by another person.

Most of the friendships in the adolescent population were mutual pairs. Fifty-nine percent of the adolescents in the study were part of a mutual pair friendship.

The general mode of dress for the participants was conservative, with no extremes in hair style or dress for either boys or girls.

The students tended to conform in ways which were inexpensive or lacking in cost. No student wore 100% of the modal dress items on the day the data were collected.

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an Economically Disadvantaged
Rural Community

by

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CLOTHING BEHAVIOR OF ADOLESCENTS IN AN ECONOMICALLY DISADVANTAGED RURAL COMMUNITY

INTRODUCTION

Education of the disadvantaged is a topic of prime importance for the 1970's. The spectrum of concerned groups is broad, encompassing educators, civic organizations and governmental agencies. The effectiveness of programs such as O. E. O. (Office of Economic Opportunity), Upward Bound (a program of enrichment for disadvantaged adolescents), and Title I (aid to economically disadvantaged children in the public schools) is debated and discussed by teachers and politicians.

Who are the "disadvantaged"? What is the nature of the "disadvantaged community"? What concepts should a teacher have about present adolescent clothing behavior before he can effectively work with disadvantaged adolescents? How does an adolescent's clothing behavior manifest itself when his family is economically deprived? How do his relationships with his peers compare with those of adolescents from more economically secure families?

Through personal observations made over a period of years while a teacher in a rural community where over one-third of the families had an annual income of \$3,000 or less, the writer became concerned about these and other questions relating to disadvantaged youth.

Fantini and Weinstein (1968, p. 5) wrote that "any deprived of the means to reach any of the basic human goals" are disadvantaged. These goals were defined as physical comfort and survival, feelings of potency and self-worth, connection with others and concern for the common good.

Maslow (1954, p. 157) stated that criticism was frequently interpreted by individuals whose basic needs are not being met as a form of attack and the reaction to it was one of anger and hostility.

In the observation of the writer, a similar type of threat syndrome occurs when adolescents' attempts at expression of higher needs through clothing behavior are criticized by a well-meaning adult. The reaction of a disadvantaged youth to this situation is more dramatic than that of a middle-class student. He is likely to respond as though he were being attacked.

From personal observation, the writer feels that many middle-class home economics teachers often are not properly prepared to teach in disadvantaged communities. Through training in college clothing courses which are oriented to middle-class culture, the prospective teacher is taught to adhere to standards which are often impossible for her students in a lower-class culture to attain. The teacher may expect too much from her students and, by criticizing their efforts, discourage their attempts at creativity and their enjoyment of the subject.

The writer feels that through better understanding of deprivation, economic poverty and the clothing behavior which results from this environment, home economists, whether teachers, home extension agents or 4-H leaders, will be more knowledgeable about the situations in which they work and be better able to do their jobs effectively.

Reasons for the Study

In this study, the writer investigated adolescent conformity in dress. She also measured and compared the relationships between conformity, level of peer acceptance, social security, social class placement and clothing acquisition patterns of adolescents in an economically deprived rural area.

Friedenberg (1964, p. 190) stressed, "The central growth process in adolescence is to define the self through the clarification of experience and to establish self-esteem." He compared the task of the adolescent in creating himself with the task of an artist creating his work.

If we are to assume that conformity represents an acquired need of the adolescent and that he expresses his self-esteem through his mode of dress, what happens to a disadvantaged adolescent who is unable to fulfill this need because of economic deprivation? If he is unable to conform to a group in dress, how does he satisfy his need to conform?

In a study of adolescent boys, Eicher and Dillon (1969, p. 5) found that there was a positive relationship between conformity to peer dress standards and social acceptance.

Purpose and Objectives of the Study

The purpose of the study was to investigate relationships among several factors involving adolescents in an economically poor community, namely clothing conformity, clothing acquisition practices, social insecurity, peer acceptance and socio-economic level.

Statistical Hypotheses

1. Social class placement will be independent of four factors.
These are level of social security, peer acceptance, conformity in dress and clothing self-selection level, acquired and worn.
2. Social security level will be independent of three factors.
These are level of peer acceptance, conformity in dress and clothing self-selection, acquired and worn.
3. Clothing conformity level will be independent of self-selection of clothing, acquired and worn.
4. Self-selection of clothing acquired will be independent of self-selection of clothing worn.

Definition of Terms

1. Conformity in dress -- correspondence in form or character, agreement, congruity or accordance with the mode of dress for a given group of individuals; specifically, percentage of modal dress pattern which was worn by the individual.
2. Disadvantaged -- those individuals deprived of the economic means to reach their goals.
3. High socio-economic level -- those adolescents whose families received an ISC rating of 45 or less on Warner's Index.
4. Isolate -- individuals who made no choices and received none on the "projected 'liking' reaction" sociometric test, those who made some choices and received some choices, but none were reciprocal, and those who made some choices but received none.
5. Low socio-economic level -- those adolescents whose families received an ISC rating of 65 or more on Warner's Index.
6. Modal dress pattern -- the statistical mode of wearing apparel in the school; the items which appeared most frequently.
7. Mutual pair -- individuals who made one choice of a friend and received the same choice by the friend.
8. Peer acceptance level -- measurement of social prestige based upon the number of reciprocal friendship choices made by the individuals in the study.

9. Reciprocal friendship group -- individuals who made two or more selections on the "projected 'liking' reaction" sociometric test and were, in turn, selected by those friends.
10. Self-selected clothing items acquired -- those items of clothing last added to the wardrobe which were chosen by the adolescent himself.
11. Self-selected clothing items worn -- those items of clothing last worn or being worn at the time of the interview which the student decided upon himself.
12. Social class placement -- the position of the family of adolescents in the study based upon Warner's Index of Status Characteristics.
13. Social security -- freedom from feelings of excessive sensitivity, shyness, self-consciousness and anxiety in social interaction situations as measured by the Lapitsky Scale.

Limitations of the Study

The study was limited to all of the students in the high school in the rural community. These students met the following criteria:

1. They represented the adolescent age group, 13-18.
2. They lived in a rural area.
3. A large percentage of the families was economically disadvantaged.

The statistical analysis of the study was employed to describe what had occurred on one day at one point in time in one specific community regarding the factors measured. No inferences about other adolescents were made.

Assumptions

1. Conformity in dress is an acquired need of the adolescent.
2. Limited income affects the availability of clothing items to adolescents in the family.
3. Students in the population have a lower than average reading ability.
4. Students are very honest and direct in their answers when the purpose of the study is explained and no names are used on the questionnaires.

REVIEW OF LITERATURE

Social Class

Warner (1960, p. 66), in his Master List of Social Class Configurations, divided the social classes in America into five categories. These were, briefly, the upper class, the upper-middle class, the lower-middle class, the upper-lower class and the lower-lower class.

In order to explain the differences between these classes, Warner (p. 11-15) gave an example of the source of income an individual must have to qualify as a member of each category. The upper class contained people who live on income derived from inherited wealth. The upper-middle class was composed of people who have earned wealth as their source of income and their incomes average less than those in the lower strata of the upper class, who, according to Warner (p. 13), have the largest incomes of all the groups. The lower-middle class was composed of "white collar" workers who have salaries as a source of income and some skilled tradesmen who live on earned wages. The upper-lower class was composed of people who earned their living from semi-skilled or unskilled jobs but ranked above the lower-lower class whose chief source of income is welfare, either public or private, and dishonest activity.

Warner (1960) also used house type, dwelling area, occupation and education as factors which determined one's social class. He stated (p. 16) that variations in composition will occur in various parts of the United States and in different communities; for example, the West, a relatively new region, may not contain any true upper-upper class families. Economic factors are important in determining one's social class, but value judgments are also made as to institutional memberships of individuals and to the way in which income is spent. The idea that all are created equal in America is, in reality, not true. Mobility, the movement upward between the social classes, is largely dependent on education.

It should not be assumed that all children below the middle class stay in school and strive for higher social position. Havighurst and Taba (1949) reported that only 20% of the lower-middle class children and 5% of the lower class children go to college. They explained that social class often works against the lower class child in our present educational system.

Warner (1960, p. 28) theorized that one of the causes of the situation was ignorance on the part of educators as to how social class operates in our lives. He stated,

To be more specific, part of the general answer lies within the teacher as a product of our class system. The teacher conscientiously applies his own best values to his rating of the child. The middle-class teacher, and over three-fourths of teachers are middle class, applies middle class values.

For him, upper and upper-middle class children possess traits that rank high and are positive; lower class children have characteristics that are negative and rank low.

Even when children rated other children, as in Neugarten's (1945) study of fifth and sixth graders, such traits as good looks, liking for school, leadership and friendship were often attributed to upper and upper-middle class children only, while lower class children were often ranked low and said to be bad looking, dirty and not desirable for friendship.

The fate of the lower class child in middle class oriented schools is so unfortunate that Warner (1960, p. 28) predicted that in groups of children with the same intelligence, ability and interest, a large percentage from the lower classes would have dropped out of school before the sophomore year in high school, whereas none of the upper class children, except those handicapped, would have voluntarily dropped out of school.

