

OPINIONS OF HIGH SCHOOL STUDENT LEADERS  
AND SCHOOL ADMINISTRATORS CONCERNING  
DRESS AND DRESS RESTRICTIONS

By

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## CHAPTER I

### INTRODUCTION

In the past few years, many public places such as restaurants, theatres, stores and particularly schools have deemed it necessary to require certain dress standards of their patrons or students. Long hair, bare feet, beards, mustaches, short skirts, bralessness, and blue jeans have all caused some consternation in many of the governing boards, or managements of public places and institutions. As a result, these governing bodies have attempted to establish certain codes or restrictions to serve as guides for the dress of all persons involved. These dress restrictions have been established in an effort to maintain dress habits at a level that is acceptable in the eyes of the "establishment." Most of the restrictions have been formulated to control the dress of young people, particularly students.

Resentment has often developed as a result of the enactment of codes governing dress. Young people feel that their dress is a means of self expression and identification with their peers. Often young people indicate that they wish to be comfortable with little regard for what established society accepts as being attractive or appropriate.

Frequently, it seems that management personnel and school administrators want the clothing of employees, or students to reflect accepted standards. They wish to force a degree of conformity upon representatives of their organizations.

Apparently there are differences of opinion in the way that the influence of dress is viewed by young people and by management or administrators. This study concerns high school dress and dress restrictions. It has attempted to identify and compare the opinions of student leaders and school administrators toward dress restrictions.

#### Purposes of the Study

There is an apparent disagreement between students and administrators about the influence of dress on school activities. The purposes of this study were to investigate and to compare student leaders' and administrators' opinions concerning dress and dress restrictions.

#### Objectives

Objectives of this study were:

- 1) To identify student leaders' and administrators' opinions about dress and dress restrictions.
- 2) To compare student leaders' and administrators' opinions about dress and dress restrictions.

#### Hypotheses

This study was based on the following hypotheses:

##### Hypothesis I

Null - Agree-disagree classification of responses for each statement in the opinionnaire is independent of the status of respondent.



Alternate - Agree-disagree classification of responses for each statement in the opinionnaire is dependent on status of respondent.

#### Hypothesis II

Null - Agree-disagree classification of responses for each statement in the opinionnaire is independent of student leaders' grade level.

Alternate - Agree-disagree classification of responses for each statement in the opinionnaire is dependent on student leaders' grade level.

#### Hypothesis III

Null - Agree-disagree classification of responses for each statement in the opinionnaire is independent of sex of respondent.

Alternate - Agree-disagree classification of responses for each statement in the opinionnaire is dependent on sex of respondent.

#### Definition of Terms

The following operational definitions were used in this study:

Dress - any garment, hairstyle, accessory, or facial hair worn by students.

Dress Restrictions - any written or unwritten statements set forth to limit how students may or may not dress for school or school functions.

Missing Values - error presumed to occur as result of improperly marked computer cards.

School Administrators - superintendents, principals, and school board members.

Status - position of respondent as a student leader, superintendent, principal, or school board member.

Student Leaders - Members of student councils elected by the student bodies of schools sampled.

#### Limitations and Scope of Study

The data reported in this study were limited to that obtained from student leaders and administrators of schools having organized student councils affiliated with the Oklahoma Association of Student Councils. Only those schools comprising District II of the Oklahoma Association of Student Councils (Appendix A) were included in the sample. The student leaders in this study were limited to those persons who had been elected to student councils by their peers. Administrators sampled were limited to superintendents, principals, and school board members of the schools in Oklahoma Association of Student Councils, District II. Findings should not be generalized to all Oklahoma high schools since the sample included no schools located in major metropolitan areas. Although findings of this study should not be generalized to include all high school students, the findings are assumed to reflect the opinions of many students, especially those living in the north-west quarter of Oklahoma.

#### Assumptions

It was assumed that total agreement of opinions about dress and dress restrictions would not exist among principals, superintendents, school board members and student leaders. Student council members in the sample were assumed to represent student leaders and other high school students as they were elected to the student council by their peers.

## CHAPTER II

### BACKGROUND FOR STUDY

The history of dress and clothing is filled with accounts of laws and rules concerning what people could and could not wear. The battle of what is appropriate display of the human body is probably as old as mankind itself. As early as 700 B.C. the women of Israel were chastised by the prophet Isaiah for hankering after fine linen and veils, tinkling ankle bracelets, and nose jewels (29).

Allen (1) cites instances of persecution due to the wearing of forbidden colors and fabric types. Before Japan was influenced by Western culture, there were rigid regulations applying to clothing of the Japanese. The types of sandals and even the materials used in the thongs were fixed by law (31). In a similar instance Roach (30) tells of open rebellion caused when Chinese people were ordered by their tartar to cut their hair as a sign of servitude. In many cases they preferred to lose their heads rather than lose their hair. In Rome, when Roman culture was at its peak, there were laws governing the number of colors which members of various ranks could wear. In France during the Middle Ages the dress and the length of the veil were regulated according to the rank of the wearer. Queen Elizabeth I of England issued numerous decrees concerning the clothing of her subjects. During the seventeenth century in the United States only members of the upper class were allowed to wear lace, silver and gold

thread, slashed sleeves and embroidered caps. During World War II there were restrictions in clothing which, while not laws, regulated almost all clothing (31).

The examples given thus far have been primarily taken from history, and one may assume that today, in our free and democratic American society, there are no such regulations. Although it is true that government does not regulate what all citizens may wear, there are institutions and organizations which describe in detail what their members are to wear. In recent years the public school has been spotlighted in its attempts to demand certain dress standards of its students.

Many school dress codes initiated in the two decades following World War II were accepted without protest as a vehicle necessary to maintain a wholesome learning environment (10). The Elvis craze is cited by Langner (18) as the cause for many dress codes initiated after 1957. These codes were enacted in an attempt to control the wearing of leather jackets, duck tail haircuts, and tight dungarees. The problem of dress is not a new one for schools, but it has become more complex and challenging since complete freedom in student grooming has been set forth by some as a right of students which may not be regulated by schools (9).

The issue of student dress relates to the larger issue of the teenage subculture. Social and economic conditions have worked together to bind teenagers into a distinct contingent which, not unlike many previous generations of the young, challenges the old and embraces the new. Even those societies which are geared for rapid change may feel threatened by breaks with traditions. Therefore, as

students adopt new standards of dress that express their lifestyle, they meet resistance from the establishment (14). Even though adults within their own lifetimes have observed many changes in standards for dress behavior, they may not be ready for casual acceptance of changes in the mode of dress. Many of them associate deviance in dress with antisocial acts and tendencies. Youth may not make this association in viewing themselves. The individual who adopts a sharply differing mode of dress is judged to be preparing for undesirable disrupting behavior (32).

School officials maintain that dress regulations are necessary because unusual modes of dress are distracting, or fads or styles may actually be unhygienic (34). By encouraging a degree of conformity, school administrators argue that students get along better, the argument being that some uniformity in appearance will reduce the distractions of individual differences in appearance and serve as a means of controlling behavior (31). However, teenagers are individuals who adopt different styles and parents and certain civil liberties groups argue that dress restrictions imposed by schools violate the time-honored American value placed on individual freedom and independence.

The question of school dress codes has been taken to the courts. Honn (11) cites a court ruling that declares schools have the right to have dress codes, but he continues to warn that these codes must be spelled out. Pucker (26) quotes a California ruling that dress codes must be clear, specific and not subject to administrative interpretation. Out of that vast array of court litigations, the lower courts have been more favorable to schools than have higher courts. The burden of proof has been shifted from students to the school board.

According to Highland (10) unless appearance of dress can be conclusively demonstrated to be disruptive, unhygienic, physically dangerous, or indecent the matter of individual rights will prevail.

Critics of school dress regulations vary in their sentiments. Jones (14) cautions that "the school cannot be all things to all people." He urges educators to worry about what is going on in the student's head, not about hair on top of his head. Squires (40) contends that the only citizens other than students who are subjected to such curbs on freedom of expression, dress, and behavior are convicts and mental patients. A study conducted at the University of Dayton found that in 1970 many people were guilty of over predicting. These people felt that radical dress style indicated radical thinking (47). Cisco (3) believes that student dress decisions need to be made by students as part of their education in learning to act responsibly. Mazzei (21) ridicules dress restrictions and suggests that whenever dress codes are argued the cause of education must suffer in the process.

School boards and principals who impose rules hold that they are essential for order and decorum. They also hold that such rules teach students to live with rules (40). A 1969 survey conducted by the National Education Association (41) indicated that 85 per cent of the nation's public school teachers thought that schools should have authority to regulate wearing apparel and personal grooming of pupils.

