

SOCIAL PARTICIPATION AND SOCIAL ADJUSTMENT;
IMPLICATIONS FOR ADOLESCENT
WARDROBE CONTENT

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CHAPTER I

INTRODUCTION

Social scientists have long noted the inter-relationship that exists between a pleasing personal appearance and self-confident behavior. Not having clothes like other youngsters or being disheveled in personal appearance decreases an adolescent's conception of his own importance, his feelings of social competence, and his capacity to appraise his true ability and worth.¹ Consequently, factors relating to clothing cannot be dismissed as having only a casual influence on social behavior. Thus, clothing plays an extremely important role in the adolescent world; for there are few adolescents to whom clothes mean very little. Concern over personal appearance, peer acceptance, and participation in social events constitutes a major portion of the thoughts and actions of young people in this age group.

The lack of a certain garment, wearing an out-dated clothing style, or the prohibitive cost of an item of apparel each cause adolescents to experience feelings of anxiety in social situations. Increased knowledge of the causes of this anxiety will benefit all persons concerned with the welfare of young people in this age group, especially those concerned with the welfare of adolescents who exhibit deviant behavior.

¹Ruth Strang, The Adolescent Views Himself (New York, 1957), p. 69.

Statement of the Problem

It is only through research of adolescent clothing practices involved in meeting peer dress standards that the effect of wardrobe content on social participation can be fully comprehended. Some understanding of the influences on clothing behavior of adolescents has been achieved through research by Dickins², Silverman³, and Stone and Form⁴. Their research into areas of social participation, wardrobe content, and clothing deprivation has provided the foundation for this investigation.

The purpose of this study was to investigate influences of wardrobe content upon social participation of adolescent boys. It was hoped that this study would contribute to more definite determinations of minimum clothing requirements which would meet physical, emotional, and psychological needs of boys in this age group.

Objectives

Objectives of the study included:

- 1) To determine the type and extent of social participation of adolescent boys.
- 2) To identify clothing practices of adolescent boys in terms of:

²Dorothy Dickins, "Social Participation as a Criterion for Determining Scientific Minimum Standards in Clothing," Rural Sociology, Vol. 9 (1944).

³Sylvia S. Silverman, Clothing and Appearance: Their Psychological Implications for Teen-Age Girls (New York, 1945).

⁴Gregory P. Stone and William H. Form, Clothing Inventories and Preferences Among Rural and Urban Families, Technical Bulletin 246, Michigan State University, Agricultural Experiment Station (1955).

- a) number of garments owned
- b) cost of apparel
- c) source of clothing items

3) To establish minimum clothing requirements of adolescent boys who actively participate in social events.

Definition of Terms

Adolescent - an individual from 13 to 17 years of age.

Minimum Clothing Requirements - amount and type of apparel necessary to meet physical, social, and psychological needs.

Need - fundamental or basic requirement for physical and psychological health.

Clothing Deprivation - lack of clothing; clothing that fails to satisfy physiological and/or psychological needs.

Role - action or behavior expected of an individual in a given situation.

Conformity - adapting to a group norm.

Norm - the average or usual measurement and/or achievement.

Socio-Economic Status - classification based on income level and occupational prestige of the family.

Self-Concept - an individual's perception of his own personality characteristics, social acceptance and status, and physical appearance that distinguishes him as a separate identity.

Percentile Unit - a statistical measure used to express an individual's score in terms of the percentage of individuals falling below him.

Limitations

This research was limited to adolescent boys attending selected junior and senior high schools located in one geographic area of North-Central Oklahoma. These schools were not randomly selected; however, an attempt was made to select schools representative of those varying in size.

CHAPTER II

REVIEW OF LITERATURE

Adolescent Culture

The adolescent adjusts to an exceedingly complex social environment. For persons in this age group, concepts of individual self-image assume great interest, and much thought is given to ways to establish and maintain adequate social relationships with the peer group.

Adolescence is that period of transition between childhood and adulthood when the individual is maturing physically, mentally, emotionally, and socially. Emotions are extreme and the individual is often very sensitive and easily hurt. He is confused and uncertain of himself and his own abilities, and his moods swing from one intensity to another. He still thinks in concrete rather than abstract terms.¹ It is much easier for him to understand and comprehend something tangible that he can see and feel. He tends to associate reasons for social approval and acceptance with clothing and personal appearance, specific behavioral actions, and visible possessions rather than in the more intangible terms of friendliness and loyalty. This idea, in turn, leads to a heightened interest in clothing, and makes concern over personal appearance one of the dominate factors in his life.

¹Mary Shaw Ryan, Clothing: A Study in Human Behavior (New York, 1966), p. 270.

A great desire for approval exists for all adolescents, especially when the approval comes from an admired peer group. Thus, the adolescent develops a deep conservatism, a tendency to conform to what he knows will be accepted by his friends. Since clothing is visible and can be classified as to type and style, it becomes a ready means of establishing and demonstrating conformity to the group.

Researchers of adolescent culture agree that the influence of the peer group is strong. Glickman has stated, ". . . above all else the boy wants his clothes to conform to the style accepted by his friends. Being different, to him, means being inferior."² Additional evidence, from an investigation by Eicher and Dillon, revealed that a "definite relationship exists between clothing conformity and group acceptance, with 53.6 percent of all boys included in the sample having adopted the modal patterns of dress."³ Thus, every detail of clothing follows a set standard and any deviation from the norm is apt to cause mental anguish to the wearer.

The reasons adolescents give for the importance of clothing vary, but results show that more boys than girls are inclined to say that "you are judged by how you look,"⁴ Cannon and Staples found that there was a significant relationship between appearance and acceptability for the junior high school boys studied in their sample. All of the most

² Albert S. Glickman, "Clothing Leadership Among Boys" (unpub. Ph.D. dissertation, University of Michigan, 1952), p. 36.

³ Joanne B. Eicher and M. L. Dillon, Boy's Clothing Conformity and Acceptance, Research Bulletin 22, Michigan State University, Agricultural Experiment Station (1969).

⁴ Olive N. Alexander, "A Pilot Investigation of the Motives Underlying the Desire to Feel Well-Dressed at Various Age Levels" (unpub. Master's thesis, Cornell University, 1961), p. 38.

popular students were found to excel or conform to the group norm.⁵

When comparing 203 boys and 272 girls in the tenth, eleventh, and twelfth grades, Ryan found that all students expressed similar attitudes about the importance of being well-dressed. Social achievement was the principle reason given, for all students felt that a person was judged by his personal appearance. Social achievement accounted for over 40 percent of the reasons given by all respondents, while over 50 percent of the male students replied in the affirmative.⁶

In yet another study of clothing and adolescent behavior, Vener and Hoffer explain the relative importance of peer group acceptance in this way:

If pressure is put on an adolescent to wear clothing different from that worn by the group, anti-social behavior often results, and the adolescent becomes self-conscious and non-cooperative in social activities. Therefore, by early adolescence, the individual has already been made conscious of the importance of clothing in social life.⁷

Social Adjustment

To the typical junior and senior high school boy, confidence about personal masculinity and in the ability to manifest appropriate manly behavior in social situations is of great concern. In many situations, these thoughts and feelings represent high status in the hierarchy of

⁵ K. L. Cannon, R. Staples, and I. Carlson, "Personal Appearance as a Factor in Social Acceptance," Journal of Home Economics, Vol. 44 (1952), pp. 710-713.

⁶ Mary Shaw Ryan, Psychological Effects of Clothing: Part III, Research Bulletin 905, Cornell University, Agricultural Experiment Station (1953).