Ostermeier and Eicher (1966) studied the relationship of clothing and appearance to social class and social acceptance in a group of adolescent girls in a community composed primarily of high income, highly educated people. The sample included girls from both higher and lower social classes as measured by Warner's Index of Status Characteristics. They found that the girls, regardless of social class or level of acceptance among their peers, agreed that clothing was important and that dressing in the adolescent norm was important and

influenced popularity. Upper class girls were found to be thought of as better dressed more often than lower class girls in the study. Upper class girls thought it was important that parents approve of their clothing, while lower class girls rated approval by their peer group higher. The lower class girls also placed more importance on clothing in judging other girls.

The investigators in this study used a sociometric technique to determine whether the girls belonged to a friendship group or tended to be "isolates," those who made no reciprocated friendship choices. One difference in attitude toward clothing which was noted between the "isolates" and the "group members" was that the isolates, regardless of social class, did not think girls were judged as much by the way in which their friends dressed as did the group members of both social classes.

The Disadvantaged

Deprivation was explained by Fantini and Weinstein (1968) as being related to the inability of an individual to satisfy his human needs. Maslow (1954) wrote of basic needs on a scale from low to high. Lower needs were identified as physical satiation and self-importance. Higher needs referred to those which related more specifically to self-actualization. He stated (p. 146), "The basic needs arrange themselves in a fairly definite hierarchy on the basis of the principle of

relative potency." According to Maslow (p. 156) the individual whose basic needs are being thwarted feels the most threat.

If we are to consider the disadvantaged as those in whom deprivation of any of the basic human needs has occurred, then we can surmise that the disadvantaged person has more obstacles to overcome in meeting his basic needs before he can satisfy higher needs of beauty, principle and self-actualization. Often this search for higher needs never occurs.

Warren C. Haggstrom, in a paper presented to the 71st Annual Convention of the American Psychological Association in Philadelphia (1963), characterized the poor by stating that they had interests which were limited by self, their own families and immediate neighborhood. They tended to be concerned only with the present and did not plan for the future. In problem-solving situations, their emphasis was on survival for the present, rather than working cooperatively together to solve long-range problems or even common problems which a group of them thought very important. They sought gratification in the present and pleasures on a moment-to-moment basis. He further stated that it was difficult for them to delay satisfaction of their needs and immediate rewards were vital. Outsiders and those who had achieved prosperity were looked upon with envy and suspicion by the economically poor, and there was a basic lack of trust in other people. They frequently appeared not to care about anything, had little

motivation toward future goals, and viewed life with a certain romanticism. They frequently had ideas about the natural and social orders which had no basis in scientific concepts.

Veneta Stender (1970) studied the clothing selection patterns of low-income women in Southeastern Oregon. She found that many of the women in her study felt that they lacked suitable clothing items in their wardrobes and this prevented them from seeking employment, in some cases, or from attending social functions, in other cases. When they did add items to their wardrobes, these were often either too dressy or too casual for classroom wear. Poorly constructed outerwear was also a problem encountered by the women in her study. Nearly all of the low-income women in the group felt that they had some major clothing problems.

Security-Insecurity

Social insecurity and security is one of the areas investigated in this study. Many investigators from various fields have studied the phenomenon of social insecurity, each from a slightly different focus.

One of the earliest studies of social insecurity was conducted by Abraham Maslow. He clustered 14 groups of cause-effect relationships to test his hypothesis. He stated (1942, p. 335),

The insecure person; then, perceives the world as a threatening jungle and most human beings as dangerous and selfish; feels rejected and isolated, anxious and hostile; is generally

pessimistic and unhappy; shows signs of tension and conflict; tends to turn inward; is troubled by guilt feelings; has one or another disturbance of self-esteem; tends to be or actually is neurotic and is generally egocentric and selfish.

Maslow and Mittleman (1946) devised a test which ranked socially insecure people on a scale ranging from mild manifestations to severe manifestations.

Knutson (1952) was interested in the psychological significance of personal security. He studied psycho-neurotic veterans at a Veterans Administration Hospital and 51 psychology students at Princeton University. He found that people tend to be most secure in the areas which are least important to them and most insecure in the areas which are most important.

Garber (1952) as cited by Lapitsky (1961, p. 22), investigated the relationships within the family which foster security or insecurity. She used the interview technique with college students. Her findings included the basic hypotheses that the parental family has more influence on the social security or insecurity of the children than other influences and that certain specific attitudes of that family increase the feelings of social security which a child has.

Cameron and McCormick (1954) evaluated the literature written about social insecurity. They found a need for the testing of hypotheses related to clinical aspects, normative aspects and propagandistic aspects of social security and insecurity. They found much bias in

the reviewed literature dependent upon the specific interests of writers. They listed nine categories of literature about security and insecurity (p. 557-559). These included:

(1) security-seeking as a basic drive or security as a goal, (2) insecurity as an emotional response to sudden external threats, (3) insecurity from a relatively constant threatening situation, (4) insecurity from competition or from inferiority, (5) insecurity due to a threat from within, or personality characteristics, (6) insecurity as a function of beliefs, especially religious, (7) insecurity related to the sound development of the personality, (8) insecurity as one of the causes of some kinds of behavior, especially pathological behavior, and also the cause of certain kinds of attitudes and behavior, and (9) miscellaneous, conflicting causes not applicable to other categories.

Bossard and Boll (1954) studied 100 large families and found that emotional security was more important to an individual than economic security. They found that large families often can foster this emotional security in circumstances of extreme economic deprivation.

Nettler and Huffman (1957) investigated college and non-college adults. One of their most important results showed that political conventionality, conformity and conservatism correlated with personal security and that conservatism and security related to higher status, income, occupation and education. They also found insecurity related positively to radicalism.

Lapitsky (1961), in her study of clothing values as related to general values, personal security and insecurity, sought to relate an

individual's clothing behavior to his values and feelings of social security. She interpreted social insecurity as being characterized by feelings of excessive sensitivity, shyness, self-consciousness, anxiety and inadequacy in social-interaction situations. Her measure with a group of college students was termed the Lapitsky Social Inventory and it correlated (.76) with the Taylor Scale of Manifest Anxiety.

Conformity in Dress

Random House Dictionary of the English Language defines conformity as "correspondence in form or character, agreement, congruity or accordance." Many studies have been done to investigate conformity and its relationship to dress. These studies have dealt with groups of people representing many different age levels and life situations.

Hurlock (1929) studied motivation in fashion, using the questionnaire method with subjects ranging in age from 16 to 51. She found that people dress more to impress members of their own sex than to impress members of the opposite sex, and that clothing was of greatest importance during adolescence.

Barr (1934) studied conformity in dress of a group of women ages 16-35 and found that the majority of people choose clothing which enables them to conform to a group. Cobliner (1950) found as the

chief reason for conformity the desire of the individuals in his study to be attractive to the opposite sex. He tested 18 girls at Hunter College and tried to isolate the factors of status, prestige, leadership and norms. He concluded that they competed for attention in their dress, they wanted to look more feminine, and their most important reason for complying with fashion was prestige and status. He suggested that the real reason for conformity was the competition for male attention. Although his group was small, he suggested that more research be done in this area using projective techniques.

Aiken (1963) studied conformity as one of the specific kinds of interest in clothing. He found that those people rating high in "conformity in dress" tended to be conscientious, moral, sociable, and traditional. He administered 80 true-false statements concerning clothing behavior to 300 college girls. The following clusters as to reasons for dress appeared: decoration, comfort, interest, conformity and economy. Creekmore (1963) related clothing behavior to specific values and needs. Those people in her study who exhibited high conformity in dress rated social values high on a scale of values as measured by the Allport-Vernon-Lindzey test of values.

Alexander (1961) studied reasons men and women have for wanting to be well-dressed. Her sample was composed of all age groups. Conformity in dress was found to be mentioned most often by high school girls and boys as a reason for their choice of clothing. It was

also important to those seeking status by identifying with a group which indicated position and responsibility.

Ryan (1966, p. 229) stated,

The most important requisite of clothing, then, for the school child, is that it is sufficiently similar to other members of the group so that he is acceptable in this respect and is not ridiculed.

Young (1938) emphasized that children may become self-conscious and develop feelings of inferiority from having to wear clothes considered different by other children in their peer groups. Hurlock's research concurred with this point. She stated in her summary (1948, p. 596),

The child wants his clothes to conform to the style of the group. Any deviation that is great enough to be noticed or ridiculed by other children is the source of much distress to the child and may readily lead to feelings of inferiority which will cause the child to withdraw from the group.

In investigating clothing requirements of young male adolescents, Glickman (1952) stated that the most important aspect of clothing to the adolescent boy is that the attire be accepted by his friends; being different meant being inferior. Sylvia Silverman (1945), as cited by Ryan (1966, p. 255), studied the same age group and found that hand-me-downs were not as acceptable as they were in younger age groups. Their lack of fashion or appeal at the moment seemed to be the largest drawback.