Personal appearance is very important to teens; their dress and appearance is a "security blanket" or a means of identifying with peers. The issue is whether students have a right to dress in any way suitable to themselves and their parents or whether schools are justified in

requiring certain standards. It would seem that the fundamental issue is what the role of the school should be in preparing young people for the world. Traditionally we have included standards of dress and grooming as part of this preparation. Some groups now feel that standards of neatness and appropriateness should no longer be a part of school dress norms, but that dress and grooming constitute a form of self-expression which should be a guaranteed civil liberty (9).

## CHAPTER III

### METHODS AND PROCEDURES

This exploratory study investigated student leaders' and administrators' opinions about dress and dress restrictions. The research was designed to identify and compare the opinions of student leaders, principals, superintendents, and school board members.

#### Development of Opinionnaire

The data for this study were obtained through the use of a twenty-statement opinionnaire developed by the researcher. The body of the instrument consisted of structured statements relating to dress and dress restrictions. The respondents had a choice of agreeing or disagreeing with each statement. Statements were arranged in random order (Appendix B). The respondents were asked to indicate their sex and status (student, superintendent, principal, or school board member). In addition, students were asked to indicate their classification by grade level.

In an attempt to obtain honest responses each opinionnaire was coded by number for use in analyzing data. Respondents were requested not to sign the opinionnaire.

#### The Sample

The sampling universe was limited to the 46 high schools located



in District II of the Oklahoma Association of Student Councils which were affiliated with that association during the 1972-73 school year. The research sample consisted of the 213 student leaders and 132 administrators in the 34 affiliated schools who completed and returned useable opinionnaires.

#### Collection of Data

During the 1972-73 school year, District II of the Oklahoma Association of Student Councils consisted of 46 high schools with affiliated student councils. Opinionnaires were mailed to each superintendent and high school principal in these schools. See Appendix C for list of schools with affiliated student councils. Six opinionnaires and a cover letter were mailed to the superintendent of each school to be completed by him and five school board members. Eight opinionnaires were mailed separately to the high school principal to be completed by him and seven student council members. In a cover letter the principal was asked to complete one form and distribute the remaining seven to the student council president, vice-president, secretary, treasurer, reporter, and any other officers or members who were willing to participate (See Appendix D). Opinionnaires were mailed February 18, 1974 and those returned to the researcher by mail within a six weeks period provided the data reported for the study. Of the 644 opinionnaires mailed to 46 schools, 345 were returned from 34 schools.

### Treatment of Data

Data were analyzed, descriptively and statistically. Frequency and percentage distributions were used to analyze agree-disagree responses to the opinionnaire statements with regard to student leader and administrator status, grade level classification and sex. Chi-square analyses were used to determine if status, grade level classification and sex influenced responses to statements about dress and dress restrictions.

## CHAPTER IV

### FINDINGS AND ANALYSIS

All data analyzed in this study were obtained as responses to opinionnaires returned by student leaders and administrators in 34 schools. Of the 644 opinionnaires mailed to 46 schools, 345 (52.8 per cent) were returned from 34 schools (72.6 per cent). Responding were 213 student leaders and 132 school administrators. The student leaders comprised 61.7 per cent of the sample and were made up of 57 freshmen, 20 sophomores, 50 juniors, and 86 seniors. The school administrators accounted for 38.3 per cent of the sample and included 31 principals, 20 superintendents, and 81 school board members. Of the student leaders, 122 were male and 91 female. School administrators consisted of 122 males and 10 females. Table I presents frequency and percentage distribution data in detail for the respondents according to student leader or administrator status, grade level classification and sex.

#### Descriptive Analysis and Discussion of Opinionnaire Responses

Percentage and frequency distributions were calculated for each statement on the opinionnaire. Findings reported in this section refer to responses of student leaders and administrators. The only information reported for "no responses" is found in Tables II, III, and IV located in Appendix E. The observed findings follow.

TABLE I

FREQUENCY AND PERCENTAGE DISTRIBUTION OF 345 RESPONDENTS TO OPINIONNAIRE  
 ACCORDING TO STUDENT LEADERS OR ADMINISTRATORS, STATUS, GRADE LEVEL  
 CLASSIFICATION, AND SEX

Status	Sex					
	Male		Female		Total	
	Number	%	Number	%	Number	%
Student Leaders	122	35.36*	91	26.35*	213	67.74*
Freshmen	49	23.00	8	3.76	57	23.76
Sophomores	7	3.29	13	6.10	20	9.39
Juniors	22	10.33	28	13.10	50	23.43
Seniors	44	20.66	42	19.72	86	40.38
Total	122	57.30	91	42.70	213	100.00*
Administrators	122	35.36*	10	2.89*	132	38.25*
Principals	31	23.38	0	0	31	23.48
Superintendents	20	15.15	0	0	20	15.15
School Board Members	71	53.79	10	7.58	81	61.37
Total	122	92.32	10	7.58	132	100.00

\*Percentage of total group of respondents

Statement 1. Students should be allowed to dress in any manner that they feel is appropriate. Eighty-one student leaders (38.02 per cent) agreed with this statement, while 131 student leaders (61.50 per cent) disagreed. Eleven administrators (8.33 per cent) agreed that students should be allowed to dress in any way that they feel is appropriate, and 120 school administrators (90.00 per cent) disagreed. Although the majority of the sample (72.75 per cent) disagreed with this statement, the school administrators disagreed in a ratio of approximately eleven to one, while the student leaders disagreed in a ratio of approximately one-and-a-half to one. A large percentage (75.43 per cent) of the freshmen student leaders indicated that students should not be allowed to dress in any manner that they feel is appropriate, while sophomore, junior, and senior classes ranged from 40.00 to 58.13 per cent with an average of 52 per cent disagreement with this statement. Overall, male student leaders disagreed with this item slightly more than did female student leaders with approximately 64 per cent of the males and 58 per cent of the females disagreeing with the statements. See Table IV in Appendix E.

Statement 2. Students want written guidelines to govern their dress. In response to this statement 71 student leaders (33.33 per cent) agreed and 138 (64.78 per cent) disagreed. However, a majority of administrators agreed with this statement. Eighty-six administrators (65.15 per cent) agreed while 42 administrators (31.81 per cent) disagreed with the idea that students want written guidelines to govern their dress. A majority of the student leaders in each grade except the freshmen disagreed with this statement, of the seniors 77.90 per cent disagreed while 72.00 per cent of the juniors and 60.00 per cent

of the sophomores disagreed. A majority of freshmen student leaders (54.38 per cent) agreed with this statement. It was observed that a larger percentage of female student leaders (72.52 per cent) and female administrators (60.00 per cent) disagreed with this statement than did the male student leaders (59.01 per cent) and male administrators (29.50 per cent). See Tables II, III, and IV in Appendix E.

Statement 3. A person's physical appearance is the most important factor in forming first impressions. Of the sample, 160 student leaders (75.11 per cent) and 112 administrators (84.84 per cent) agreed with this statement. There were 52 student leaders (24.41 per cent) and 17 administrators (12.87 per cent) who disagreed. According to grade level there was very little difference in agreement or disagreement between student leaders. The sex of the respondents did not appear to influence their responses to this statement. There was a high percentage of agreement between males and females that a person's physical appearance is the most important factor in forming first impressions. See Tables II, III, and IV in Appendix E.

Statement 4. A teenager should dress to suit his own personality even if it means wearing clothes that are different from the clothes of his friends. Most student leaders (80.75 per cent) agreed with this statement, while less than one-half of the administrators (47.70 per cent) agreed and 46.96 per cent disagreed. The 37 student leaders who disagreed with this statement comprised 17.37 per cent of the student leaders sampled. Agreement between classes for this statement ranged from 66.66 per cent of the freshmen to 87.20 per cent of the seniors. It appeared that senior student leaders felt that it was important for a student to dress to suit his own personality. It was indicated that

more female student leaders (87.91 per cent) and female administrators (80.00 per cent) agreed with this statement than did male student leaders (75.40 per cent) and male administrators (45.08 per cent). See Tables II, III, and IV in Appendix E.

Statement 5. Most teenagers dress to please themselves rather than their parents. A majority of both student leaders (85.44 per cent) and administrators (81.06 per cent) agreed that teenagers dress to please themselves. Twenty-four student leaders (11.26 per cent) and 20 administrators (15.15 per cent) disagreed. More than 84 per cent of each class agreed with this statement, however, 19 sophomores (95.00 per cent) agreed and only one (5.00 per cent) disagreed. Ninety per cent of all the females agreed with this statement while about eighty per cent of the males agreed. See Tables II, III, and IV in Appendix E.