⁷ Arthur M. Vener and Charles R. Hoffer, Adolescent Orientations to Clothing, Technical Bulletin 270, Michigan State University, Agricultural Experiment Station (1959).

adolescent social systems.⁸ For this reason, clothing becomes the link between desire for acceptance and actual inclusion within the peer group.

Social Participation

The feelings of self-confidence and security that result from the wearing of specified types of apparel are believed to have a definite influence on the degree of social participation of adolescents.

Dickins pointed out that the majority of people do not participate in social events without clothing comparable to that of other group members.⁹ However, the extent to which this statement is true apparently varies with the age of the individual. Silverman, in her study of junior and senior high school girls, discovered that the older adolescent will forego social events if she does not have what she considers to be adequate or appropriate clothing for the occasion. Yet this reason for withdrawal from social activities does not pertain to the younger adolescent.¹⁰

Both Dickins and Silverman suggest that participation or non-participation in social events is influenced by the felt adequacy of the wardrobe.^{11,12} But perhaps of greater concern is the way in which

⁸Gary Schwartz and Don Merten, "The Language of Adolescents," American Journal of Sociology, Vol. 72 (1967), pp. 453-468.

⁹Dorothy Dickins, "Social Participation as a Criterion for Determining Scientific Minimum Standards in Clothing," Rural Sociology, Vol. 9 (1944), pp. 341-349.

¹⁰Sylvia S. Silverman, Clothing and Appearance: Their Psychological Implications for Teen-Age Girls (New York, 1945).

¹¹Dickins, p. 348.

¹²Silverman, p. 49.

the adolescent participates; whether he takes part actively, moderately, or not at all. Ryan found:

When the individual feels well-dressed, he is more relaxed, less conscious of himself, more talkative, and more willing to enter into group activities; while, conversely, the individual who thinks himself poorly-dressed feels ill-at-ease, self-conscious, and withdraws from active participation in social events.¹³

Slight withdrawal from active participation is much more common than the refusal to attend a social function. Nevertheless, there is every assurance that, in the majority of cases, the amount of satisfaction or dissatisfaction with clothing and personal appearance has much to do with the enjoyment of social events.¹⁴

A number of studies have attempted to determine just what clothing requirements must be met in order to satisfy adolescent social needs. The study reported by Dickins indicated that social participation is dependent upon the size of the wardrobe; that clothes which meet the needs of protection and modesty are not enough, for clothes must also serve a social function.¹⁵

Research by Stone and Form showed that regardless of socioeconomic level there is a positive relationship between the size of the wardrobe and the amount of social involvement.¹⁶ However, it is very difficult to determine just which is the cause and which is the effect.

¹³Ryan, Clothing: A Study ..., p. 281.

¹⁴Sara H. Barnes, "Preferences and Practices in the Purchase, Use, and Care of Clothing of 225 Junior High School Students in Zanesville, Ohio" (unpub. Master's thesis, Ohio State University, 1955), p. 32.

¹⁵Dickins, p. 348.

¹⁶Gregory P. Stone and William H. Form, Clothing Inventories and Preferences Among Rural and Urban Families, Technical Bulletin 246, Michigan State University, Agricultural Experiment Station (1955).

Cannon and Staples state:

Whether a good personal appearance contributes to self-assurance with resulting social acceptability, or whether a strong social interest carries with it a desire to adopt a standard of dress and grooming which meets group approval we cannot say.¹⁷

Interest in clothing and the felt need for clothing varies inversely with the general feeling of wardrobe adequacy and self-confidence in social situations. Consequently, the more secure the individual, the less importance he attaches to clothing and the less clothing affects him. Thus, clothing is most apt to affect the degree of adolescent social participation since insecurity and uncertainty are frequent experiences of young people in this age group.

Clothing Deprivation

Many social scientists have noted that the actual number of garments owned by the individual may or may not be the deciding factor in evaluating the adequacy of his wardrobe. The adolescent has been known to express feelings of clothing deprivation when, in fact, he possesses a larger quantity of clothing items than most of his friends. Thus, deprivations have a great deal of emotional depth, for how an individual feels is what makes the situation one of concern rather than the actual physical facts. Vener and Hoffer found:

There is no significant difference between the sexes in feelings of clothing deprivation; but the older the individual and the greater the organizational involvement, the less tendency there is for the adolescent to have feelings of clothing deprivation.¹⁸

¹⁷Cannon, p. 713.

¹⁸Vener, p. 27.

In contrast, Baumgartner found no existing relationship between the individual's satisfaction with his wardrobe and his degree of social participation.¹⁹ Therefore, a conflict does exist in deciding whether or not increased participation creates feelings of clothing deprivation.

A more detailed examination of available research disclosed:

Those individuals possessing a high degree of clothing awareness and interest feel more insecure than their peers; and, therefore, are more concerned about making a good impression on others. This idea causes the individual to be overly conscious of his appearance, and makes him express feelings of clothing deprivation.²⁰

The following explanation for feelings of clothing deprivation was given by Steinberg:

Adolescents are usually in close contact with other peer group members who possess greater poise, better clothes, higher prestige and status, and a more active social life. As a result, attention is focused on such differences, and feelings of insecurity give way to feelings of clothing deprivation.²¹

Although some adolescents have expressed feelings of clothing deprivation, many do not. Silverman reported that only one-fourth of the twelve year old girls in her sample felt they did not have enough clothes.²² And two-thirds of a group of junior high school girls in the research conducted by Barnes thought that their wearing apparel was as good as the clothing worn by other peer group members.²³ This

¹⁹Charlotte W. Baumgartner, "Factors Associated with Clothing Consumption Among College Freshmen" (unpub. Ph.D. dissertation, Ohio State University, 1961), p. 39.

²⁰Evelyn Evans, "Motivations Underlying Clothing Selection and Wearing," Journal of Home Economics, Vol. 56 (1964), pp. 739-743.

²¹Warren Steinberg, "Behavioral Standards of Youth," Journal of Social Education, XLIII (1968), pp. 34-38.

²²Silverman, p. 57.

²³Barnes, p. 33.

feeling of satisfaction with the adequacy of their wardrobes increased with the age of the individual. Over half of the students in the Morris study felt that their clothes were usually adequate, even though 85 percent said they would be happier with more and better clothes.²⁴

Vener and Hoffer found that social class or socio-economic status was not a factor involved in the degree of clothing awareness exhibited by boys in their sample population. However, they did find that those boys who were more "other-directed" and more sensitive to the feelings and opinions of others tended to be more aware of clothing.²⁵ Thus, data can be found to support the idea that clothes are an adolescent "prop" for use in adjusting to the environment.

The extent of social adjustment can be readily seen by comparing the attitudes of highly adjusted adolescents with those who are not so well-adjusted to the environment. Evans stated that "the most popular students were the most individual in their clothing behavior, while the less popular students conformed to more group clothing standards."²⁶ Thus, the more popular individual is less interested in or dependent on clothing.

Conflicting results were disclosed by Glickman, who, in his investigation of clothing practices of adolescent boys, found:

Persons most likely to be looked upon as clothing leaders are those who are already leaders in cooperative group activities, and who at the same time see in clothing symbols of status and acceptability. That is, they must have an interest in

²⁴Katherine Morris, "A Study of the Clothing Preferences and Buying Practices of 788 Junior High School Students in Austin, Texas" (unpub. Master's thesis, University of Texas, 1958).

²⁵Vener, p. 29.

²⁶Evans, p. 31.

clothing and feel that it is an important factor in popularity. The clothing leaders must also have a certain minimum percentage of clothing conformity.²⁷

There appears to be little doubt that clothing has a unique effect on adolescent behavior; for it has both an emotional and psychological influence on the actions of the individual. Indeed, adolescent behavior, when considered by researchers in relation to social adjustment and participation, indicates that few individuals remain indifferent to the influence and power of clothing.