Glickman (1952) developed a clothing conformity index. This was found by measuring the extent to which a boy's clothing agreed with the mode of dress for other boys. He also found that boys who

were clothing leaders had at least a minimum degree of clothing conformity.

Ryan (1966, p. 282) re-emphasized the adolescent's need to conform. She said,

. . . during adolescence there are many changes, and necessary adjustments, and the adolescent tends to feel insecure. This insecurity makes boys and girls highly sensitive to criticism and they seek approval and acceptance. As they are breaking away from the family, they desire the approval of the peer group. This tends to develop within them a deep conservatism, a tendency to conform to what they know will be accepted. Since they think in concrete rather than abstract terms, they embrace clothing as a means of demonstrating their conformity.

In summary, research in the area of adolescent conformity in dress indicated that the adolescent has a need to conform which is greater during these years than at any other time in his life. Research also showed that the inability to conform had very negative effects on the individuals and created feelings of self-consciousness and inferiority. Motivation for dress in samples studied varied from the desire to attract the attention of the opposite sex to the show of prestige or status; but in the adolescent groups studied, conformity was most important.

PROCEDURE

Steps in proceeding with this study involved selecting a site, selecting or devising measures to test the factors in concern, and administering the instruments.

First, a site was selected which was in a rural area and contained a group of adolescents who were in the age group, 13-18 years. A large proportion of them came from families who were identified as economically disadvantaged.

Second, the writer selected or devised measures to test levels of social class placement, social security, peer acceptance, conformity in dress and self-selection of clothing items acquired and worn.

Warner's Index of Status Characteristics was used to determine the social class placement of each of the families with adolescents in the study. Data from school records were used to determine the occupations of the breadwinners and locations of the homes.

The Lapitsky Social Inventory was selected to measure the level of social insecurity of the participants.

The sociometric technique termed "projected 'liking' reaction" was used to measure peer acceptance level and was administered together with the Lapitsky Inventory and the self-selection measures.

A checklist of clothing apparel items frequently worn to school was formulated which was used to determine the statistical mode of

dress for the adolescents in the school. Each individual's level of conformity to that mode of dress was also determined through use of the checklist.

Description of the Research Site

The research site was an unincorporated village community in the Oregon Coast Range. The high school population selected for the study consisted mainly of adolescents from low income families. Occupations of the breadwinners represented in the community were largely related to the lumber industry and to farming. Peaks of high unemployment frequently occurred in this community because of the wide fluctuations in the lumber market. The largest employers of the fathers of the adolescents during the time of the study were lumber mills and logging operations. The total high school population of 78 students was selected for the study, and results were obtained from 100% of that population.

Measurement for Social Class Placement

The social class placement of each of the families with students in the study was made through the use of Warner's Index of Status Characteristics. Because there was too much homogeneity in the dwelling area in a rural community, the writer elected to omit dwelling area as a factor. Therefore, the weights were used when one

characteristic is missing for computing the Index of Status Characteristics (Table 1). The formula used weighted the house type of the family at three, the breadwinner's occupation at five and the family's source of income at four. The sum of the weighted scores of the three factors became the numerical value of the family's social class standing in the community.

A questionnaire was developed to measure clothing practices as they related to the self-selection of clothing items acquired and worn.

Shortly after the modal dress pattern for the students in the school was determined, a tragic incident occurred which upset the friendship patterns of some of the students in the school for a while. The writer delayed for eight weeks administering the remainder of the measurements--peer acceptance, security-insecurity level and clothing acquisition patterns. At this time it was assumed that the adolescents had resumed normal patterns. Upon the resumption of the study four of the students had moved out of the school district.

The adolescents in this study consisted of all the high school (grades 9-12) students in a small unincorporated village in the coastal mountain range of Oregon. These students were selected for the study because they represented the adolescent age group and sufficient numbers fell into the categories of "disadvantaged" or not "disadvantaged," as measured by the family's source of income, occupation, and house type, to give some comparisons.

Table 1. Weights for computation of I. S. C. developed by Warner (1960, p. 124).

Status characteristic	Weights to be used if all ratings available	Weights to be used if ratings on one characteristic missing			
		Occupation missing	Source of income missing	House type missing	Dwelling area missing
Occupation	4	-	5	5	5
Source of Income	3	5	-	4	4
House Type	3	4	4	-	3
Dwelling Area	2	3	3	3	-

One of the most important criteria in selecting measures for this group of adolescents was the reading level of the material. By using the Fleish Readability Formula, the writer tested the questionnaire to be used by the students taking part in the study, and the reading level was found to be fifth grade. This represented the lowest level of reading ability of the students in the population and, therefore, the material was assumed to be comprehensible to all of the students in the study.

House types of the students in the study were rated by the writer through a series of drives through the area. The geographical boundaries of the rural school area encompassed approximately 500 square miles. Warner listed numerical values of the types of houses and their descriptions (1960, p. 49), and the writer used these as general guidelines upon which to base numerical values of the types of houses in the study. A brief description of each of the categories, with additions made by the writer to adapt the scale to conditions in the area, is as follows:

Rating
assigned to
house type

- 1 Very large, prestigious, well cared for homes with landscaped yards.
- 2 Very good houses, smaller than homes in the first category.
- 3 Houses in good repair which are small.

Rating
assigned to
house type

- 4 Average houses and very large mobile homes in good repair.
- 5 Houses in fair condition which have little landscaping. Small mobile homes with a small grassy area for a yard.
- 6 Badly run-down houses which are repairable. No landscaping or lawn.
- 7 Houses beyond repair. Litter and debris in yard including old car bodies. Houses, outbuildings and yards totally neglected.

Warner classified occupations into seven categories on his Revised Scale for Rating Occupation (p. 140-141). A brief description of each of the categories with additions made by the writer to fit the local situation is as follows:

Rating
assigned to
occupation

- 1 Professionals (none were in the population).
- 2 Owners of large ranches and owners of large tracts of timber.
- 3 Managers of large mills; superintendents.
- 4 Millwrights (skilled); loggers; sea captains.
- 5 Sawmill workers (semi-skilled).
- 6 Millhands (unskilled).
- 7 Unemployed.

In the event a family's breadwinner had two or more occupations

which represented different numerical values, the numbers were averaged to obtain the rating for the individual.

The seven levels of source of income and additions to fit the local situation were:

- 1 Inherited wealth.
- 2 Earned wealth.
- 3 Profits and fees, including profits from timber and live-stock.
- 4 Salary.
- 5 Wages.
- 6 Private relief, including unemployment compensation from local lumber mills.
- 7 Public relief and non-respectable income.

Measurement of Level of Security

The degree of social security-insecurity of the individuals in the study was measured by the Lapitsky Social Inventory in a slightly simplified form. Responses to the test were checked and one point was given for each insecure response. The score for each student, therefore, became the total of his insecure answers to the questions. This test, when compared by Lapitsky (1961) to the Taylor Test of Manifest Anxiety, showed a correlation of .76. Because the students at the rural high school had a generally low reading level, the writer used the Fleish Readability Formula to test the Lapitsky measure.

Even though the formula indicated that the Lapitsky Social Inventory was comprehensible at the fifth grade level, the writer felt that some of the terminology would be confusing to this particular group of students; therefore, items 4, 14, 16 and 24 were changed slightly to simplify terms (Appendix B).

Measurement of Peer Acceptance

Social acceptance by peers was measured by a sociometric analysis device termed "projected 'liking' reactions." The question asked the respondents was, "Who are the friends with whom you spend a great deal of time both in school and out of school?" On the basis of responses to this question, the students were classified into three groups-- (1) isolates, (2) mutual pairs, and (3) reciprocal friendship groups. This classification technique was previously used by Michigan State University's Eicher and Dillon (1969) and by Eicher (1966). The raw data consisted of the names of the friends selected by the students. These names were charted and analyzed for reciprocal choices and peer status for each student.

In order to assign scores for social acceptance, the writer followed Jahoda and Cook's (1951) assumption that the higher the number of choices an individual received, the greater his acceptance. The students, therefore, received a higher score (three) if they belonged to a reciprocal friendship group. If the students belonged

to a classification termed mutual pair, he received a score of two, and if he was termed an isolate, a score of one.

Measurement of Conformity in Dress

A technique used by Eicher and Dillon (1969) was adapted to formulate an inventory of clothing worn by the high school students on one test day which determined:

1. The statistical mode of dress for boys and for girls in the school.
2. The degree of conformity on the part of each individual to the mode of dress for the boys and for the girls in the school.

The writer observed general dress patterns in the high school over a period of time and from these general observations formulated a 13-point checklist for boys and a 14-point checklist for girls to be used on the test day.