Statement 6. One of the most important factors in choosing a date is the appearance of that person. Student leaders and administrators divided in a similar manner concerning this statement. Approximately one-half of each group agreed with this statement, 108 student leaders (50.70 per cent) agreed as did 70 administrators (53.03 per cent). Disagreeing were 97 student leaders (45.53 per cent) and 56 administrators (42.42 per cent). Approximately one-half of the student leaders in each class agreed with the statement while the other half disagreed. The female student leaders did not agree that one of the most important factors in choosing a date is the appearance of that person. Only 35 female student leaders (38.46 per cent) agreed while 51 females (56.04 per cent) disagreed. See Tables II, III, and IV in Appendix E.

Statement 7. Schools have the right to have dress codes. One hundred sixty student leaders (75.11 per cent) and 117 administrators (88.62 per cent) agreed that schools have the right to have dress codes. Forty-seven student leaders (22.06 per cent) and seven administrators (5.30 per cent) disagreed. It was observed that more administrators agree with this statement than do students. About three-fourths of each class agreed with the statement while approximately one-fourth of each class disagreed. There was very little apparent difference of opinion between classes or sexes concerning this statement. See Tables II, III, and IV in Appendix E.

Statement 8. Student leaders in high school are usually well dressed. Of the student leaders, 153 agreed (71.83 per cent) while 110 administrators (83.33 per cent) agreed with this statement. There were 50 student leaders (23.47 per cent) and 15 administrators (11.36 per cent) who disagreed with this statement. Some difference of opinion was noted between grade levels, particularly between the freshmen and junior classes. Forty-three freshmen (75.43 per cent) agreed that student leaders are usually well dressed, but only 38 juniors (56.00 per cent) agreed. Thirteen sophomores (65.00 per cent) and 59 seniors (68.60 per cent) agreed with this statement. The majority of both males and females agreed with this item. Very little difference of opinion was observed between sexes. See Tables II, III, and IV in Appendix E.

Statement 9. A person should dress especially nice when meeting someone for the first time. Although 144 student leaders (67.60 per cent) agreed with this statement, the 102 administrators (77.27 per cent) who agreed indicated that more of them felt that a person should



dress especially nice when meeting someone for the first time. Differences in agreement between classes ranged from 53 seniors (61.62 per cent) to 15 sophomores (75.00 per cent) who agreed. Thirty-nine freshmen (68.42 per cent) and 37 juniors (74.00 per cent) agreed. A difference of opinion between sexes was noted only in that male student leaders did not agree as strongly as either female student leaders or male and female administrators. Seventy-three male student leaders (59.83 per cent) agreed, while 71 female student leaders (78.02 per cent) 95 male administrators (77.86 per cent), and seven female administrators (70.00 per cent) were in agreement with this statement. See Tables II, III, and IV in Appendix E.

Statement 10. The kind of clothing a student wears is not important to most school activities. Eighty-five student leaders (39.90 per cent) indicated that they agreed with this statement, while only 26 administrators (19.69 per cent) indicated that they agreed. However, 117 student leaders (54.92 per cent) and 103 administrators (78.03 per cent) disagreed. The majority of each group disagreed, but the administrators disagreed at a ratio of approximately four to one, while student leaders disagreed at a ratio of about one-and-one-half to one. Administrators apparently feel that the kind of clothing a student wears is important to most school activities. The sophomore student leaders were the only class of student leaders in which a majority agreed with the statement. The largest difference of opinion between sexes was between the 97 male school administrators (79.50 per cent) and the six female administrators (60.00 per cent) who agreed with this statement. See Tables II, III, and IV in Appendix E.

Statement 11. Dress and appearance reflect a person's values.

Most student leaders and administrators agreed with this statement. The majority of the sample, 149 student leaders (69.95 per cent) and 104 administrators (78.78 per cent) agreed with this statement. There were 53 student leaders (24.88 per cent) and 18 administrators (13.63 per cent) who disagreed. Thirty-eight freshmen (66.66 per cent) 12 sophomores (60.00 per cent), 33 juniors (66.00 per cent), and 66 seniors (76.74 per cent) agreed that dress and appearance reflect a person's values. Those disagreeing included 15 freshmen (26.31 per cent), seven sophomores (35.00 per cent), 13 juniors (26.00 per cent) and 18 seniors (20.93 per cent). Differences of opinion concerning this statement between sexes were observed to be minor. See Tables II, III, and IV in Appendix E.

Statement 12. Dress codes are necessary to maintain decency in dress. More administrators than student leaders agreed with this statement. Ninety-six administrators (72.72 per cent) agreed while 115 student leaders (53.99 per cent) were in agreement. Twenty-five administrators (18.93 per cent) and 88 student leaders (41.31 per cent) disagreed. Thirty-six freshmen (63.15 per cent) in a ratio of about two to one, agreed that dress codes were necessary to maintain decency. With a slightly different opinion, nine sophomore student leaders (45.00 per cent) agreed while 11 sophomore student leaders (55.00 per cent) disagreed. Twenty-six junior student leaders (52.00 per cent) and 44 senior student leaders (51.16 per cent) agreed with the statement. The greatest difference of opinion between student leaders regarding dress codes being necessary to maintain decency of dress was observed to be between sophomore student leaders and freshmen student

leaders. Any influence that the sex of respondent had on his response to the statement was not noted for this item. See Tables II, III, and IV in Appendix E.

Statement 13. Parents and students should decide what is suitable for school wear without school supervision. More student leaders agreed on this statement than did administrators. It was observed that 108 student leaders (50.70 per cent) agreed, while only 37 administrators (28.03 per cent) agreed. Ninety-five student leaders (44.60 per cent) disagreed and 85 administrators (64.39 per cent) did not agree that parents and students should not decide what is suitable for school wear without school supervision. There was very little difference of opinion between grade level of student leaders or between sexes for either student leaders or administrators. See Tables II, III, and IV in Appendix E.

Statement 14. Extreme dress indicates rebellion against established custom. There was a wide difference of opinion between student leaders and administrators regarding this statement. Only 93 student leaders (43.66 per cent) agreed with the statement while 87 of the administrators (65.90 per cent) agreed that extreme dress indicates rebellion against established custom. Disagreeing with this statement were 111 student leaders (52.11 per cent) and 32 administrators (24.24 per cent). The extent of agreement between classes of student leaders for this statement ranged from six sophomore leaders (30.00 per cent) agreeing with the statement to 31 freshmen student leaders (54.38 per cent) agreeing. Eighteen juniors (36.00 per cent) and 38 seniors (44.18 per cent) also agreed. However, the majority of each class except freshmen, disagreed with this statement. Differences

of opinion between sexes were not observed regarding this item. See Tables II, III, and IV in Appendix E.

Statement 15. A scantily clad student may distract from classroom procedure. Although a majority of both student leaders and administrators agreed with this statement, the administrators agreed in a ratio of about three to one. Forty-seven student leaders (22.06 per cent) and four administrators (3.05 per cent) disagreed with the statement. Differences observed between classes indicated that more junior student leaders (76.00 per cent) agreed that scantily clad students may distract from classroom procedure than any other class of student leaders. Ten freshmen (17.54 per cent), nine sophomores (45.00 per cent), nine juniors (18.00 per cent) and nineteen seniors (22.09 per cent) disagreed with this statement. Some difference of opinion between sex of student leaders was observed. About 66 per cent of the male student leaders agreed that scantily clad students may distract from classroom procedure while almost 76 per cent of the female student leaders agreed. See Tables II, III, and IV in Appendix E.

Statement 16. Students accept dress restrictions more readily if they are consistently and rigidly enforced. About one-half of the student leaders (46.47 per cent) agreed with this statement while nearly two-thirds of the administrators (65.15 per cent) agreed. Ninety-nine student leaders (46.47 per cent) and 36 administrators (27.27 per cent) did not agree that students accept dress restrictions more readily if they are consistently and rigidly enforced. A majority of freshmen student leaders (56.14 per cent) indicated that they agreed with this statement, however, the majority of the other three classes of student leaders disagreed. There appeared to be a difference of

opinion between sexes in relation to this statement. The majority of females in both groups disagreed while the majority of the males agreed. See Tables II, III, and IV in Appendix E.