²⁷Glickman, p. 47.

CHAPTER III

METHODS AND PROCEDURES

The objectives of this exploratory field study were: (1) to determine the extent of social participation of adolescent boys; (2) to identify clothing norms of adolescent boys in relation to type and total number of garments owned, cost of apparel, and source of clothing items; and (3) to establish minimum clothing requirements of adolescent boys actively participating in social events,

To attain these objectives, these procedures were followed: selection and development of appropriate testing instruments; development of data recording devices; selection of the sample; pilot study; and collection, analysis, and treatment of data.

Description of the Test Instruments

Five instruments were used to obtain data. These instruments included: (1) California Test of Personality¹; (2) Clothing Attitudes Checklist; (3) Social Participation Checklist; (4) Socio-Economic Rating Scale; and (5) Wardrobe Content Inventory.

The California Test of Personality is a questionnaire designed to identify and reveal status factors associated with individual self-concepts and social adjustment. Organized around the concept of life

¹Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs, "California Test of Personality," Manual, 1953 revision.

adjustment as a balance between personal and social responses of the individual to his environment, this questionnaire attempts to measure and evaluate degrees of adjustment concerned with personal security in social situations. Sims, in his review of the California Test of Personality, has described the test as one of the most reliable personality tests now available.²

For purposes of this study, only certain segments of the California Test of Personality were utilized. A total of sixty questions, representing component elements of personal and social adjustment, were equally divided into four sections. Section I measured "sense of belonging", Section II measured "freedom from withdrawal tendencies", Section III measured "freedom from anti-social tendencies," while Section IV measured "peer group relations."

Individuals who experience a sense of belonging were considered to enjoy the love and companionship of their families and friends, as well as to possess cordial relationships with people in general. Such people were thought to usually respond favorably in social situations and to express feelings of pride in connection with their schools and homes.

In contrast, individuals who were believed to exhibit withdrawal tendencies substituted joys of a fantasy world for actual successes in real life. Such people were characteristically sensitive, lonely, and inclined toward self-concern, while normally adjusted persons were deemed to be relatively free from those tendencies.

²Verner M. Sims, "Review of the California Test of Personality," The Fifth Mental Measurement Yearbook, ed. Oscar K. Buros (New Jersey, 1959), p. 39.

Individuals normally regarded as anti-social were those who were prone to be dictatorial, quarrelsome, disobedient, and destructive of property. Such persons endeavored to obtain satisfactions by methods damaging and unfair to others. As in withdrawal tendencies, normal adjustment was characterized by reasonable freedom from anti-social behavioral actions.

According to the California Test of Personality, a satisfactory degree of peer group relations exists when individuals feel emotionally secure in inter-personal relationships with peer groups. This feeling of security usually involves those individuals in the adolescent stage of development who are sufficiently adjusted to their peer groups, who believe that they constitute an important element in the social world, and who are involved in worthwhile school and extra-curricular events.

Consequently, test groupings for identifying sense of belonging, withdrawal tendencies, anti-social tendencies, and peer group relations all measure various behavioral reactions of the individual to a specific environmental situation. All questions in the California Test of Personality deal with adolescent opinion only, and all can be answered "yes" or "no."

The Clothing Attitudes Checklist was devised by the researcher to secure data for measuring adolescent usage of clothing to express individual personality. This questionnaire was a modification of the Gaffney research instrument used to investigate psychological factors that influence clothing selections of adolescents.³ All questionnaire

³Doreatha E. Gaffney, "To Identify Some of the Psychological Factors that Influence the Clothing Selection of Adolescents" (unpub. Master's thesis, Oklahoma State University, 1964).

items were developed to correspond to tested categories of the California Test of Personality. A total of forty statements which could be answered "yes" or "no" were formulated to reveal the usage of clothing to convey sense of belonging, withdrawal tendencies, anti-social tendencies, and peer group relations.

The combined results of the California Test of Personality and the Clothing Attitudes Checklist were used for evaluating the degree of adolescent social adjustment. (Appendix D, page 128)

The Social Participation Checklist used in this investigation was adapted and modified from an instrument used in the Bunderson research study.⁴ It provided the basis for determining relative extent of adolescent social participation. Checklist composition included listings of school and community clubs and organizations plus names of any offices held during that school year. Responses were weighted according to the degree of social involvement; active, moderate, limited, or non-participation. (Appendix E, page 132)

The Socio-Economics Rating Scale was developed to identify social and economic status of those individuals who participated in the study. Use of stylized maps of the various cities permitted respondents to indicate approximate locations of family homes. Local and county governments provided information necessary for categorizing those areas designated as low, medium, or high income residential sections. (Appendix C, page 124)

The Wardrobe Content Inventory measured the number, type, cost,

⁴Joan Ream Bunderson, "Dress and Appearance of High School Girls in Relation to Academic Achievement, School Activity, Peer Acceptance, and Disciplinary Problems" (unpub. Master's thesis, Utah State University, 1965).

and source of selected clothing items in adolescent wardrobes. For purposes of this investigation, only data concerning outerwear was collected. Information relating to the frequency of wear of certain clothing combinations to class, school, and non-school activities provided the basis for determining minimum wardrobe requirements. Assuming that a relationship existed between participation in some school activities and the possession of required items of apparel, measurements were taken to evaluate clothing needs in terms of moderate and active social participation. (Appendix F, page 136)

In order to obtain more truthful responses, no names were placed on any of the instruments. The answers of each respondent were stapled together and later given a code number. All instruments were color coded by class grade in order to facilitate easier categorization and analysis of the results.

Selection of the Sample

The sample for this research investigation consisted of 300 randomly selected eighth, tenth, and twelfth grade male students attending one of seven junior and senior high schools located in three North-Central Oklahoma towns. Students in the test sample differed in age, grade in school, social position, level of family income, locations of the family home (urban vs. rural), and size of home town.

The number of students selected from any one town was proportionate to the total population of that town: Town A had a population of 27,000 while Town B had a population of 9,000 and Town C had a

population of 3,000.⁵ The number of boys tested in Town A totaled 200, and was composed of 42 eighth grade students in each of the two junior high schools, 72 sophomores, and 44 seniors. Of the 70 boys tested in Town B, 30 were in the eighth grade, 25 were sophomores, and 15 were seniors. The number of boys tested in Town C totaled 30, and was composed of 12 eighth grade students, 10 sophomores, and 8 seniors.

Pilot Study

Objectives of the pilot study were: (1) to test the degree of agreement between those adolescent behavioral actions measured by the California Test of Personality and those measured by the Clothing Attitudes Checklist; (2) to determine the effectiveness of written instructions for each test instrument; (3) to ascertain the amount of time needed to complete all questionnaires; and (4) to identify and correct any vague or ambiguous statements found in the test instruments.

The pilot study was administered to 30 freshman boys attending Stillwater High School in Stillwater, Oklahoma. No names were recorded on any of the test materials; however, in order to prevent confusion during the analysis of data, care was taken to make certain that all instruments completed by each individual respondent had the same code number. The instruments were presented in the following order: first, the Socio-Economic Rating Scale; second, the Social Participation Checklist; third, the Wardrobe Content Inventory; fourth, the Social Adjustment Checklist; and fifth, the California Test of Personality. All instruments were completed within a 30 minute time period.

⁵Oklahoma Data Book (University of Oklahoma, 1968), pp. 9, 12.

Data from the pilot study produced evidence that a relationship existed between the traits measured by the Clothing Attitudes Checklist and those measured by the California Test of Personality. All scores were converted to percentile ratings and were categorically compiled according to levels of socio-economic status and degrees of social participation. Evaluation of the pilot study indicated the need for minor revisions relating to terminology used in the Wardrobe Content Inventory. A careful analysis of the pilot study findings did not reveal the need for other changes.