Measurement for Determining Self-Selection in Clothing

To measure the degree of self-selection of clothing items, a checklist of wardrobe items was developed. Students checked who selected the last items of clothing added to their wardrobes and who selected the items of clothing they had most recently worn. Their

levels of self-selection became the percentages of owned items which they had personally selected for their wardrobes or had personally selected to wear the last time the item was worn.

FINDINGS

Individual Variables

Social Class

When social class placement of the population was determined by Warner's Index of Status Characteristics, a range of scores between 25 and 81 was found out of a possible 12 to 84. High scores on the Warner Index indicated low social class scoring. The mean score for the population was 54, the median, 54 and the mode, 57. Fifty-seven of the students had scores of more than 48 on the scale. There were none in the upper class range of 12-23.

When boys' and girls' scores were compared, a similar distribution of social class scores was found although the mean social class score for girls was 1.6 points lower than for boys. The mean score for boys was 54, the median range 48 to 59 and the modal range 48 to 59. For girls, the mean score was 55.6, the median range 48 to 59 and the modal range 48 to 59. See Table 2.

Security

Security level was measured by the Lapitsky Social Inventory. High scores on the measure indicated low security level. A possible range of 0 to 25 existed on the instrument. The range of scores found

Table 2. Social class distribution.

Warner scale steps	Boys		Girls		Total	
12-23	-		-		-	
24-35	2		3		5	
36-47	8		4		12	
48-59	15		18		33	
60-71	12		5		17	
72-83	3		4		7	
84	<u>-</u>		<u>-</u>		<u>-</u>	
Total	39		35		74	
	Mean:	54	Mean:	55.6	Mean:	54
	Median		Median		Median	
	range:	48-59	range:	48-59	range:	48-59
	Modal		Modal		Modal	
	range:	48-59	range:	48-59	range:	48-59

Standard deviation: 12.6

Table 3. Level of security.

Lapitsky score by steps	Boys		Girls		Total	
0-2	-		-		-	
3-5	3		1		4	
6-8	13		11		24	
9-11	9		8		17	
12-14	13		9		22	
15-17	-		3		3	
18-20	<u>1</u>		<u>3</u>		<u>4</u>	
Total	39		35		74	
	Mean:	9.07	Mean:	10.31	Mean:	10.2
	Median		Median		Median	
	range:	9-11	range:	9-11	range:	9-11
	Modal	6-8	Modal		Modal	6-8
	range:	12-14	range:	9-11	range:	12-14

for the population was 3 to 19 with a mean of 10.2, a median range of 9-11 and a modal range which was bi-modal at 6-8 and 12-14.

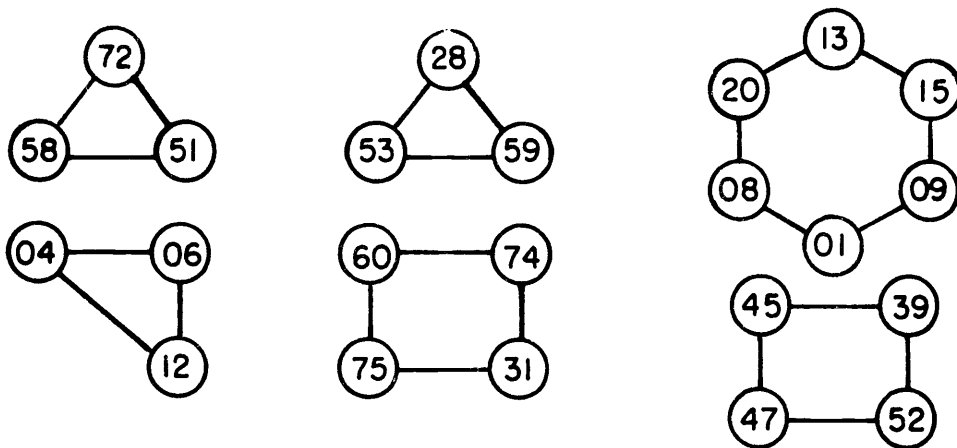
Scores indicated the number of insecure responses.

When boys' and girls' scores were compared, more girls' scores fell in the least secure range than did the boys'. Six girls had scores of 15 or higher while only one boy had a score in this category. The mean score for boys was 9.07, the median range was 9-11 and the modal range was bi-modal at 6-8 and 12-14. For girls, the mean score was 10.31, the median range was 9-11 and the modal range was 9-11. The standard deviation was 3.65. See Table 3.

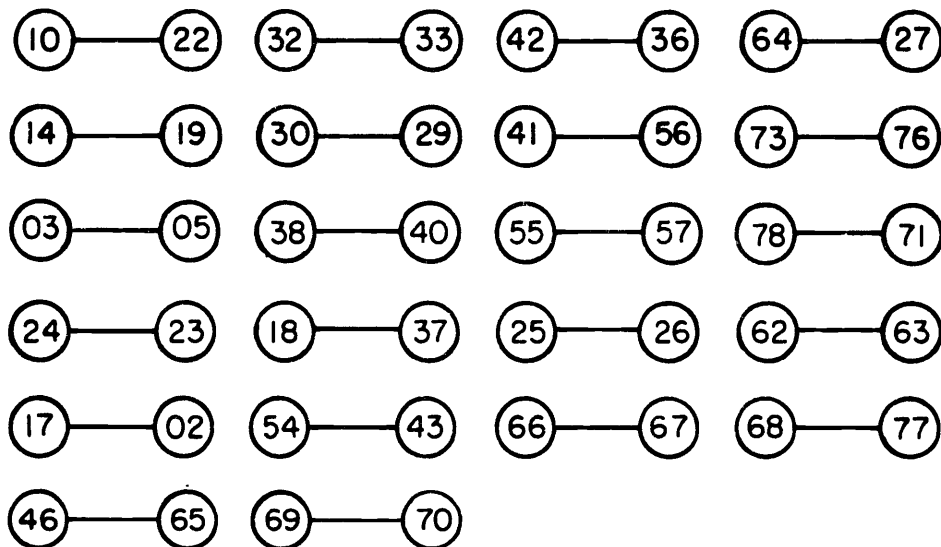
Peer Acceptance Level

Level of peer acceptance was measured by a sociometric technique known as "projected 'liking' reaction." Twenty-three of the adolescents were classified as belonging to a reciprocal friendship group with a score of 3. Forty-four of the adolescents in the study were classified as belonging to mutual pair friendships with a score of 2. Seven of the adolescents were classified as isolates with a score of 1. There was a very even distribution between boys and girls in peer acceptance levels. The mean score for the population was 2.26; the median and the mode were 2. For boys, the mean was 2.2 and the median and the mode were 2. For girls, the mean score was 2.2, and the median and the mode were 2. See Table 4.

Reciprocal Friendship Groups (23)



Mutual Pairs (44)



Isolates (7)



Fig. 1. Sociogram of friendship relations of adolescents.

Table 4. Peer acceptance level.

Rating	Boys	Girls	Total
3	13	10	23
2	22	22	44
1	<u>4</u>	<u>3</u>	<u>7</u>
	39	35	74
	Mean: 2.2	Mean: 2.2	Mean: 2.26
	Median: 2	Median: 2	Median: 2
	Mode: 2	Mode: 2	Mode: 2

Standard deviation: .62

Conformity in Dress

Mode of Dress. A statistical mode of dress for the 41 boys and the 37 girls in the high school was established on one test day. A level of conformity to the modal dress pattern of each student was then computed by calculating the percentage of items worn by the individual which corresponded to the items in the mode. For boys, the modal dress pattern included:

1. Prince Edward hair style--long bangs in front but shorter than collar in back with medium sideburns or none.
2. Hatless
3. Sport shirt
4. Straight leg pants
5. Pants worn at waist
6. Heavy jacket

7. Shirt open at neck
8. Short sleeves
9. Shirt worn outside pants
10. Denim fabric for pants
11. Blue jeans or "Levi" style
12. White socks with stripe around top
13. Cowboy boots or desert boots

The mode of dress for boys reflected relatively inexpensive garments of a conservative style. There were no very long hair styles for boys in the population although these were very much in evidence in nearby urban communities.