Statement 17. Dress codes are necessary to maintain cleanliness and health standards. Ninety student leaders (42.25 per cent) and 70 administrators (53.03 per cent) agreed, while 111 student leaders (52.11 per cent) and 56 administrators (42.42 per cent) disagreed with this statement. Fewer senior student leaders (34.88 per cent) agreed with the idea that dress codes are necessary to maintain cleanliness and health standards than did student leaders in any other grade level. Agreement responses for freshmen, sophomore, and junior student leaders ranged from 40.00 per cent to 50.00 per cent and averaged 45.70 per cent. A high percentage of both female student leaders (60.43 per cent) and female administrators (60.00 per cent) disagreed. In comparison, male student leaders (45.90 per cent) and male administrators (49.18 per cent) disagreed less than did the females. See Tables II, III, and IV in Appendix E.

Statement 18. A student's character is judged by his dress and appearance. More student leaders and administrators agreed with this statement than disagreed. Of the sample, 141 student leaders (66.19 per cent) and 101 administrators (76.51 per cent) agreed. However, it was observed that the administrators agreed in a ratio of approximately four to one and the student leaders agreed in a ratio of about two to one. Sixty-six student leaders (30.98 per cent) and 25 administrators (18.93 per cent) disagreed. While seven sophomore student leaders (35.00 per cent) agreed that a student's character is judged by his dress and appearance, 65 senior student leaders (75.58 per cent) agreed.

Falling between these two extremes were, 34 freshmen student leaders (59.64 per cent) who agreed, and 35 junior student leaders (70.00 per cent) who agreed. Disagreeing were 21 freshmen student leaders (36.84 per cent), 12 sophomore student leaders (60.00 per cent), 15 junior student leaders (30.00 per cent) and 18 senior student leaders (20.93 per cent). Very little difference of opinion was noted between sexes. See Tables II, III, and IV in Appendix E.

Statement 19. Dress and appearance are very important in obtaining a job. Almost all student leaders and administrators agreed with this statement. Of the student leaders, 202 (94.83 per cent) agreed and 128 administrators (96.96 per cent) agreed. Only two student leaders (.93 per cent) disagreed. Four administrators did not respond to this statement. Practically total agreement of opinion was noted between classes and sexes. See Tables II, III, and IV in Appendix E.

Statement 20. Student dress can be effectively modified by dress codes. Of the 213 student leaders responding, 150 (70.42 per cent) indicated agreement with this statement, 49 (23.00 per cent) disagreed. Of the 132 administrators sampled, 103 (78.08 per cent) indicated agreement with this statement and 21 administrators (15.90 per cent) disagreed. Very little difference of opinion between classes was noted. A majority of both males and females agreed that student dress can be effectively modified by dress codes. See Tables II, III, and IV in Appendix E.

## Chi-square Analysis of Opinionnaire

### Responses

Chi-square analyses were used to determine if respondents agree-ment or disagreement with statements on the opinionnaire operated independently of status (student leaders, principals, superintendents, and school board members), grade level classification, and sex. Findings reported in this section refer to responses of student leaders and administrators. Information reported for "no responses" is found in Tables V, VI, and VII in Appendix E.

The chi-square analyses regarding agree-disagree responses to statements versus status indicated widely differing opinions among student leaders, principals, superintendents, and school board members on many of the statements. Chi-square values significant at or beyond the .05 level were observed for the following statements:

1. Students should be allowed to dress in any manner that they feel is appropriate (.0001).
2. Students want written guidelines to govern their dress (.0001).
3. A person's physical appearance is the most important factor in forming first impressions (.0037).
4. A teenager should dress to suit his own personality even if it means wearing clothes that are different from the clothes of his friends (.0001).
7. Schools have the right to have dress codes (.0026).
10. The kind of clothing a student wears is not important to most school activities (.0029).

12. Dress codes are necessary to maintain decency in dress (.0002).
13. Parents and students should decide what is suitable for school wear without school supervision (.0056).
14. Extreme dress indicates rebellion against established custom (.0002).
15. A scantily clad student may distract from classroom procedure (.0017).

The null hypothesis I was rejected for each of these statements and the alternate hypothesis I that agree-disagree responses for each statement in the opinionnaire is dependent on status of respondent was sustained. Null hypothesis I was held tenable for all other statements on the opinionnaire.

The level of significance for statements beyond the .001 level may be misleading due to incorporation of missing values in the total chi-square.

In the chi-square analysis of agree-disagree responses for grade level classification only a few significant differences were noted. Differences significant at or beyond the .05 level between classes were observed for the following statements (see Table VI);

1. Students should be allowed to dress in any manner that they feel is appropriate (.0545).
2. Students want written guidelines to govern their dress (.0023).
18. A student's character is judged by his dress and appearance (.0218).



Chi-square analysis of agree-disagree responses and sex of students indicated three significant differences. Between sexes significant differences were noted for the following statements (see Table VII):

4. A teenager should dress to suit his own personality even if it means wearing clothes that are different from the clothes of his friends (.0546).
6. One of the most important factors in choosing a date is the appearance of that person (.0075).
9. A person should dress especially nice when meeting someone for the first time (.0322).

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purposes of this study were to investigate and compare student leaders' and administrators' opinions concerning dress and dress restrictions. Objectives of the study were: (1) to identify student leaders' and administrators' opinions about dress and dress restrictions; and (2) to compare differences between student leaders' and administrators' opinions concerning dress and dress restrictions.

The data reported in this study were obtained as responses to an opinionnaire developed by the researcher and completed by 345 student leaders and administrators of 34 schools. Schools sampled were located in District II of the Oklahoma Association of Student Councils. This district contains 46 affiliated high schools located in approximately the northwest quarter of Oklahoma.

The instrument used to collect data was a twenty-statement opinionnaire used to determine if respondents' agreement or disagreement with statements on the opinionnaire operated independently of student leaders' and administrators' status, grade level classification, and sex. Null and alternate hypotheses were identified for use in statistical analysis.

In the analysis of responses for grade level classification and sex of student leaders, only a few significant differences were noted. However, when agree-disagree responses were analyzed in relation to the status of respondents, widely differing opinions were noted among student leaders, principals, superintendents and school board members for many of the statements. Responses to 10 of the 20 statements differed significantly at or beyond the .05 level.

### Conclusions

The differences of opinion noted in this study about dress and dress restrictions may help explain the conflict that continues to occur in schools regarding dress restrictions. Administrators appeared to feel that the dress and appearance of students affects many situations and circumstances. Therefore, they seemed to agree that a certain standard of dress must be maintained by the school. Student leaders, however, seemed to attach less importance to dress and appearance than did the administrators. They appeared to agree that each student and his parents should determine the standard of dress for that student. Perhaps it is the question of the importance attached to a person's dress and appearance and the factors influenced by dress that is at the root of the school dress problem.

### Recommendations

The following recommendations are suggested by the researcher for further study of opinions about dress and dress restrictions in public schools:

- (1) Replicate the study in a metropolitan area.
- (2) Replicate and expand the study to include teachers and other students as well as student leaders and administrators.
- (3) Compare urban and rural school findings in replicated studies.

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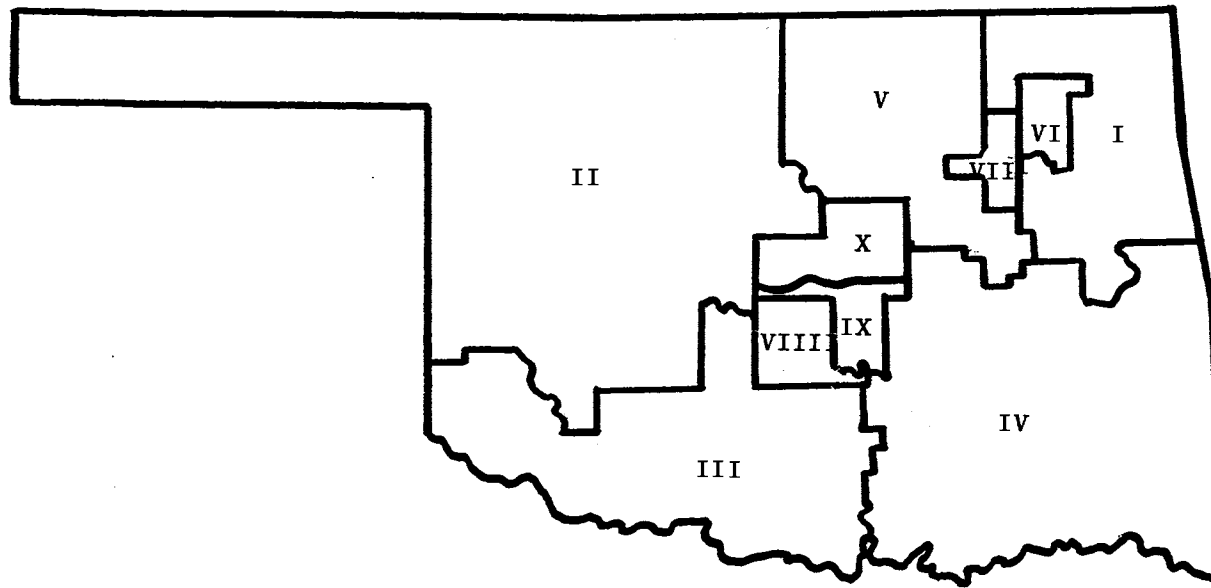
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APPENDIX A

DISTRICT MAP OF OKLAHOMA ASSOCIATION  
OF STUDENT COUNCILS



Oklahoma Association of Student Councils District Map

APPENDIX B

TWENTY-STATEMENT OPINIONNAIRE

TWENTY-STATEMENT OPINIONNAIRE ON DRESS  
AND DRESS RESTRICTIONS

This opinionnaire is concerned with attitudes that student leaders and school administrators have about dress restrictions. There are no right or wrong answers. Please read each statement carefully. Then circle the answer that best describes your feeling about the statement.