Treatment of the Data

Both descriptive and statistical analysis of data were used in this research investigation. Statistical findings concerning degree of adolescent social adjustment were calculated by the use of mean score percentile ratings and presented in graphical form for each classification and sub-classification group of respondents. Statistical results pertaining to adolescent wardrobe content were compiled by the use of 289 "t-tests" at the .05 level of significance. All data relating to quantity, source, and cost of clothing items was then recorded in tabular form for each classification group.

CHAPTER IV

FINDINGS, ANALYSIS, AND DISCUSSION

All data collected was first placed into one of three groups, depending on the class grade of each individual respondent. This initial distribution was found to include 126 eighth grade students, 107 sophomores, and 67 seniors. (Figure 1, page 21)

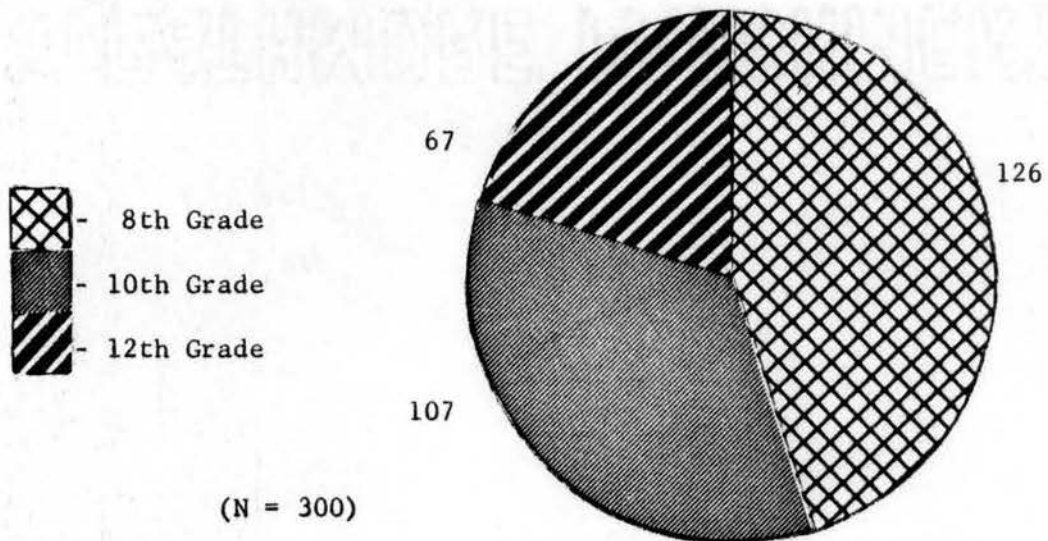


Figure 1. Population Distribution of Total Sample by Class Grade

Each group of respondents was then classified as to socio-economic level. Findings revealed that 94 (31 percent) boys were of low socio-economic status, 131 (44 percent) were of middle socio-economic status, and 75 (25 percent) were of high socio-economic status. (Figure 2, page 22)

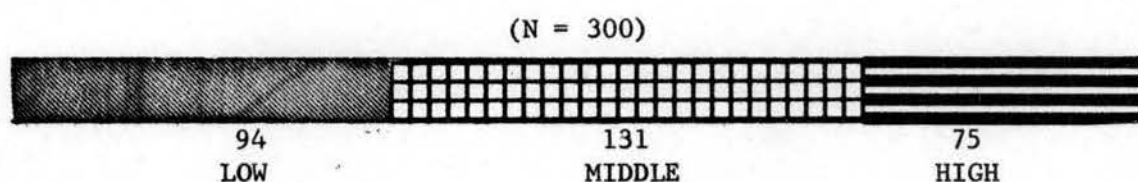


Figure 2. Numerical Distribution of Total Sample by Socio-Economic Status

A third classification was made in order to categorize all respondents according to their degree of social participation - none (17 percent), little (18 percent), some (31 percent), moderate (17 percent), and active (17 percent). (Figure 3, page 22)

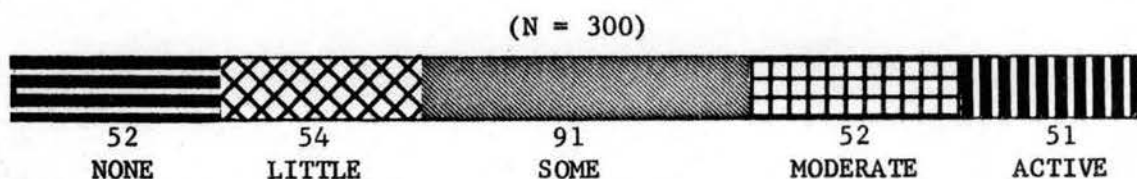


Figure 3. Numerical Distribution of Total Sample by Degree of Social Participation

Thus, all boys who participated in the research investigation were classified into one of 45 separate and distinct groups. (Figure 4, page 24) All data was analyzed and discussed according to these sub-groups.

Mean scores were used to calculate and analyze data pertaining to adolescent social adjustment and wardrobe content. In order to graphically represent average ratings of social adjustment for each sub-classification, all mean scores were converted into mean percentile ratings. Data determining wardrobe content was left in mean tabular form. All statistical tests of significance were calculated at the .05 level.

Eighth Grade Boys

All of the 126 eighth grade boys were classified by socio-economic status and degree of social participation. (Table I, page 25) The majority of boys belonged to the middle socio-economic status group and participated only to some extent in social activities. There were no boys classified into the high socio-economic status, Little Participation category.

Data collected from the California Test of Personality indicated that the majority of eighth grade boys exhibit anti-social behavioral actions in social situations. (Figure 5, page 26) All other mean scores remained low, with the use of clothing to conceal "feelings of withdrawal" having the highest percentile ratings.

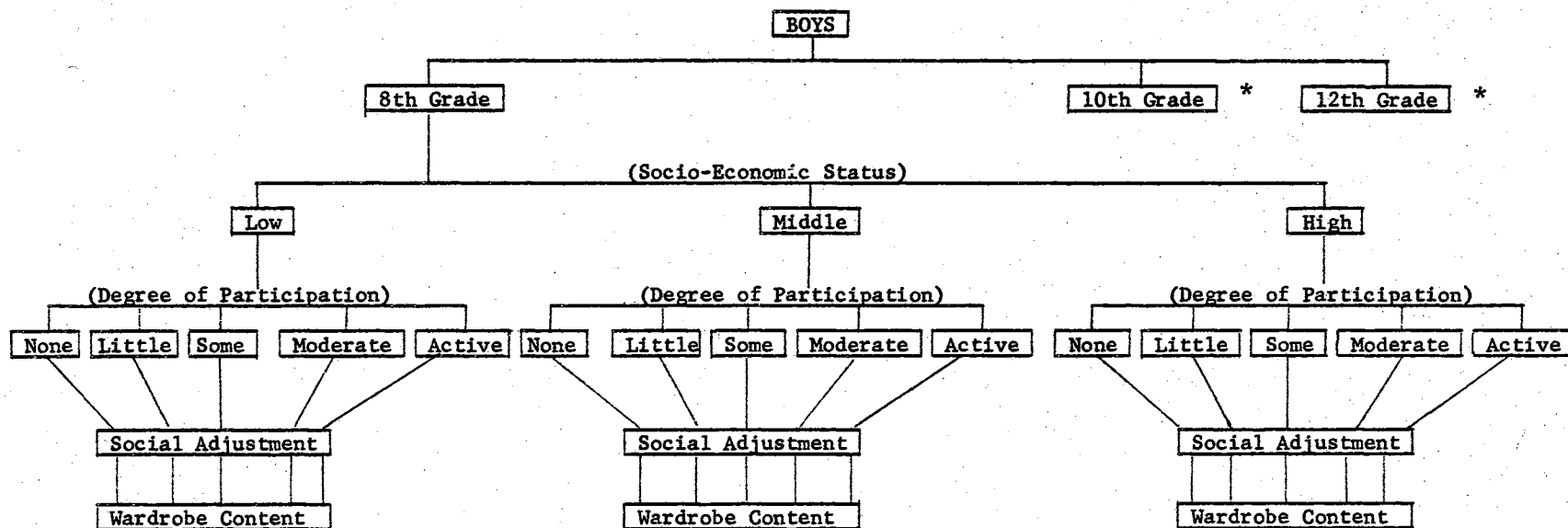


Figure 4. Classification Schedule for Analysis of Data

*Tenth and Twelfth grade boys classified by methods identical to the eighth grade classification