The mode of dress for the girls included:

1. Long, full sleeved blouse
2. Long collar points
3. Very short skirt
4. Cardigan-style sweater when a sweater was worn
5. No vest
6. Variety of coat styles including "teddybear" pile and boys' windbreakers but no one style appeared often enough to clearly establish a mode.
7. Flared-leg pants
8. Denim fabric for pants
9. Sandal-type shoes with or without a heel
10. Scoop-neckline jumper and regular high neckline jumper

Table 5. Modal dress pattern checklist. (Boys, winter 1971)

1. <u>Hair style</u>		5. <u>Pants (wearing style)</u>	
1. Crew cut	4	1. Worn at waist	27*
2. Ear length	13	2. Worn slightly below waist	14
3. Prince Edward	14*	3. Worn very far below waist	<u>0</u>
4. Ivy	<u>10</u>		41
	41		
2. <u>Hat style</u>		6. <u>Coat style</u>	
1. Bright color-brim	7	1. Fringed suede coat	2
2. Hunting hat	3	2. Sports jacket	10
3. Cowboy hat	1	3. Heavy jacket	13*
4. None	<u>30*</u>	4. Lumberjack	7
	41	5. Levi	2
		6. No jacket	<u>7</u>
			41
3. <u>Shirt type</u>		7. <u>Shirt neck</u>	
1. Sport shirt	21*	1. Open at neck	28*
2. T-shirt	13	2. Closed	0
3. High school Letterman's sweater	1	3. No collar	<u>13</u>
4. Other sweater	1		41
5. Sweatshirt	1		
6. White, long-sleeve	<u>4</u>	8. <u>Shirt sleeve</u>	
	41	1. Long sleeve	15
		2. Short sleeve	<u>26*</u>
			41
4. <u>Pants type</u>			
1. Legs - flared	3		
2. Legs - straight	34*		
3. Legs - very tight	<u>4</u>		
	41		

(Continued on next page)

Table 5. (Continued)

9. <u>Shirt (wearing style)</u>		12. <u>Socks</u>	
1. Inside pants	11	1. White	8
2. Outside pants	27*	2. Bright color	12
3. No shirt tail (sweaters, sweatshirts)	<u>3</u>	3. White with a stripe around the top	16*
	41	4. Dark	<u>5</u>
			41
10. <u>Pants fabric</u>		13. <u>Shoe style</u>	
1. Twill	3	1. Plain tennis shoes	3
2. Striped or plaid cotton	10	2. Striped tennis shoes	6
3. Denim	23*	3. Pointed toe shoes	4
4. Other	<u>5</u>	4. Cowboy boots	10*
	41	5. Oxfords	8
		6. Desert boots	<u>10*</u>
			41
11. <u>Pants style</u>			
1. Levis or blue jeans	24*		
2. Continentals	10		
3. Cords	1		
4. Other	<u>6</u>		
	41		

*Used as mode.

Table 6. Modal dress pattern checklist. (Girls, winter 1971)

<u>Blouse or shirt style</u>		<u>Sweater type</u>	
1. T-shirt	1	1. Pullover	4
2. Long, full-sleeved blouse	15*	2. Cardigan	9*
3. Short sleeved blouse	7	3. Not worn	<u>24</u>
4. Sleeveless blouse	1		37
5. Man's white shirt	1		
6. None worn	<u>12</u>	<u>Vest type</u>	
	37	1. Fringed suede	1
		2. Crocheted	1
		3. No vest worn	<u>35*</u>
			37
<u>Collar type</u>		<u>Coat style</u>	
1. Long collar points	11*	1. White pile	6
2. Stand up collar	2	2. Suede fringed	2
3. Open at neck	8	3. Boys' windbreaker	3
4. Collarless	<u>16</u>	4. Teddybear coat	3
	37	5. Other	12
		6. No coat worn	<u>11</u>
			37
<u>Skirt length</u>		<u>Pants style</u>	
1. Very short	15*	1. Straight leg	2
2. Halfway between knee and thigh	8	2. Tight leg	2
3. Knee length	1	3. Flared leg	<u>9*</u>
4. Midi length	0		13
5. Floor length	0		
6. Not worn	<u>13</u>		
	37		

(Continued on next page)

Table 6. (Continued)

<u>Fabric for pants</u>		<u>Fabric of Jumper, Dress or Skirt</u>	
1. Acrylic	1	1. Cotton	16*
2. Cotton	4	2. Acrylic	5
3. Denim	5*	3. Other	3
4. Other	<u>3</u>	4. Not worn	<u>13</u>
	13		37
<u>Shoe style</u>		<u>Hosiery</u>	
1. Fringed moccasins	2	1. Dark nylons	1
2. Tennis shoes	8	2. Light nylons	25*
3. Chunky heel oxfords	4	3. Knee sox	3
4. Regular oxfords	2	4. Other including novelty patterns	<u>5</u>
5. Boots--tall, crinkly vinyl	4		37
6. Boots--chunky heel	1		
7. Boots--cowboy	2		
8. Sandal style	<u>14*</u>		
	37		
<u>Jumper or dress</u>		<u>Hair length</u>	
1. Regular high neckline	5*	1. Long	26*
2. Scoop neckline	5*	2. Short	9
3. Neckline cut below bust	1	3. Medium	<u>2</u>
4. None worn	<u>26</u>		37
	37		
		<u>Hat</u>	
		1. Cap	3
		2. None	<u>34*</u>
			37

* Used as mode.

11. Cotton fabrics for skirts, dresses or jumpers
12. Light colored hosiery
13. Very long, straight hair
14. Hatless See Tables 5 and 6.

Conformity to Mode of Dress. Conformity in dress was measured by the percentage of items in the modal dress pattern worn by the adolescents on the test day. The possible range was 0% to 100%. The range for the population was 14% to 76% with a mean of 49%, a median of 54% and a modal range of 50-54%.

When scores for boys were compared with scores for girls, data revealed that boys tended to be more conforming than girls. The mean score for boys was 55.4%, the median, 53% and the modal category 65-69%. The range for boys was 30% to 76%. For girls, the mean score was 46.8%, the median, 43% and the modal category was bi-modal at 55-59% and 50-54%. Girls' scores ranged from 14% to 71%. The standard deviation was 14.9%. See Table 7.

Self-Selection of Clothing Items Acquired

Self-selection of clothing items last acquired was measured by a checklist of items on which the student checked the items of clothing which he owned and indicated whether the selection of the items had been made by himself or by another person. The score was the percentage of owned items which were self-selected.

Table 7. Conformity in dress.

% of Modal dress worn	Boys	Girls	Total
80-100	-	-	-
70-79	1	1	2
60-69	17	3	20
50-59	9	12	21
40-49	7	5	12
30-39	5	4	9
20-29	-	8	8
10-19	<u>-</u>	<u>2</u>	<u>2</u>
Total	39	35	74
	Mean: 55.4%	Mean: 46.8%	Mean: 49%
	Median score: 53%	Median score: 43%	Median score: 50%

Table 8. Self-selection of clothing items acquired.

% of Modal dress worn	Boys	Girls	Total
100	7	11	18
90-99	-	5	5
80-89	8	6	14
70-79	10	4	14
60-69	7	5	12
50-59	3	3	6
40-49	2	1	3
30-39	1	-	1
20-29	<u>1</u>	<u>-</u>	<u>1</u>
Total	39	35	74
	Mean: 73%	Mean: 78%	Mean: 77%

When self-selection of clothing items acquired was measured, a range of 23% to 100% was found for the population. The mean score was 77%, the median score was 80% and the mode was 100%. When scores for boys and girls were compared, it was found that more girls tended to select their own clothing items than did boys. For boys, the mean score was 73%, the median range was 70-79% and the modal range was 70-79%. The mean score for girls was 78%, the median range was 80-89% and the modal range was 70-79%. The standard deviation for the population was 18.9%.

Boys tended to select their own shoes, boots, pants, jeans, coats and jackets while their shirts, socks and hair cuts or styles were often selected by someone else.

Girls in the study tended to select their own pants or pantsuits, shoes, skirts, blouses and shirts while their sweaters were often selected by someone else.

See Tables 9, 10, 11 and 12 for specific data involving individual clothing items.

Self-Selection of Clothing Items Worn

Self-selection of clothing items the student was wearing or had last worn was measured by the same checklist as clothing items acquired, except that the student checked on this list the items of clothing which he was wearing or had last worn and indicated whether

Table 9. Self-selection of clothing acquired, by individual item. (Boys)

Wardrobe item	%	Self-selected	Selected by another person	Not owned
Pair of shoes or boots	92	36	3	-
Pair of stockings	74	29	10	-
Coat or jacket	76	29	9	1
Pants	82	32	7	-
Jeans	86	32	5	2
Vest	58	7	5	27
Sport shirt	74	29	6	4
Dress shirt	42	13	18	8
Sweater	53	18	13	8
Hair style or cut	58	24	15	-

N = 39

Mean = 69.5%

Table 10. Self-selection of clothing acquired, by individual item. (Girls)

Wardrobe item	%	Self-selected	Selected by another person	Not owned
Pair of shoes or boots	85	30	5	-
Pair of stockings	60	23	12	-
Coat or jacket	74	29	6	-
Pants or pantsuit	82	32	3	-
Blouse or shirt	85	30	5	-
Vest	96	24	1	10
Skirt	93	31	2	2
Jumper or dress	87	29	4	2
Sweater	64	22	12	1
Hair style	88	31	4	-

N = 35

Mean = 81.4%

Table 11. Self-selection of clothing items worn, by individual item.
(Boys)

Wardrobe item	%	Self-selected	Selected by another person	Not owned
Pair of shoes or boots	92	36	3	-
Pair of stockings	71	28	11	-
Coat or jacket	79	31	7	1
Pants	82	32	7	-
Jeans	82	32	5	2
Vest	50	6	6	27
Sport shirt	68	24	11	4
Dress shirt	61	19	12	8
Sweater	74	24	7	8
Hair style or cut	58	23	16	-
N = 39		Mean = 71.7%		

Table 12. Self-selection of clothing items worn, by individual item.
(Girls)

Wardrobe item	%	Self-selected	Selected by another person	Not owned
Pair of shoes or boots	85	30	5	-
Pair of stockings	65	23	12	-
Coat or jacket	77	27	8	-
Pants or pantsuit	80	28	7	-
Blouse or shirt	77	27	8	-
Vest	80	20	5	10
Skirt	94	31	2	2
Jumper or dress	78	26	7	2
Sweater	64	22	12	1
Hair style	88	31	4	-
N = 35		Mean = 78.8%		

the choice of these items had been made by himself or by another person.