If you agree with the statement circle the letter "A"; if you disagree, circle the letter "D".

- |   |   |   |
|---|---|---|
| 1. Students should be allowed to dress in any manner that they feel is appropriate.   | A | D |
| 2. Students want written guidelines to govern their dress.  | A | D |
| 3. A person's physical appearance is the most important factor in forming first impressions.  | A | D |
| 4. A teenager should dress to suit his own personality and taste even if it means wearing clothes that are different from the clothes of his friends. | A | D |
| 5. Most teenagers dress to please themselves rather than their parents.   | A | D |
| 6. One of the most important factors in choosing a date is the appearance of that person.   | A | D |
| 7. Schools have the right to have dress codes.  | A | D |
| 8. Student leaders in high school are usually well dressed.   | A | D |
| 9. A person should dress especially nice when meeting someone for the first time.   | A | D |
| 10. The kind of clothing a student wears is not important to most school activities.  | A | D |
| 11. Dress and appearance reflect a person's values.   | A | D |
| 12. Dress codes are necessary to maintain decency in dress.   | A | D |
| 13. Parents and students should decide what is suitable for school wear without school supervision.   | A | D |
| 14. Extreme dress indicates rebellion against established custom.   | A | D |

- |  |     |
|--|-----|
| 15. A scantily clad student may distract from classroom procedure.                                 | A D |
| 16. Students accept dress restrictions more readily if they are consistently and rigidly enforced. | A D |
| 17. Dress codes are necessary to maintain cleanliness and health standards.                        | A D |
| 18. A student's character is judged by his dress and appearance.                                   | A D |
| 19. Dress and appearance are very important in obtaining a job.                                    | A D |
| 20. Student dress can be effectively modified by dress codes.                                      | A D |

Classification information:

The following information is necessary for purposes of this research. Please check (✓) in the appropriate space for the following items:

A. Sex

\_\_\_\_\_ Male

\_\_\_\_\_ Female

B. Status

\_\_\_\_\_ Student

\_\_\_\_\_ Principal

\_\_\_\_\_ Superintendent

\_\_\_\_\_ School Board Member

C. Classification if a Student

\_\_\_\_\_ Freshman

\_\_\_\_\_ Sophomore

\_\_\_\_\_ Junior

\_\_\_\_\_ Senior

Thank you very much!

APPENDIX C

LIST OF SCHOOLS IN OKLAHOMA ASSOCIATION OF  
STUDENT COUNCILS, DISTRICT II

## LIST OF SCHOOLS

Aline-Cleo	Garber
Alva	Geary
Anadarko	Gotebo
Apache	Guymon
Arapaho	Hennessey
Beaver	Hinton
Boise City	Kingfisher
Burns Flat	Laverne
Calumet	Medford
Canton	Mt. View
Carmen-Dacoma	Mustang
Carnegie	Okarche
Cherokee	Sayre
Cheyenne	Seiling
Clinton	Snyder
Cordell	Taloga
Custer	Thomas
Elk City	Turpin
Enid	Watonga
Erick	Waynoka
Fargo	Weatherford
Frederick	Woodward
Ft. Supply	Yukon

APPENDIX D

COVER LETTERS



HINTON PUBLIC SCHOOLS  
405 542-3257 ☆ P.O. Box 66 ☆ Hinton, Okla. 73047

February 13, 1974

Dear Sir:

I am a high school home economics teacher working to complete a master's degree at Oklahoma State University. My thesis research involves a study of student leader's and administrators' opinions of dress codes. Your co-operation in this study will be greatly appreciated.

I am enclosing one copy of the "Twenty Statement Opinionnaire on Dress Restrictions" to be completed by you and five additional copies of this instrument to be filled in by members of your school board. Responses of school board members are solicited as this body often influences dress policies of schools.

Please return your opinionnaire and those of the school board members as soon as possible. A self-addressed, stamped envelope is enclosed for your convenience. I appreciate your help very much.

Thank you,

LaTricia Harrel

Enclosure

HINTON PUBLIC SCHOOLS  
405 542-3257 ☆ P.O. Box 66 ☆ Hinton, Okla. 73047

February 13, 1974

Dear Sir:

I am a high school home economics teacher working to complete a master's degree at Oklahoma State University. My thesis research involves a study of student leader's and administrators' opinions of dress restrictions. Your co-operation in this study will be greatly appreciated.

Eight copies of the "Twenty Statement Opinionnaire on Dress and Dress Restrictions" are enclosed. One copy is to be completed by you and seven opinionnaires are to be filled in by student council members. I prefer that the student opinionnaires to be filled in by student council president, vice-president, secretary, treasurer, reporter, and any other officers or members who are willing to participate.

Please return your opinionnaire and those completed by student council members in your school as soon as possible. A self-addressed, stamped envelope is enclosed for your convenience. I appreciate your help very much.

Thank you,

LaTricia Harrel

Enclosure

**APPENDIX E**

**TABLES OF OPINIONNAIRE RESPONSES**

TABLE II

FREQUENCY AND PERCENTAGE DISTRIBUTION OF STUDENT LEADERS AND ADMINISTRATORS BY EXTENT OF AGREEMENT TO RESPONSES ON OPINIONNAIRE ACCORDING TO STATUS

Statement	Agree				Disagree				No Response			
	Student Leader		Administrator		Student Leader		Administrator		Student Leader		Administrator	
	N = 213		N = 132		N = 213		N = 132		N = 213		N = 132	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Students should be allowed to dress in any manner that they feel is appropriate.	81	38.02	11	8.33	131	61.50	120	90.00	1	0.46	1	0.75
2. Students want written guidelines to govern their dress.	71	33.33	86	65.15	138	64.78	42	31.81	1	0.46	2	1.50
3. A person's physical appearance is the most important factor in forming first impressions.	160	75.11	112	84.84	52	24.41	17	12.87	1	0.46	1	0.75
4. A teenager should dress to suit his own personality even if it means wearing clothes that are different from the clothes of his friends.	172	80.75	63	47.70	37	17.37	62	46.96	4	1.87	7	5.30
5. Most teenagers dress to please themselves rather than their parents.	182	85.44	107	81.06	24	11.26	20	15.15	7	3.28	5	3.78
6. One of the most important factors in choosing a date is the appearance of that person.	108	50.70	70	53.03	97	45.53	56	42.42	8	3.75	6	4.54
7. Schools have the right to have dress codes.	160	75.11	117	88.62	47	22.06	7	5.30	6	2.81	4	3.03
8. Student leaders in high school are usually well dressed.	153	71.83	110	83.33	50	23.47	15	11.36	10	4.69	0	0

TABLE II (Continued)

Statement	Agree				Disagree				No Response			
	Student Leader		Administrator		Student Leader		Administrator		Student Leader		Administrator	
	N = 213		N = 132		N = 213		N = 132		N = 213		N = 132	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
9. A person should dress especially nice when meeting someone for the first time.	144	67.60	102	77.27	58	27.23	21	15.9	11	5.16	9	6.81
10. The kind of clothing a student wears is not important to most school activities.	85	39.90	26	19.69	117	54.92	103	78.03	11	5.16	3	2.27
11. Dress and appearance reflects a person's values.	149	69.95	104	78.78	53	24.88	18	13.63	11	5.16	10	7.57
12. Dress codes are necessary to maintain decency in dress.	115	53.99	96	72.72	88	41.31	25	18.93	10	4.69	11	8.33
13. Parents and students should decide what is suitable for school wear without school supervision.	108	50.70	37	28.03	95	44.60	85	64.39	10	4.69	10	7.57
14. Extreme dress indicates rebellion against established custom.	93	43.66	87	65.90	111	52.11	32	24.24	9	4.22	13	9.84
15. A scantily clad student may distract from classroom procedure.	150	70.42	116	87.87	47	22.06	4	3.03	16	7.51	12	9.09