TABLE I
NUMERICAL DISTRIBUTION OF 126 EIGHTH GRADE
ADOLESCENT BOYS BY DEGREE OF
SOCIAL PARTICIPATION

Socio-Economic Status	Degree of Social Participation				
	None	Little	Some	Moderate	Active
Low	6	8	15	10	2
Middle	6	11	22	11	13
High	3	-	10	5	4

Analysis of wardrobe content revealed that the greatest number of garments was owned by high socio-economic status boys. (Table II, page 27) However, low socio-economic status boys possessed a larger quantity of clothing items than did those boys in the middle socio-economic status group. In relation to the source of apparel items, no significant difference was found to exist between these three groups. Cost of apparel for boys in this age group was relatively uniform; the only exceptions being the shoes and suits owned by boys in the high socio-economic status classification.

Low Socio-Economic Status

An analysis of mean score percentile ratings indicated that low socio-economic status eighth grade boys exhibit anti-social behavioral tendencies in social situations. In addition, evidence was found to

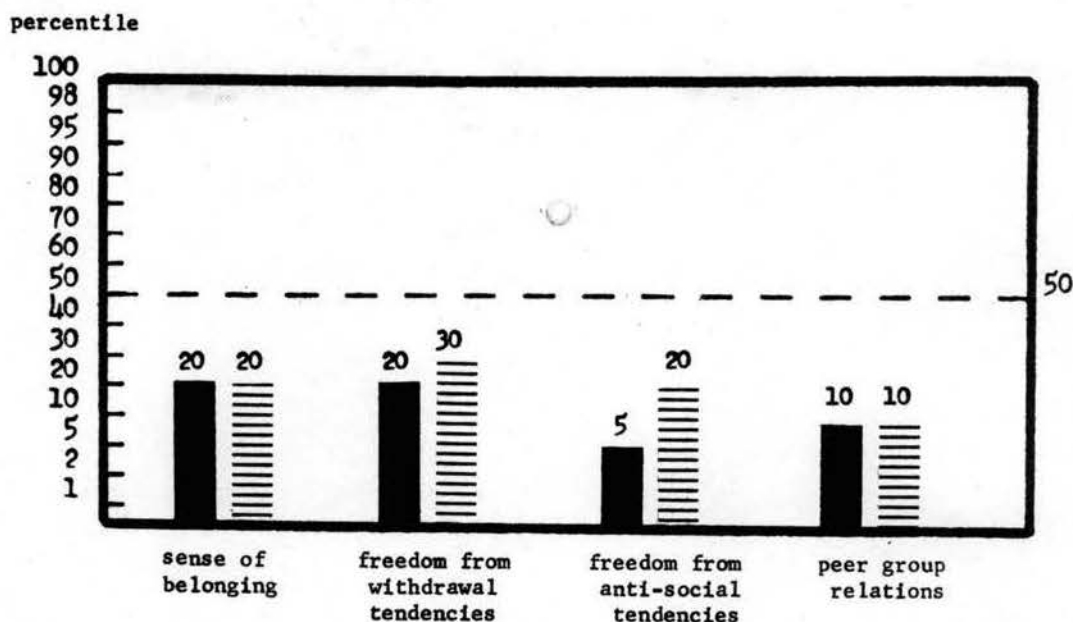


Figure 5. Mean Score Percentile Ratings of
126 Eighth Grade Boys

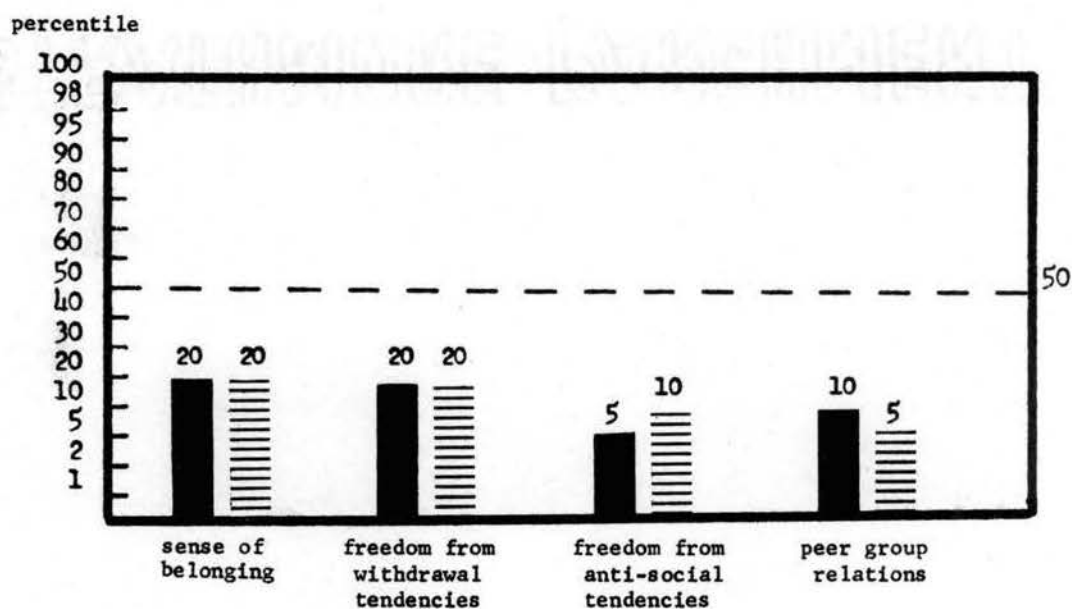


Figure 6. Mean Score Percentile Ratings of 41 Low Socio-Economic Status Eighth Grade Boys



 California Test of Personality
 Clothing Attitudes Checklist

TABLE II
MEAN NUMBER OF GARMENTS OWNED BY TOTAL SAMPLE
OF 126 EIGHTH GRADE ADOLESCENT BOYS

Garments	Degree of Social Participation				
	None	Little	Some	Moderate	Active
Shirts:					
school	9.2	12.5	13.7	10.8	10.6
dress	4.0	3.2	4.3	4.6	4.3
Slacks:					
school	3.5	4.4	4.9	5.1	5.1
dress	2.2	2.5	3.1	2.9	2.9
Jeans	4.1	3.8	4.8	3.8	4.1
Shorts	3.6	3.8	4.5	5.3	3.3
Jackets:					
school	1.6	2.0	2.6	2.2	2.1
dress	1.0	1.4	2.0	2.6	1.9
Coats:					
school	1.4	1.6	1.8	1.5	1.3
dress	.7	1.2	1.8	1.6	1.4
raincoat	.6	.7	.7	.6	.8
Suits	.9	1.0	1.6	1.9	1.7
Sweaters:					
school	1.5	1.1	2.0	1.8	1.7
dress	1.2	.7	1.1	1.2	1.2
Hats, Caps	1.0	.9	1.7	1.8	2.2
Shoes:					
school	1.8	1.2	1.7	1.5	2.0
dress	1.1	.9	1.0	1.1	1.2
gym	1.1	1.2	1.6	1.6	1.4
boots	1.1	.9	1.3	1.2	1.0
Uniforms:					
school	-	.2	.5	.5	.9
non-school	-	.1	.7	.7	.9

support the belief that these adolescent seldom introduce or establish new styles of dress. (Figure 6, page 26)

With few exceptions, the Wardrobe Content Inventory revealed that boys participating in "some" social events owned more garments than boys in any of the other sub-classification groups. (Table III, page 29) Items not included in this general trend were shirts, jeans, suits, and sweaters.