When self-selection of clothing items worn was measured, a range of scores of between 20% and 100% was found. The mean was 76%, the median was 78.5% and the mode was 100%. The standard deviation was 21.1%.

When scores of boys and girls were compared it was found that more boys wore clothing they had selected than had been true for the last item they had acquired for their wardrobes. Only seven boys had selected 100% of their last clothing items but 11 boys were wearing 100% of self-selected items. There were more boys than girls in the 70 to 100% range of self-selection of clothing items they were wearing or had last worn. Scores for girls were more evenly distributed, ranging from 20% to 100%.

Interrelationships Between Variables

After the variables were measured, the relationships among them were computed by means of a multiple linear regression program. The Matrix Table of Correlation Coefficients (Table 14) gives a summary of these data.

Social Class and Security Level

When level of security was correlated with social class

Table 13. Self-selected clothing items worn.

Percentage	Boys	Girls	Total
100	11	12	23
90-99	-	2	2
80-89	4	4	8
70-79	11	6	17
60-69	4	7	11
50-59	5	-	5
40-49	3	3	6
30-39	-	-	-
20-29	1	1	2
	<hr/>	<hr/>	<hr/>
Totals	39	35	74
	Mean: 75%	Mean: 77.5%	Mean: 76%
	Median	Median	Median
	range: 70-79%	range: 80-89%	range: 70-79%
	Modal 100%	Modal	Modal
	range: 70-79%	range: 100%	range: 100%

Table 14. Matrix of correlation coefficient.

	Social* class	Security* level	Peer acceptance	Conformity in dress	Self-selected clothing items	
					Acquired	Worn
Social class*	1	-.003	+.16**	+.16**	-.024**	+.10
Security level*		1	+.15**	+.15**	+.11**	+.028**
Peer acceptance			1	+.15	+.005	+.12
Conformity in dress				1	-.20	-.056
Self-selected clothing items acquired					1	+.71
Self-selected clothing items worn						1

* High scores meant low placement on these measures.

** Signs changed to indicate relation between variables.

placement, no significant relation ($-.003$) was found.

When the upper quartile of social class in the population was compared to the lower quartile of social class, the same range of scores and general distribution of scores was found as to the level of security. This finding supports those of Bossard and Boll (1954). They found that emotional security was more important to an individual than economic security.

Social Class and Peer Acceptance

When the relationship between social class placement and peer acceptance level was tested, a positive correlation ($+.16$) was found for the population. This indicated that higher social class placement was associated with greater peer acceptance.

Social Class and Conformity in Dress

When the level of conformity in dress was compared to social class placement, there was a positive correlation of $+.16$ for the population. This indicated that higher social class placement was associated with greater conformity to the modal dress pattern.

From personal observations over a four-year period of time, the writer found a tendency on the part of the upper class students to conform to a mode of dress more like their peers, most of whom were from the lower class.

In nearby communities, adolescent girls were wearing a variety of accessories and items of apparel which could have been provided by the families of the rural upper-middle class girls in the study, but the rural upper-middle class girls chose not to wear these items or to acquire them for their wardrobes. Some of these clothing items which were fashionable in nearby communities but not worn by the students in the study were crocheted caps, long knit scarves, midi- and maxi-skirts, suede fringed shoulder bags and patterned stockings in a variety of styles and colors.

Social Class and Self-Selected Clothing Acquired

There was not a significant correlation ($-.024$) between social class placement and level of self-selected clothing items acquired for the wardrobe when the data involving these two variables were compared.

Social Class and Self-Selected Clothing Worn

There was a positive correlation ($+.10$) between social class and level of self-selected clothing last worn or being worn at the time of the interview. This indicated that higher social class placement was associated with a greater level of self-selection in clothing actually worn by the adolescent even though there was not a

relationship between his social class placement and his level of self-selected garments acquired for the wardrobe.

Security Level and Peer Acceptance

When the adolescents' level of security was compared to their peer acceptance level, a positive (+.15) correlation was revealed. This indicated that higher levels of security were associated with higher peer acceptance levels.

Security Level and Conformity in Dress

When security level and conformity level in dress were compared, there was a positive correlation (+.15) for the population. This indicated that a higher level of security was associated with higher conformity in dress.

When adolescents in the upper quartile and lower quartile of security level scores were compared as to their level of conformity in dress, it was found that the students with the lowest level of security also tended to have low levels of conformity in dress. The students with the highest levels of security tended to have higher levels of conformity in dress. The student with the highest conformity score, .76, was also the student with the highest level of security, three. The mean score in conformity in dress for the most secure adolescents was 54%, for the least secure, 51%.

Security Level and Self-Selected Clothing Acquired

When security level and self-selection of wardrobe items last acquired were compared, a positive correlation of $+ .11$ was found. This indicated that a higher level of security was associated with a higher level of self-selected clothing acquired.

When the adolescents in the most secure quartile were compared to the adolescents in the least secure quartile, it was found that 35% of the adolescents in the most secure group self-selected 100% of the clothing items for their wardrobes. In the least secure group, only 22% of the adolescents had self-selected 100% of their last clothing items.

Security Level and Self-Selected Items of Clothing Worn

When security level was compared to self-selected items actually worn, there was not a significant correlation ($- .028$) between the two factors for the population.

Peer Acceptance and Conformity in Dress

When the relationship between conformity in dress and peer acceptance was tested, there was a positive correlation of $+ .15$. This indicated that higher peer acceptance was associated with higher conformity in dress.

When individual scores were analyzed by group, the very highest levels of conformity were found in the reciprocal friendship category. The range of scores was 21% to 76% with a mean of 53%, a median range of 50 to 59%, and a modal range of 60 to 69%.

Mutual pairs had a range of conformity in dress scores of 14% to 69% with a mean score of 47.2%, a median range of 50 to 59%, and a modal range of 50 to 59%.

Isolates had a range of scores of 28% to 61% in conformity in dress with a mean of 47.7%, a median range of 50 to 69% and a modal range of 50 to 69%.

These findings concur with those of Eicher and Dillon to the extent that the greatest conformity in dress was in the reciprocal friendship groups and the least conformity in dress in the mutual pairs group. See Table 15.

Peer Acceptance and Self-Selected Clothing Items Acquired

When the relationship between self-selected clothing items acquired and peer acceptance was tested, no significant correlation (.005) for the population was found. See Table 16.

Peer Acceptance and Self-Selected Clothing Items Last Worn

There was a positive correlation of +.12 for the population when

Table 15. Peer acceptance and conformity in dress.

Conformity range	Reciprocal friendship groups (no.)	Mutual pairs (no.)	Isolates (no.)
80-89	-	-	-
70-79	2	-	-
60-69	8	10	2
50-59	5	14	2
40-49	5	7	-
30-39	1	6	2
20-29	2	5	1
10-19	-	2	-
	<hr/> 23	<hr/> 44	<hr/> 7
	Mean: 53%	Mean: 47.2%	Mean: 47.7%
	Median range: 50-59	Median range: 50-59	Median range: 50-69
	Modal range: 60-69	Modal range: 50-59	Modal range: 50-69

the two factors, peer acceptance and self-selection of clothing worn, were compared.

A range of scores between 44% and 100% existed in the category of self-selected clothing worn in the reciprocal friendship group.

Scores ranged from 20% to 100% in the mutual pairs category in level of self-selected clothing items last worn.

Isolates in the population had scores from 60% to 100% in level of self-selection of clothing worn. See Table 16.

Conformity in Dress and Self-Selected Clothing Acquired

When the two variables conformity in dress and self-selected clothing acquired were tested, a negative correlation of $-.20$ was found. This indicated that higher conformity in dress was associated with a lower degree of self-selected clothing items acquired for the wardrobe.

Conformity in Dress and Self-Selected Clothing Items Worn

When the two variables, conformity in dress and self-selected clothing items, were tested, there was not a significant correlation ($-.056$) for the population.

Table 16. Peer acceptance and self-selection of clothing acquired and worn.