Table II (Continued)

Statement	Agree				Disagree				No Response			
	Student Leader		Administrator		Student Leader		Administrator		Student Leader		Administrator	
	N = 213		N = 132		N = 213		N = 132		N = 213		N = 132	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
16. Students accept dress restrictions more readily if they are consistently and rigidly enforced.	99	46.47	86	65.15	99	46.47	36	27.27	15	7.04	10	7.57
17. Dress codes are necessary to maintain cleanliness and health standards.	90	42.25	70	53.03	111	52.11	56	42.42	12	5.63	6	4.54
18. A student's character is judged by his dress and appearance.	141	66.19	101	76.51	66	30.98	25	18.93	6	2.81	6	4.54
19. Dress and appearance are very important in obtaining a job.	202	94.83	128	96.96	2	.93	0	0	9	4.22	4	3.03
20. Student dress can be effectively modified by dress codes.	150	70.42	103	78.03	49	23.00	21	15.9	14	6.57	8	6.06

TABLE III

FREQUENCY AND PERCENTAGE DISTRIBUTION FOR EXTENT OF AGREEMENT TO RESPONSES ON OPINIONNAIRE  
ACCORDING TO STUDENT LEADERS' GRADE LEVEL CLASSIFICATION

Statement	Agree				Disagree				No Response															
	Freshmen	Sophomore	Junior	Senior	Freshmen	Sophomore	Junior	Senior	Freshmen	Sophomore	Junior	Senior												
	N=57	N=20	N=50	N=86	N=57	N=20	N=50	N=86	N=57	N=20	N=50	N=86												
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %												
1. Students should be allowed to dress in any manner they feel is appropriate.	14	24.56	12	60.00	19	38.00	36	41.86	43	75.43	8	40.00	30	60.00	50	58.13	0	0	0	0	1	2.00	0	0
2. Students want written guidelines to govern their dress.	31	54.38	8	40.00	14	28.00	18	20.93	23	40.35	12	60.00	36	72.00	67	77.90	3	5.26	0	0	0	0	1	1.16
3. A person's physical appearance is the most important factor in forming first impressions.	44	77.19	11	55.00	37	74.00	68	79.06	13	22.80	9	45.00	13	26.00	17	19.76	0	0	1	0	0	0	1	1.16
4. A teenager should dress to suit his own personality and taste even if it means wearing clothes that are different from the clothes of his friends.	38	66.66	17	85.00	42	84.00	75	87.20	16	28.07	3	15.00	7	14.00	11	12.79	3	5.26	0	1	1	2.00	0	0

TABLE III (Continued)

Statement	Agree				Disagree				No Response			
	Freshmen	Sophomore	Junior	Senior	Freshmen	Sophomore	Junior	Senior	Freshmen	Sophomore	Junior	Senior
	N=57	N=20	N=50	N=86	N=57	N=20	N=50	N=86	N=57	N=20	N=50	N=86
No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	
5. Most teenagers dress to please themselves rather than their parents.	48 84.21	19 95.00	42 84.00	73 84.88	7 12.28	1 5.00	5 10.00	11 12.79	2 3.50	0 0	3 6.00	2 2.32
6. One of the most important factors in choosing a date is the appearance of that person.	27 47.36	10 50.00	27 54.00	44 51.16	29 50.87	10 50.00	20 40.00	38 44.18	1 1.75	0 0	3 6.00	4 4.65
7. Schools have the right to have a dress code.	43 75.43	15 75.00	38 76.00	64 74.41	11 19.29	5 25.00	11 22.00	20 23.25	3 5.26	0 0	1 2.00	2 2.32
8. Student leaders in high school are usually well dressed.	43 75.43	13 65.00	38 56.00	59 68.60	11 19.29	7 35.00	11 22.00	21 24.41	3 5.26	0 0	1 2.00	6 6.97
9. A person should dress especially nice when meeting someone for the first time.	39 68.42	15 75.00	37 74.00	53 61.62	13 22.80	5 25.00	10 20.00	30 34.88	5 8.77	0 0	3 6.00	3 3.48



TABLE III (Continued)

Statement	Agree				Disagree				No Response															
	Freshmen	Sophomore	Junior	Senior	Freshmen	Sophomore	Junior	Senior	Freshmen	Sophomore	Junior	Senior												
	N=57	N=20	N=50	N=86	N=57	N=20	N=50	N=86	N=57	N=20	N=50	N=86												
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %												
10. The kind of clothing a student wears is not important to most school activities.	18	31.57	12	60.00	17	34.00	38	44.18	35	61.40	8	40.00	31	62.00	43	50.00	4	7.01	0	0	2	4.00	5	5.81
11. Dress and appearance reflect a person's values.	38	66.66	12	60.00	33	66.00	66	76.74	15	26.31	7	35.00	13	26.00	18	20.93	4	7.01	1	5.00	4	8.00	2	2.32
12. Dress codes are necessary to maintain decency in dress.	36	63.15	9	45.00	26	52.00	44	51.16	17	29.82	11	55.00	22	44.00	38	44.18	4	7.01	0	0	2	4.00	4	4.65
13. Parents and students should decide what is suitable for school wear without school supervision.	26	45.61	11	55.00	23	46.00	48	55.81	28	49.12	7	35.00	23	46.00	37	43.02	3	5.26	2	10.00	4	8.00	1	1.16
14. Extreme dress indicates rebellion against established custom.	31	54.38	6	30.00	18	36.00	38	44.18	22	38.59	14	70.00	30	60.00	45	52.32	4	7.01	0	0	2	4.00	3	3.48

TABLE III (Continued)

Statement	Agree				Disagree				No Response			
	Freshmen	Sophomore	Junior	Senior	Freshmen	Sophomore	Junior	Senior	Freshmen	Sophomore	Junior	Senior
	N=57	N=20	N=50	N=86	N=57	N=20	N=20	N=86	N=57	N=20	N=50	N=86
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %
15. A scantily clad student may distract from classroom procedure.	42 73.68	10 50.00	38 76.00	60 69.76	10 17.54	9 45.00	9 18.00	19 22.00	5 8.77	1 5.00	3 6.00	7 8.13
16. Students accept dress restrictions more readily if they are consistently and rigidly enforced.	32 56.14	9 45.00	21 42.00	37 43.02	20 35.08	8 40.00	27 54.00	44 51.16	5 8.77	3 15.00	2 4.00	5 5.81
17. Dress codes are necessary to maintain cleanliness and health standards.	27 47.36	8 40.00	25 50.00	30 34.88	24 42.10	11 55.00	25 50.00	51 59.30	6 10.52	1 5.00	0 0	5 5.81
18. A student's character is judged by his dress and appearance.	34 59.64	7 35.00	35 70.00	65 75.58	21 36.84	12 60.00	15 30.00	18 20.93	2 3.50	1 5.00	0 0	3 3.48

TABLE III (Continued)

Statement	Agree				Disagree				No Response															
	Freshmen	Sophomore	Junior	Senior	Freshmen	Sophomore	Junior	Senior	Freshmen	Sophomore	Junior	Senior												
	N=57	N=20	N=50	N=86	N=57	N=20	N=50	N=86	N=57	N=20	N=50	N=86												
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %												
19. Dress and appearance are very important in obtaining a job.	53	92.98	20	100.00	45	90.00	84	97.67	0	0	0	0	2	4.00	0	0	4	7.01	0	0	3	6.00	2	2.32
20. Student dress can be effectively modified by dress codes.	40	70.17	15	75.00	29	58.00	66	76.74	12	21.05	3	15.00	18	36.00	16	18.60	5	8.77	2	10.00	3	6.00	4	4.65

TABLE IV

FREQUENCY AND PERCENTAGE DISTRIBUTION OF STUDENT LEADERS AND ADMINISTRATORS  
BY EXTENT OF AGREEMENT TO RESPONSES ON OPINIONNAIRE ACCORDING TO SEX