Non-Participation Level -- Each of the six respondents classified in this sub-group demonstrated a higher degree of clothing awareness than the average low socio-economic status eighth grade boy. However, the greatest increase occurred in the categories of "freedom from anti-social tendencies" and "peer group relations." (Figure 7, page 30)

Wardrobe content analysis revealed remarkable similarities in the quantities of garments owned by both Non-Participating and Actively-Participating junior high school boys. (Table III, page 29) In the majority of the findings, low status, Non-Participating adolescent boys possessed the least number of clothing items.

Little-Participation Level - Mean score percentile ratings of low socio-economic status, Little-Participating, eighth grade boys differed only slightly from the mean scores of the total sample of junior high school boys belonging to the low status group. (Figure 8, page 30) Further investigation disclosed that a change from 20 to 5 percentile units occurred in the level of clothing awareness associated with "sense of belonging."

Data collected from the Wardrobe Content Inventory showed major deviations from the general trend. (Table III, page 29) The mean number of garments owned was found to be midway between the numbers of

TABLE III

MEAN NUMBER OF GARMENTS OWNED BY 41 LOW SOCIO-
ECONOMIC STATUS EIGHTH GRADE ADOLESCENT BOYS

Garments	Degree of Social Participation				
	None	Little	Some	Moderate	Active
Shirts:					
school	9.3	15.0	13.0	10.7	7.0
dress	3.7	3.4	4.9	3.3	3.5
Slacks:					
school	5.0	5.2	5.4	5.6	4.5
dress	3.0	2.1	3.3	2.5	2.0
Jeans	3.0	3.6	3.7	3.8	3.0
Shorts	4.2	3.6	4.3	3.7	2.0
Jackets:					
school	1.5	1.6	3.0	2.1	2.3
dress	1.0	1.0	2.1	1.8	1.3
Coats:					
school	1.1	1.3	1.7	1.8	1.0
dress	.9	1.3	1.9	1.3	1.2
raincoat	.7	.9	.7	.3	1.0
Suits	1.0	.9	1.5	2.1	1.5
Sweaters:					
school	1.3	1.3	2.0	2.3	.5
dress	.5	.4	1.3	1.2	1.5
Hats, Caps	.9	1.0	2.2	1.8	2.0
Shoes:					
school	2.2	1.9	1.6	2.1	2.0
dress	1.1	.7	1.1	1.1	1.0
gym	1.1	1.2	1.5	1.5	1.5
boots	1.0	1.0	1.7	.7	1.0
Uniforms:					
school	-	-	.2	.3	-
non-school	-	.1	.4	.3	1.0

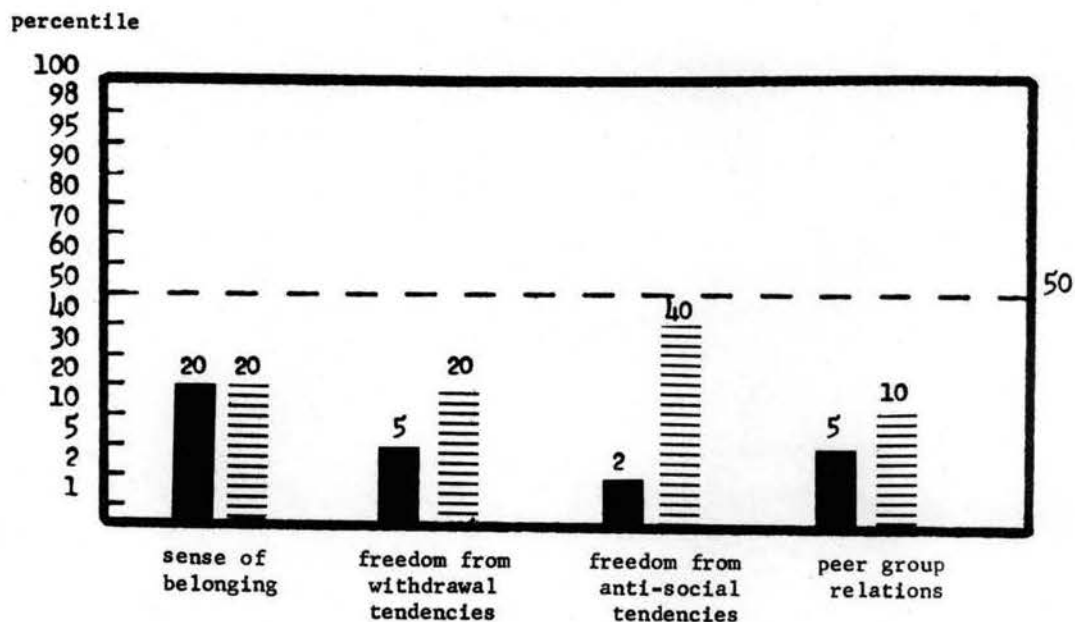


Figure 7. Mean Score Percentile Ratings of 6 Low Socio-Economic Status Eighth Grade Boys - Non-Participation Level

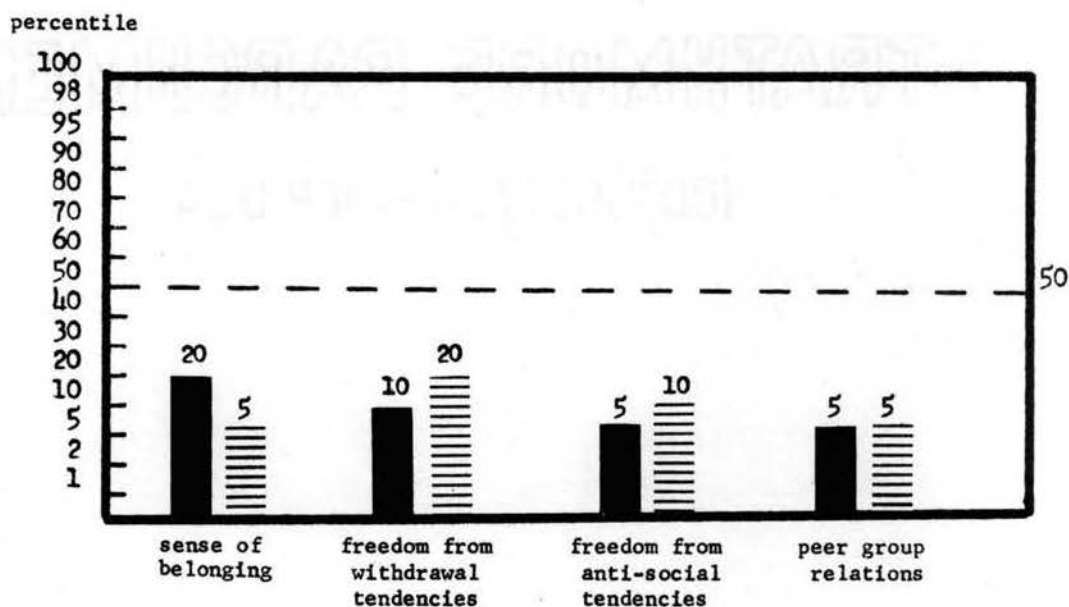
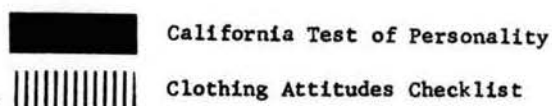


Figure 8. Mean Score Percentile Ratings of 8 Low Socio-Economic Status Eighth Grade Boys - Little-Participation Level



garments owned by Non-Participating and Some-Participating adolescent boys.