Percentage of self-selection	Reciprocal friendship groups		Mutual pairs		Isolates	
	acquired	worn	acquired	worn	acquired	worn
100	6	11	9	11	2	3
90-99	1	1	4	4	-	-
80-89	4	4	9	3	1	1
70-79	3	3	7	12	4	2
60-69	5	1	7	9	-	1
50-59	2	2	5	3	-	-
40-49	2	1	1	5	-	-
30-39	-	-	1	-	-	-
20-29	-	-	1	-	-	-
Total	23	23	44	44	7	7
	Mean	85.3% C. A.	Mean	74.3% C. A.	Mean	81% C. A.
	score:	84.9% C. W.	score:	70.5% C. W.	score:	83.5% C. W.
	Median	70-79% C. A.	Median	80-89% C. A.	Median	70-79% C. A.
	range:	90-99% C. W.	range:	70-79% C. W.	range:	80-89% C. W.
	Modal	100% C. A.	Modal	80-89,	Modal	70-79% C. A.
	range:	100% C. W.	range:	100% C. A.	range:	100% C. W.
				100% C. W.		

Self-Selected Clothing Items Acquired
and Self-Selected Clothing Items Worn

There was a correlation of .71 between self-selected clothing items acquired and self-selected clothing items worn when the two variables were tested.

There was a wider range of scores in the category of self-selected clothing actually worn than in self-selected clothing acquired.

More of the adolescents in the population selected 100% of the clothing items they were wearing or had last worn than had selected the last item for their wardrobe.

For the preceding, the decision was made to use the figure .10 as the point at which a relationship was indicated between the variables. These figures indicated that in other studies there might be a relationship between the variables. The writer did not use levels of significance in reporting the statistics because the group studied was a population rather than a sample.

CONCLUSIONS AND DISCUSSION

The following null hypotheses were tested:

1. Social class placement will be independent of level of security.
($-.003$; H_0 accepted)
2. Social class placement will be independent of level of peer acceptance. ($+.16$; H_0 rejected)
3. Social class placement will be independent of level of conformity in dress. ($+.16$; H_0 rejected)
4. Social class placement will be independent of level of self-selected clothing last acquired for wardrobe. ($-.024$; H_0 accepted)
5. Social class placement will be independent of level of self-selected clothing last worn. ($+.10$; H_0 rejected)
6. Security level will be independent of peer acceptance level.
($+.15$; H_0 rejected)
7. Security level will be independent of level of conformity in dress. ($+.15$; H_0 rejected)
8. Security level will be independent of level of self-selected clothing last acquired for wardrobe. ($+.11$; H_0 rejected)
9. Security level will be independent of level of self-selected clothing last worn. ($+.028$; H_0 accepted)
10. Peer acceptance will be independent of level of conformity in dress. ($+.15$; H_0 rejected)

11. Peer acceptance will be independent of level of self-selected clothing last acquired for wardrobe. (+.005; Ho accepted)
12. Peer acceptance will be independent of level of self-selected clothing last worn. (+.12; Ho rejected)
13. Level of conformity in dress will be independent of level of self-selected clothing last acquired for wardrobe. (-.20; Ho rejected)
14. Level of conformity in dress will be independent of level of self-selected clothing last worn. (-.056; Ho accepted)
15. Level of self-selected clothing items last acquired for wardrobe will be independent of level of self-selected clothing items last worn. (+.71; Ho rejected)

The factors investigated in this study were: conformity in dress, social class placement, level of security, peer acceptance level, level of self-selected clothing items last acquired for the wardrobes of the adolescents and self-selected items last worn, and their relationships.

Analysis of data showed null hypotheses 1, 4, 9, 11 and 14 to be accepted. The factors named are independent. Null hypotheses 2, 3, 5, 6, 7, 8, 10, 12, 13 and 15 were rejected because correlations of .10 or greater were found when a multiple linear regression program was used to compute the correlation coefficients.

The relatively low degree of conformity to the mode of dress in this particular community may be explained by several factors. The

community is generally low-income; therefore adolescents in the community would not have as large a number of clothing items to select from in their wardrobes as their counterparts in higher socioeconomic areas. The community is located in a rural area; therefore the adolescents in the community do not have as much opportunity to shop for clothes as do adolescents in an urban community.

Most of the community falls within the range of lower social class placement. The general mode of dress was very conservative and composed of relatively inexpensive items. Since adolescents have a great desire to conform, it was found that the adolescents from families who could have afforded different types of clothing stayed within the mode of dress for their peers, in fact, conforming to it as a group to a large extent.

The modal fabrics for both girls' garments and boys' garments were cotton and denim. Since the test day was in January following a long school closure because of snow, it was surprising to find cotton garments being worn despite the cold temperatures. The writer felt that the low cost of cotton garments was a factor in explaining their use for year-round wear in the community, despite very cold temperatures.

When adolescents conformed in any one category in the mode of dress it was in a category where the clothing item or style involved little or no expense. Examples of this were the very long hair styles

that nearly all (83%) of the girls wore, light colored hosiery rather than the extremes in color and pattern which were available on the market at the time, hatlessness on the part of both boys and girls, shirts worn outside of pants by boys and white socks worn by boys.

It may be suggested that parental influence played an indirect part in determining the mode of dress in certain areas because three-fourths of the adolescents in the population did not select 100% of their acquired clothing items. In a rural area, parents do more of the shopping for their adolescents than they do in an urban area. Forty-one percent of the boys stated that their hair cuts or styles were selected by someone else.

When the results of the study were compared with the results of Eicher and Dillon (1969) the following differences were noted:

1. Eicher and Dillon did their research in an urban setting with a variety of socioeconomic backgrounds. This study took place in a setting where socioeconomic level was low and the setting was rural.
2. Eicher and Dillon's sample showed 47% of the boys conforming completely in mode of dress while the population in the rural community revealed no one wearing 100% of the modal items on one day. The adolescents from a low income area are less likely to have all of the items of the mode for a given time in their wardrobes at that time. They might conform in one or

two factors but are not likely to conform in 13 or 14.

3. Eicher and Dillon's sample showed a strong tendency toward high peer acceptance associated with high clothing conformity. Again, lack of the availability of all of the clothing items which might be available to urban adolescents may explain this difference.

One similarity in the two studies was the relationship of peer acceptance to conformity in dress. In Eicher and Dillon's sample, reciprocal friendship groups showed the greatest conformity, with 47% of the boys exhibiting total conformity; isolates were second in conformity with 38.1% showing total conformity; and mutual pairs were third in conformity with 16.7% conforming completely.

In this study, reciprocal friendship groups also showed the greatest degree of conformity with a mean conformity score of 53%, isolates were second with a mean conformity score of 47.7% and mutual pairs were third with a mean conformity score of 47.2%.

Summary

The purpose of this study was to investigate the relationships between social class, security, conformity in dress, peer acceptance and clothing acquisition patterns of adolescents in a disadvantaged rural community.

The writer developed a measure to test self-selection practices in clothing acquired and clothing worn for this group of adolescents.

Techniques previously used by Eicher (1966) and Eicher and Dillon (1969) were employed to test peer acceptance and mode and conformity in dress. The Social Inventory developed by Lapitsky (1961) at Pennsylvania State University was used to measure social security level.

Adolescents in the community tended to conform in ways which would be inexpensive. None of the participants had all of the conforming items in their wardrobes. Many of their wardrobe items were selected by another person, especially girls' sweaters, coats and nylon stockings and boys' dress shirts. Generally, both boys and girls selected their own shoes or boots and girls selected their own pants and pantsuits. One reason for this occurrence may be that it was most important to fit shoes, boots and pants well while sweaters and shirts are sized so that another person might select them reliably for the adolescent.

The general mode of dress for the school was conservative with lack of extreme styles in hair cuts for boys or girls. There was no dress code in effect in the school at the time. Students were free to wear any clothing they pleased as long as it did not interfere with the educational process.

The greatest correlation (.71) occurred between clothing last acquired for wardrobe which was self-selected and clothing last worn which was self-selected. This suggested that the adolescents tended to wear the clothing which they had selected even though it might not have been their newest item. It also suggested that adolescents who were allowed decision-making about their clothing purchases were also likely to have the decision-making power over what clothing they wore to school.

A summary of the interrelationships among the variables and their correlations is as follows:

Social class

Related to:	Peer acceptance (+.16)
	Conformity in dress (+.16)
	Self-selected clothing worn (+.10)
Independent of:	Security level
	Self-selected clothing acquired

Security level

Related to:	Peer acceptance (+.15)
	Conformity in dress (+.15)
	Self-selected clothing acquired (+.11)
Independent of:	Social class
	Self-selected clothing worn

Peer acceptance

Related to:	Social class (+.16)
	Security (+.15)

Conformity in dress (+.15)
 Self-selected clothing worn (+.12)
 Independent of: Self-selected clothing acquired

Conformity

Related to: Social class (+.16)
 Security level (+.15)
 Peer acceptance (+.15)
 Self-selected clothing acquired, negative (-.20)
 Independent of: Self-selected clothing worn

Self-selected clothing acquired

Related to: Security (+.10)
 Conformity in dress, negative (-.20)
 Self-selected clothing worn (+.71)
 Independent of: Social class
 Peer acceptance

Self-selected clothing worn

Related to: Social class (+.10)
 Peer acceptance (+.12)
 Self-selected clothing acquired (+.71)
 Independent of: Security
 Conformity in dress

Uses of the Study

The writer felt the research techniques used in the study and the findings would be of value to anyone working with low-income rural youth, either as a teacher, home extension agent, 4-H leader or social welfare worker, particularly those in a home economics capacity.