Statement	Agree				Disagree				No Response															
	Student Leaders		Administrators		Student Leaders		Administrators		Student Leaders		Administrators													
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female												
	N=122	N=91	N=122	N=10	N=122	N=91	N=122	N=10	N=122	N=91	N=122	N=10												
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%											
1. Students should be allowed to dress in any manner that they feel is appropriate.	44	36.06	37	40.65	9	7.37	2	20.00	78	63.93	53	58.24	112	91.80	8	80.00	0	0	1	1.09	1	0.81	0	0
2. Students want written guidelines to govern their dress.	47	38.52	24	26.37	82	67.21	4	40.00	72	59.01	66	72.52	36	29.50	6	60.00	3	2.45	1	1.09	4	3.27	0	0
3. A person's physical appearance is the most important factor in forming first impressions.	89	72.95	71	78.02	103	84.42	9	90.00	33	27.04	19	20.87	16	13.11	1	10.00	0	0	1	1.09	3	2.45	0	0
4. A teenager should dress to suit his own personality and taste even if it means wearing clothes that are different from the clothes of his friends.	92	75.40	80	87.91	55	45.08	8	80.00	28	22.95	9	9.89	61	50.00	1	10.00	2	1.63	2	2.19	5	4.09	1	10.00

TABLE IV (Continued)

Statement	Agree				Disagree				No Response															
	Student Leaders		Administrators		Student Leaders		Administrators		Student Leaders		Administrators													
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female												
	N=122	N=91	N= 122	N=10	N=122	N=91	N=122	N=10	N=122	N=91	N=122	N=10												
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%											
5. Most teenagers dress to please themselves rather than their parents.	100	81.96	82	90.10	98	80.32	9	90.00	18	14.75	6	6.59	19	15.57	1	10.00	4	3.27	3	3.29	5	4.09	0	0
6. One of the most important factors in choosing a date is the appearance of that person.	73	59.83	35	38.46	65	53.27	5	50.00	46	37.70	51	56.04	51	41.80	5	50.00	3	2.45	5	5.49	6	4.91	0	0
7. Schools have the right to have dress codes.	90	73.77	70	76.92	109	89.34	8	80.00	30	34.59	17	18.68	5	4.09	2	20.00	2	1.63	4	4.39	8	6.55	0	0
8. Student leaders in high school are usually well dressed.	84	68.85	69	75.82	102	83.60	8	80.00	30	24.59	20	21.97	13	10.65	2	20.00	5	4.09	2	2.19	7	5.73	0	0
9. A person should dress especially nice when meeting someone for the first time.	73	59.83	71	78.02	95	77.86	7	70.00	42	34.42	16	17.58	18	14.75	3	20.00	7	5.73	4	4.39	9	7.37	0	0
10. The kind of clothing a student wears is not important to most school activities.	53	43.44	32	35.16	22	18.03	4	40.00	63	51.63	54	59.34	97	79.50	6	60.00	6	4.91	5	5.49	3	2.45	0	0

TABLE IV (Continued)

Statement	Agree				Disagree				No Response															
	Student Leaders		Administrators		Student Leaders		Administrators		Student Leaders		Administrators													
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female												
	N=122	N=91	N=122	N=10	N=122	N=91	N=122	N=10	N=122	N=91	N=122	N=10												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%												
11. Dress and appearance reflect a person's values.	84	68.85	65	71.42	96	78.68	8	80.00	30	24.59	23	25.27	16	13.11	2	20.00	8	6.55	3	3.29	10	8.19	0	0
12. Dress codes are necessary to maintain decency in dress.	72	59.01	43	47.25	89	72.95	7	70.00	44	36.06	44	48.35	22	18.03	3	30.00	6	4.91	4	4.39	11	9.01	0	0
13. Parents and students should decide what is suitable for school wear without school supervision.	54	44.26	54	59.34	33	27.04	4	40.00	62	50.81	33	36.26	80	65.57	5	50.00	6	4.91	4	4.39	9	7.37	1	10.00
14. Extreme dress indicates rebellion against established custom.	61	50.00	32	35.16	80	65.57	7	70.00	55	45.08	36	61.53	29	23.77	3	30.00	6	4.91	3	3.29	13	10.65	0	0
15. A scantily clad student may distract from classroom procedure.	81	66.39	69	75.82	108	88.52	8	80.00	31	25.40	16	17.58	2	1.63	2	20.00	10	8.19	6	6.59	12	9.83	0	0

TABLE IV (Continued)

Statement	Agree				Disagree				No Response															
	Student Leaders		Administrators		Student Leaders		Administrators		Student Leaders		Administrators													
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female												
	N=122	N=91	N=122	N=10	N=122	N=91	N=122	N=10	N=122	N=91	N=122	N=10												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%												
16. Students accept dress restrictions more readily if they are consistently and rigidly enforced.	62	50.81	37	29.67	82	67.21	4	40.00	53	43.44	46	50.54	31	25.40	5	50.00	7	5.73	8	8.79	9	7.37	1	10.00
17. Dress codes are necessary to maintain cleanliness and health standards.	60	49.18	30	32.96	66	54.09	4	40.00	56	45.90	55	60.43	60	49.18	6	60.00	6	4.91	6	6.59	6	4.91	0	0
18. A student's character is judged by his dress and appearance.	84	68.85	57	62.63	94	77.04	7	70.00	35	28.68	31	34.06	22	18.03	3	30.00	3	2.45	3	3.29	6	4.91	0	0
19. Dress and appearance are very important in obtaining a job.	116	95.08	86	94.50	118	96.72	10	100.00	1	0.81	1	1.09	0	0	0	0	5	4.09	4	4.39	4	3.27	0	0
20. Student dress can be effectively modified by dress codes.	89	72.95	61	67.03	97	79.50	6	60.00	24	19.67	25	27.47	17	13.93	4	40.00	9	7.37	5	5.49	8	6.55	0	0

TABLE V

CHI-SQUARE VALUES REFLECTING RELATIONSHIPS BETWEEN RESPONSES  
TO OPINIONNAIRE AND STATUS OF RESPONDENT

Statement	Student Leaders			Administrators									Total Chi-square	Significance Level
	Agree	Disagree	No Response	Principals			Superintendents			School Board Members				
				Agree	Disagree	No Response	Agree	Disagree	No Response	Agree	Disagree	No Response		
1. Students should be allowed to dress in any manner that they feel is appropriate.	81	131	1	4	27	0	1	19	0	6	74	1	38.04*	0.0001
2. Students want written guidelines to govern their dress.	71	138	4	23	7	1	13	5	2	50	30	1	45.28*	0.0001
3. A person's physical appearance is the most important factor in forming first impressions.	160	52	1	27	2	2	19	1	0	66	14	1	24.48	0.0037
4. A teenager should dress to suit his own personality and taste even if it means wearing clothes that are different from the clothes of his friends.	172	37	4	14	15	2	7	9	4	42	38	1	62.19*	0.0001



TABLE V (Continued)

Statement	Student Leaders			Administrators									Total Chi-Square	Significance Level
	Agree	Disagree	No Response	Principals			Superintendents			School Board Members				
				Agree	Disagree	No Response	Agree	Disagree	No Response	Agree	Disagree	No Response		
5. Most teenagers dress to please themselves rather than their parents.	182	24	7	28	2	1	18	1	1	61	17	3	15.81	N. S.
6. One of the most important factors in choosing a date is the appearance of that person.	108	97	8	20	10	1	10	8	2	40	38	3	8.13	N. S.
7. Schools have the right to have dress codes.	160	47	6	28	1	2	18	0	2	71	6	4	20.33	0.0026
8. Student leaders in high school are usually well dressed.	153	50	10	23	6	2	18	1	1	69	8	4	12.63	N. S.
9. A person should dress especially nice when meeting someone for the first time.	144	58	11	25	4	2	17	1	2	60	16	5	9.37	N. S.
10. The kind of clothing a student wears is not important to most school activities.	85	117	11	2	28	1	2	17	1	22	58	1	25.15	0.0029

TABLE V (Continued)

Statement	Student Leaders			Administrators									Total Chi-square	Significance Level
	Agree	Disagree	No Response	Principals			Superintendents			School Board Members				
				Agree	Disagree	No Response	Agree	Disagree	No Response	Agree	Disagree	No Response		
11. Dress and appearance reflect a person's values.	149	53	11	26	2	3	14	4	2	64	12	5	10.29	N. S.
12. Dress codes are necessary to maintain decency in dress.	115	88	10	24	6	1	12	3	5	60	16	5	32.54	0.0002
13. Parents and students should decide what is suitable for school wear without school supervision.	108	95	10	8	22	1	5	12	3	24	51	6	23.34	0.0056
14. Extreme dress indicates rebellion against established custom.	93	111	9	20	6	5	11	8	1	56	18	7	32.44	0.0002
15. A scantily clad student may distract from classroom procedure.	150	47	16	27	0	4	18	0	2	71	4	6	26.58	0.0017

TABLE V (Continued)

Statement	Student Leaders			Administrators									Total Chi-square	Significance Level
	Agree	Disagree	No Response	Principals			Superintendents			School Board Members				
				Agree	Disagree	No Response	Agree	Disagree	No Response	Agree	Disagree	No Response		
16. Students accept dress restrictions more readily if they are consistently and rigidly enforced.	99	99	15	18	10	3	13	6	1	55	20	6	14.89	N. S.
17. Dress codes are necessary to maintain cleanliness and health standards.	90	111	12	16	13	2	9	10	1	45	33	3	5.93	N. S.
18. A student's character is judged by his dress and appearance.	141	66	6	26	3	2	15	4	1	60	18	3	11.22	N. S.
19. Dress and appearance are very important in obtaining a job.	202	2	9	31	0	0	17	0	3	80	0	1	12.19	N. S.
20. Student dress can be effectively modified by dress codes.	150	49	14	25	4	2	13	5	2	65	12	4	6.95	N. S.