Some-Participation Level - Results from the social adjustment and clothing awareness questionnaires indicated that the 15 boys belonging to this sub-group exhibited higher degrees of acceptable behavior than the average low socio-economic eighth grade boy. (Figure 9, page 32) Scores remained stable in the area of "freedom from withdrawal tendencies," with small increases occurring in "sense of belonging" and "peer group relations." The greatest increase was associated with "freedom from anti-social tendencies."

It was also found that the maximum number of garments was owned by boys in the Some-Participation sub-classification category. (Table III, page 29) Additional investigation produced evidence that these boys purchased more of their own clothing than other boys in the same age group.

Moderate-Participation Level - All mean score percentile ratings, exclusive of the clothing awareness scores for "sense of belonging," were found to be equal or greater than the tabulated mean score ratings calculated for the total sample of low socio-economic status, eighth grade boys. (Figure 10, page 32) Scores for "freedom from withdrawal tendencies" and "freedom from anti-social tendencies" were as high as 30 percentile units.

Analysis of wardrobe content indicated that the mean number of garments owned by boys in the Moderate-Participation sub-group was almost identical to the mean number of garments owned by boys in the Little-Participation sub-group. (Table III, page 29) The category of suits was the only one in which a significant difference was noted.

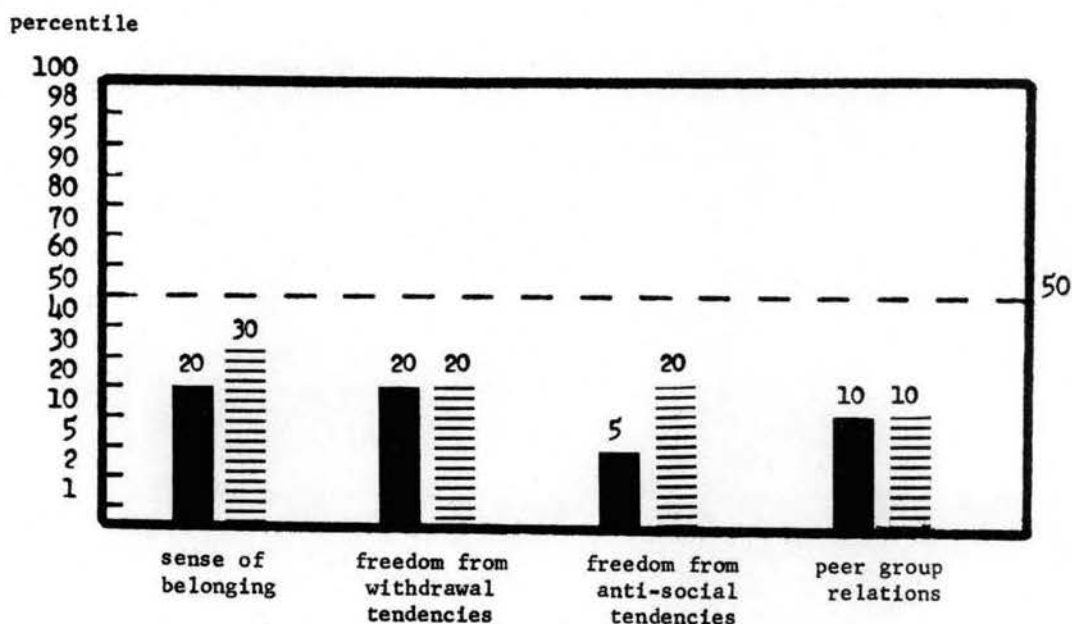


Figure 9. Mean Score Percentile Ratings of 15 Low Socio-Economic Status Eighth Grade Boys - Some-Participation Level

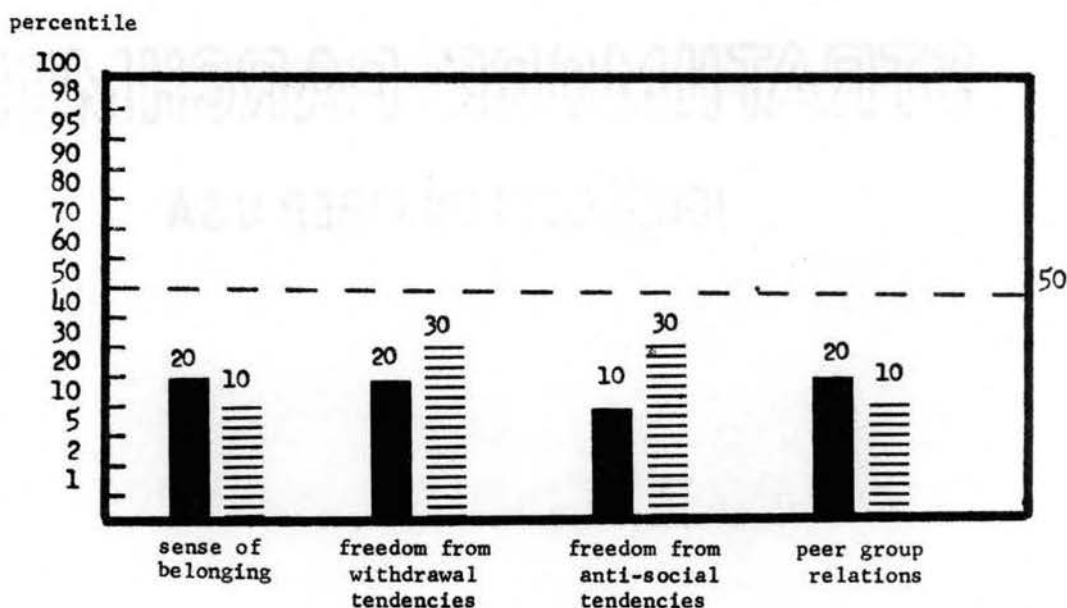
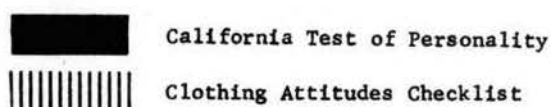


Figure 10. Mean Score Percentile Ratings of 10 Low Socio-Economic Status Eighth Grade Boys - Moderate-Participation Level



Active-Participation Level - Social adjustment measurements of "sense of belonging" and "freedom from withdrawal tendencies" were noticeable above the 50 percentile range, while clothing awareness scores for "freedom from anti-social tendencies" were found to be excessively low. (Figure 11, page 34) Subsequent analysis disclosed that these conflicting results may have been influenced by the small number of respondents classified into this sub-group.

Boys in the Active-Participation level of social involvement were shown to possess fewer garments than boys in the Little-Participating, Some-Participating, or Moderate-Participating low socio-economic groups. (Table III, page 29) Shoes and uniforms were the only items of apparel that did not follow this specific trend. The low number of respondents may have also influenced these results.

Middle Socio-Economic Status

Data collected from the California Test of Personality and the Clothing Attitudes Checklist revealed that middle socio-economic status eighth grade boys exhibit basically consistent behavior patterns. (Figure 12, page 34) Nevertheless, subsequent investigation into the area of "freedom from anti-social tendencies" disclosed that the majority of these junior high school boys experience feelings of anxiety in many social situations.