Many assumptions are made by clothing teachers about what is accepted and worn by adolescents. Some of the assumptions about accessories and mode of dress are evolved from pattern companies' advertisements, magazines and current fashion publications. In a disadvantaged rural area many of these assumptions are not justified and much time can be wasted by a teacher trying to set clothing standards or in discussing modes of dress which do not apply to this type of adolescent.

This study can be used to give an example of what the mode of dress for adolescents was for one rural community at one point in time. The interrelationships among the variables can be of value in helping an individual predict or not predict specific aspects about adolescents based upon their clothing behavior. It can also help a teacher understand a mode of dress for disadvantaged adolescents when it is very different from her own or from that advocated by the fashion industry.

Recommendations for Further Study

The writer feels the research method used in this study (or parts hereof) could be used by investigators in other types of communities or by teachers who wish to analyze their adolescent population in terms of their clothing behavior.

It would be interesting to repeat this study in another rural community with concentrations of high socioeconomic backgrounds. Comparisons also could be made if the techniques were used to measure the same factors in a large urban setting.

The writer feels there is also a need to test teacher attitudes toward adolescents and compare these attitudes toward the style of dress and appearance the adolescent has adopted, now that school dress codes have been eliminated in many schools. This would be especially interesting in a school where there are many extremes of dress, hair styles, and socioeconomic backgrounds. Hamilton and Warden (1966) studied the relationships of acceptable and non-acceptable dress to roles in a high school community. They found that the grades of boys with acceptable dress were 15 points higher than boys with non-acceptable dress despite the finding that the boys with non-acceptable dress scored 22% higher on a standardized test of reasoning and mathematical ability (DAT). They also found that the high school students with acceptable dress participated in more extra-curricular activities than students with non-acceptable clothing behavior.

Research in the area of the adolescent, his clothing behavior and his self-image also might yield valuable information to those working with disadvantaged youth. An example of a question which might be investigated in this area would be, "Which comes first--poor self-image or poor attire?"

Another study of interest to educators would be an analysis of clothing behavior and how it relates to social behavior in and out of the classroom.

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APPENDICES

APPENDIX A

Checklist of Self-Selected Clothing Last Acquired
for Wardrobe and Checklist of Self-Selected
Clothing Items Last Worn

Student _____

(Boy)

Please check the column which tells who selected the last items of clothing added to your wardrobe.

	I selected	Another person selected
1. Pair of shoes or boots	()	()
2. Pair of stockings (any type)	()	()
3. Coat or jacket	()	()
4. Pants	()	()
5. Jeans	()	()
6. Vest	()	()
7. Sport shirt	()	()
8. Dress shirt	()	()
9. Sweater	()	()
Generally		
	I decided	Another person decided
10. Hair style or cut	()	()

Student _____

(Boy)

Please check the column which tells who selected for your wardrobe the last items of clothing which you have worn or are wearing today.

	I selected	Another person selected
1. Pair of shoes or boots	()	()
2. Pair of stockings (any type)	()	()
3. Coat or jacket	()	()
4. Pants	()	()
5. Jeans	()	()
6. Vest	()	()
7. Sport shirt	()	()
8. Dress shirt	()	()
9. Sweater	()	()
Today		
	I decided	Another person decided
10. Hair style or cut	()	()

Student _____

(Girl)

Please check the column which tells who selected the last item of clothing added to your wardrobe.

	I selected	Another person selected
1. Pair of shoes or boots	()	()
2. Pair of stockings (any type)	()	()
3. Coat or jacket	()	()
4. Pants or pantsuit	()	()
5. Blouse or shirt	()	()
6. Vest	()	()
7. Skirt	()	()
8. Jumper or dress	()	()
9. Sweater	()	()
Generally		
	I decided	Another person decided
10. Hair style or cut	()	()

Student _____

(Girl)

Please check the column which tells who selected for your wardrobe the last items of clothing which you have worn or are wearing today.

	I selected	Another person selected
1. Pair of shoes or boots	()	()
2. Pair of stockings (any type)	()	()
3. Coat or jacket	()	()
4. Pants or pantsuit	()	()
5. Blouse or shirt	()	()
6. Vest	()	()
7. Skirt	()	()
8. Jumper or dress	()	()
9. Sweater	()	()
	Today	
	I decided	Another person decided
10. Hair style or cut	()	()

APPENDIX B

Lapitsky Social Inventory (with minor revisions)

Original Lapitsky Social Inventory--
Items 4, 14 and 16

Lapitsky Social Inventory (with minor revisions)

Mark each answer True or False

- _____ 1. I tend to worry too long over humiliating or embarrassing experiences.
- _____ 2. I often feel unsure of myself in social situations.
- _____ 3. Having someone watch me work usually bothers me.
- _____ 4. I feel shy in the presence of people I think are smarter than I am.
- _____ 5. I frequently feel I can't do anything right.
- _____ 6. I am seldom self-conscious.
- _____ 7. My feelings are not easily hurt.
- _____ 8. I do not get discouraged very easily.
- _____ 9. I do not worry too much about thoughtless things I have said.
- _____ 10. I often feel depressed by my inability to handle social situations.
- _____ 11. I nearly always feel nervous when giving a talk before a group.
- _____ 12. I get upset rather easily when things go wrong in a social situation.
- _____ 13. People cannot change my mind very easily once it is made up.
- _____ 14. Usually I am a good socializer when with a group of people.
- _____ 15. I often feel unsure of myself because of my appearance or personality.
- _____ 16. I am apt to feel so bad after social disappointments that it is some time before I can get them out of my mind.

- _____ 17. I do not think that I am any more sensitive than most people I know.
- _____ 18. Usually I am relaxed, rather than tense, in my dealings with people.
- _____ 19. I seem to make friends about as quickly as other people I know.
- _____ 20. I often have feelings that I am not as good as other people.
- _____ 21. It bothers me a lot to be proven wrong in a discussion or argument.
- _____ 22. I often find myself behaving unnaturally at larger social functions.
- _____ 23. I feel most people whom I know like me.
- _____ 24. I very seldom, if ever, feel shy or bashful.
- _____ 25. I do not feel that people tend to take advantage of me.

Original Lapitsky Social Inventory
Items 4, 14 and 16

- _____ 4. I feel timid in the presence of people whom I regard as my intellectual superiors.
- _____ 14. Usually I am a good mixer when with a group of people.
- _____ 16. I am apt to take social disappointments so keenly it is sometime before I can get them out of my mind.

APPENDIX C

Projected 'Liking' Reaction Sociometric Technique

Who are the friends with whom you spend a great deal of time
both in school and out of school?

APPENDIX D

Fleish Readability Formula

Fleisch Readability Formula

Reading ease score for grade 5 and above.

1. Size of sample.

If item is short or you wish to be exact - test all material, generally for book 25-30 samples. (Usually three or four samples will give you necessary information.)

2. Picking a sample.

Make random samples. Avoid introductory paragraph of chapter. Use 100 word samples. Start sampling at beginning of paragraph.

3. Count each word in sample - do not count heads.

Count 100 words.

Count as words: all letters, numbers, symbols, hyphenations, contractions.

4. For 100 word samples:

a. Count as a sentence if 100 word point falls after middle of sentence.

b. In counting sentences, count as a sentence each unit of thought that is grammatically independent of another sentence or clause, if its end is marked by a period, question mark, exclamation point, semicolon, colon.

Count incomplete sentences or sentence fragments as complete sentences.

Speech tags are part of the quoted sentence (familiar quotes).

5. Figure average sentence length:

Add number of words in all samples and divide by number of sentences.

6. Figure average word length in syllables.

Count all syllables. Divide total number of syllables by total number of words.

Count the syllables the way you pronounce the word.

Count the number of syllables in symbols and figures according to the way they are normally read aloud. If passage contains many figures, leave them out in syllable count.

7. To find the reading ease score:
 - a. Multiply the average sentence length by 1.015.
 - b. Multiply the average number of syllables per 100 words by .846.
 - c. Add the two above steps.
 - d. Subtract the sum obtained in step c from 206.835.
8. Scores may vary from 0 to 100.
9. Interpret score:
 - 90 to 100 - 5th grade level
 - 80 to 90 - 6th grade level
 - 70 to 80 - 7th grade level
 - 60 to 70 - 8th and 9th grade level
 - 50 to 60 - 10th through 12th grade level
 - 30 to 50 - 13th through 16th grade level
 - 0 to 30 - college graduate

(around zero is practically unreadable)