\*A sizeable part of this total chi-square may have occurred because missing values were included.

TABLE VI

CHI-SQUARE VALUES REFLECTING RELATIONSHIPS BETWEEN RESPONSES  
TO OPINIONNAIRE AND GRADE LEVEL CLASSIFICATION OF  
STUDENT LEADERS

Statement	Freshmen			Sophomores			Juniors			Seniors			Total Chi-square	Signifi- cance Level
	Agree	Disagree	No Response	Agree	Disagree	No Response	Agree	Disagree	No Response	Agree	Disagree	No Response		
1. Students should be allowed to dress in any manner that they feel is appropriate.	14	43	0	12	8	0	19	30	1	36	50	0	12.33	0.0545
2. Students want written guidelines to govern their dress.	31	23	3	8	12	0	14	36	0	18	67	1	25.80*	0.0023
3. A person's physical appearance is the most important factor in forming first impressions.	44	13	0	11	9	0	37	13	0	68	17	1	7.12	N. S.
4. A teenager should dress to suit his own personality and taste even if it means wearing clothes that are different from the clothes of his friends.	38	16	3	17	3	0	42	7	1	75	11	0	13.28	N. S.

TABLE VI (Continued)

Statement	Freshmen			Sophomores			Juniors			Seniors			Total Chi-square	Signifi- cance Level
	Agree	Disagree	No Response	Agree	Disagree	No Response	Agree	Disagree	No Response	Agree	Disagree	No Response		
5. Most teenagers dress to please themselves rather than their parents.	48	7	2	19	1	0	42	5	3	73	11	2	6.01	N. S.
6. One of the most important factors in choosing a date is the appearance of that person.	27	29	1	10	10	0	27	20	3	44	38	4	3.27	N. S.
7. Schools have the right to have dress codes.	43	11	3	15	5	0	38	11	1	64	20	2	2.31	N. S.
8. Student leaders in high school are usually well dressed.	43	11	3	13	7	0	38	11	1	59	21	6	6.59	N. S.
9. A person should dress especially nice when meeting someone for the first time.	39	13	5	15	5	0	37	10	3	53	30	3	8.96	N. S.
10. The kind of clothing a student wears is not important to most school activities.	18	35	4	12	8	0	17	31	2	38	43	5	8.07	N. S.

TABLE VI (Continued)

Statement	Freshmen			Sophomores			Juniors			Seniors			Total Chi-square	Significance Level
	Agree	Disagree	No Response	Agree	Disagree	No Response	Agree	Disagree	No Response	Agree	Disagree	No Response		
11. Dress and appearance reflect a person's values.	38	15	4	12	7	1	33	13	4	66	18	2	12.54	N. S.
12. Dress codes are necessary to maintain decency in dress.	36	17	4	9	11	0	26	22	2	44	38	4	8.11	N. S.
13. Parents and students should decide what is suitable for school wear without school supervision.	26	28	3	11	7	2	23	23	4	48	37	1	8.06	N. S.
14. Extreme dress indicates rebellion against established custom.	31	22	4	6	14	0	18	30	2	38	45	3	9.62	N. S.
15. A scantily clad student may distract from classroom procedure.	42	10	5	10	9	1	38	9	3	60	19	7	10.72	N. S.
16. Students accept dress restrictions more readily if they are consistently and rigidly enforced.	32	20	5	9	8	3	21	27	2	37	44	5	9.42	N. S.

TABLE VI (Continued)

Statement	Freshmen			Sophomores			Juniors			Seniors			Total Chi-square	Significance Level
	Agree	Disagree	No Response	Agree	Disagree	No Response	Agree	Disagree	No Response	Agree	Disagree	No Response		
17. Dress codes are necessary to maintain cleanliness and health standards.	27	24	6	8	11	1	25	25	0	30	51	5	13.92	N. S.
18. A student's character is judged by his dress and appearance.	34	21	2	7	12	1	35	15	0	65	18	3	19.42*	0.0218
19. Dress and appearance are very important in obtaining a job.	53	0	4	20	0	0	45	2	3	84	0	2	12.85	N. S.
20. Student dress can be effectively modified by dress codes.	40	12	5	15	3	2	29	18	3	66	16	4	10.94	N. S.

\*A sizeable part of this total chi-square may have occurred because missing values were included.

TABLE VII

CHI-SQUARE VALUES REFLECTING RELATIONSHIPS BETWEEN RESPONSES  
TO OPINIONNAIRE AND SEX OF STUDENT LEADERS

Statement	Male			Female			Total Chi-square	Signifi- cance Level
	Agree	Disagree	No Response	Agree	Disagree	No Response		
1. Students should be allowed to dress in any manner that they feel is appropriate.	44	78	0	37	53	1	1.90	N. S.
2. Students want written guidelines to govern their dress.	47	72	3	24	66	1	4.63	N. S.
3. A person's physical appearance is the most important factor in forming first impressions.	89	33	0	71	19	1	2.33	N. S.
4. A teenager should dress to suit his own personality and taste even if it means wearing clothes that are different from the clothes of his friends.	92	28	2	80	9	2	7.58	.0546
5. Most teenagers dress to please themselves rather than their parents.	100	18	4	82	6	3	4.36	N. S.



TABLE VII (Continued)

Statement	Male			Female			Total Chi-square	Signifi- cance Level
	Agree	Disagree	No Response	Agree	Disagree	No Response		
6. One of the most important factors in choosing a date is the appearance of that person.	73	46	3	35	51	5	9.82	.0075
7. Schools have the right to have dress codes.	90	30	2	70	17	4	2.30	N. S.
8. Student leaders in high school are usually well dressed.	84	30	8	69	20	2	3.31	N. S.
9. A person should dress especially nice when meeting someone for the first time.	73	42	7	71	16	4	8.76	.0322
10. The kind of clothing a student wears is not important to most school activities.	53	63	6	32	54	5	1.51	N. S.
11. Dress and appearance reflect a person's values.	84	30	8	65	23	3	1.65	N. S.
12. Dress codes are necessary to maintain decency in dress.	72	44	6	43	44	4	4.00	N. S.

TABLE VII (Continued)

Statement	Male			Female			Total Chi-square	Signifi- cance Level
	Agree	Disagree	No Response	Agree	Disagree	No Response		
13. Parents and students should decide what is suitable for school wear without school supervision.	54	62	6	54	33	4	4.95	N. S.
14. Extreme dress indicates rebellion against established custom.	61	55	6	32	56	6	3.60	N. S.
15. A scantily clad student may distract from classroom procedure.	81	31	10	69	16	6	3.60	N. S.
16. Students accept dress restrictions more readily if they are consistently and rigidly enforced.	62	53	7	37	42	8	3.66	N. S.
17. Dress codes are necessary to maintain cleanliness and health standards.	60	56	6	30	55	6	5.62	N. S.

TABLE VII (Continued)

Statement	Male			Female			Total Chi-square	Signifi- cance Level
	Agree	Disagree	No Response	Agree	Disagree	No Response		
18. A student's character is judged by his dress and appearance.	84	35	3	57	31	3	.92	N. S.
19. Dress and appearance are very important in obtaining a job.	116	1	5	86	1	4	.96	N. S.
20. Student dress can be effectively modified by dress codes.	89	24	9	61	25	5	3.41	N. S.

VITA

LaTricia Graybill Harrel

Candidate for the Degree of

Master of Science

Thesis: OPINIONS OF HIGH SCHOOL STUDENT LEADERS AND SCHOOL ADMINISTRATORS CONCERNING DRESS AND DRESS RESTRICTIONS

Major Field: Clothing, Textiles and Merchandising

Biographical:

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