Findings from the Wardrobe Content Inventory indicated that the largest quantity of clothing items was owned by boys in the Some-Participation sub-classification. (Table IV, page 35) However, the best quality of clothing, as determined by the price paid per garment, belonged to boys in the Moderate-Participation sub-group.

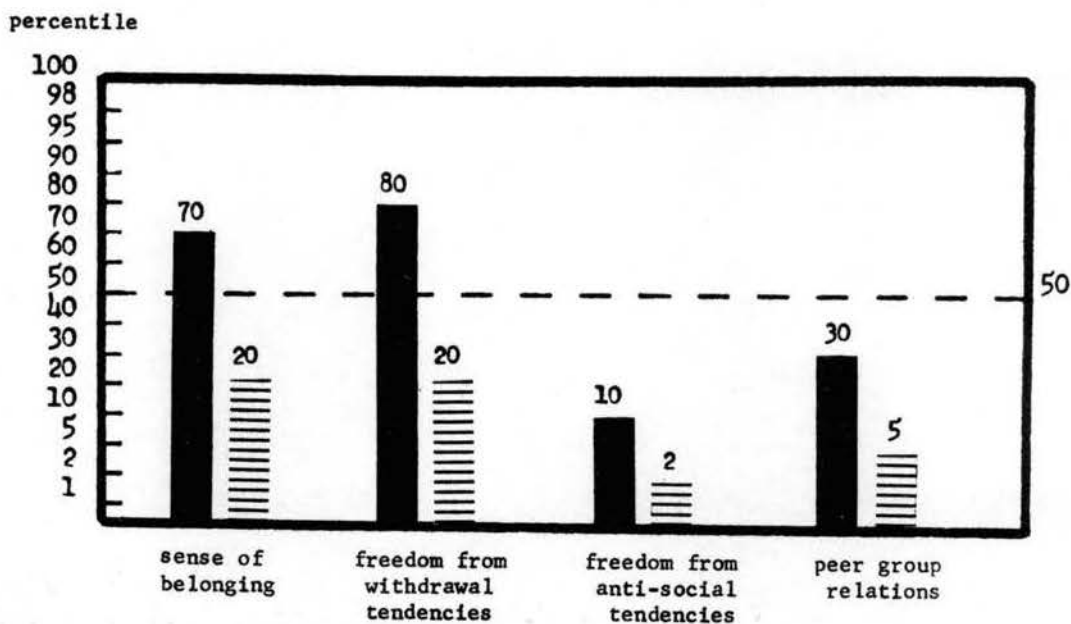


Figure 11. Mean Score Percentile Ratings of 2 Low Socio-Economic Status Eighth Grade Boys - Active-Participation Level

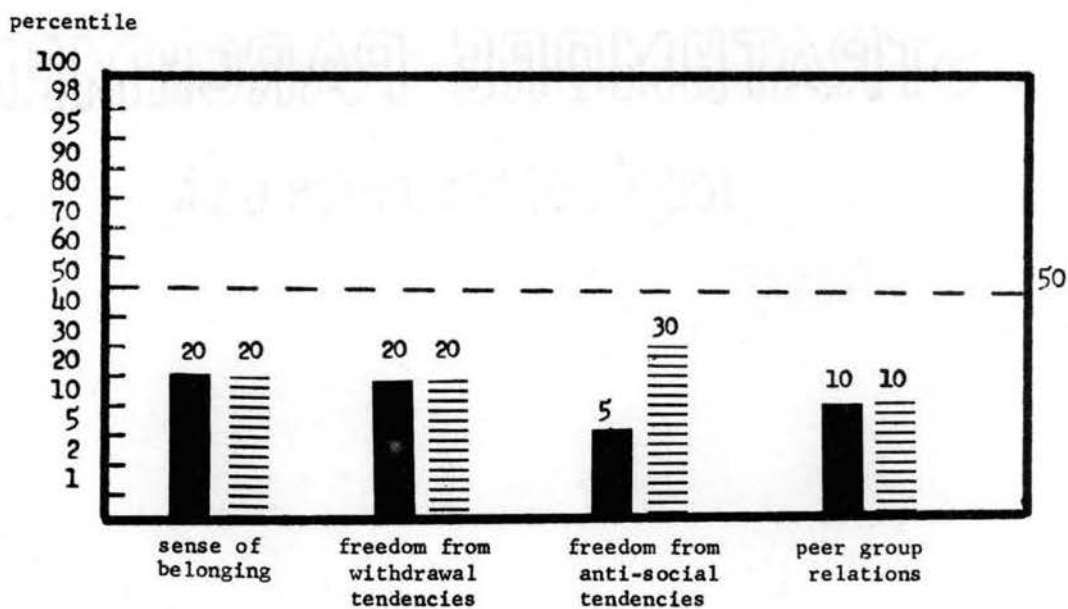


Figure 12. Mean Score Percentile Ratings of 63 Middle Socio-Economic Status Eighth Grade Boys



 California Test of Personality
 Clothing Attitudes Checklist

TABLE IV
MEAN NUMBER OF GARMENTS OWNED BY 63 MIDDLE SOCIO-
ECONOMIC STATUS EIGHTH GRADE ADOLESCENT BOYS

Garments	Degree of Social Participation				
	None	Little	Some	Moderate	Active
Shirts:					
school	7.6	10.0	12.6	11.2	12.4
dress	3.0	3.0	3.6	5.1	5.0
Slacks:					
school	1.5	3.5	4.9	5.3	6.1
dress	2.0	3.0	2.6	3.0	3.4
Jeans	5.1	4.0	3.7	3.1	3.3
Shorts	4.4	4.0	4.5	5.0	3.4
Jackets:					
school	1.6	2.3	2.0	2.1	2.1
dress	.8	1.9	2.1	2.2	2.0
Coats:					
school	1.4	1.8	1.6	1.5	1.5
dress	.6	1.0	1.9	2.0	.9
raincoat	.4	.4	.7	.6	.8
Suits	.8	1.1	1.7	1.5	1.7
Sweaters:					
school	1.3	2.0	1.8	1.3	1.9
dress	1.3	1.0	1.2	.7	1.0
Hats, Caps	1.0	.8	1.7	2.5	2.5
Shoes:					
school	2.0	1.6	2.0	1.3	1.7
dress	1.0	1.0	1.0	1.1	1.0
gym	1.0	1.1	1.8	1.4	1.5
boots	.9	.8	.8	1.0	.8
Uniforms:					
school	-	.2	1.2	.7	.9
non-school	-	.1	.9	.7	.5

Non-Participation Level - With the exception of the clothing awareness scores for "peer group relations," all mean score percentile ratings were found to be less than the tabulated mean scores of the total sample of middle socio-economic status, eighth grade adolescent boys. (Figure 13, page 37) The greatest decrease occurred in the area of "freedom from anti-social tendencies."

Boys who did not participate in social activities possessed the least number of garments. (Table IV, page 35) However, boys in this sub-group received a greater number of clothing gifts than boys who belonged to other sub-classifications.

Little-Participation Level - No differences were observed between the mean score percentile ratings of boys in the Little-Participating sub-group and the percentile ratings of all boys in the middle socio-economic status, eighth grade group. (Figure 14, page 37) Thus, "freedom from anti-social tendencies" remained at 30 percentile units.

An analysis of wardrobe content disclosed unexpected similarities in the quantity of clothing owned by Little-Participating and Moderate-Participating junior high school boys. (Table IV, page 35) Hats and caps was the only category in which a major difference occurred.

Some-Participation Level - With the exception of the clothing awareness scores for "peer group relations," all mean score percentile ratings of boys in the Some-Participation sub-group were found to be equal or greater than the percentile scores for the total sample of middle socio-economic status junior high school boys. (Figure 15, page 39) However, the score for "peer group relations" dropped by 5 percentile units.

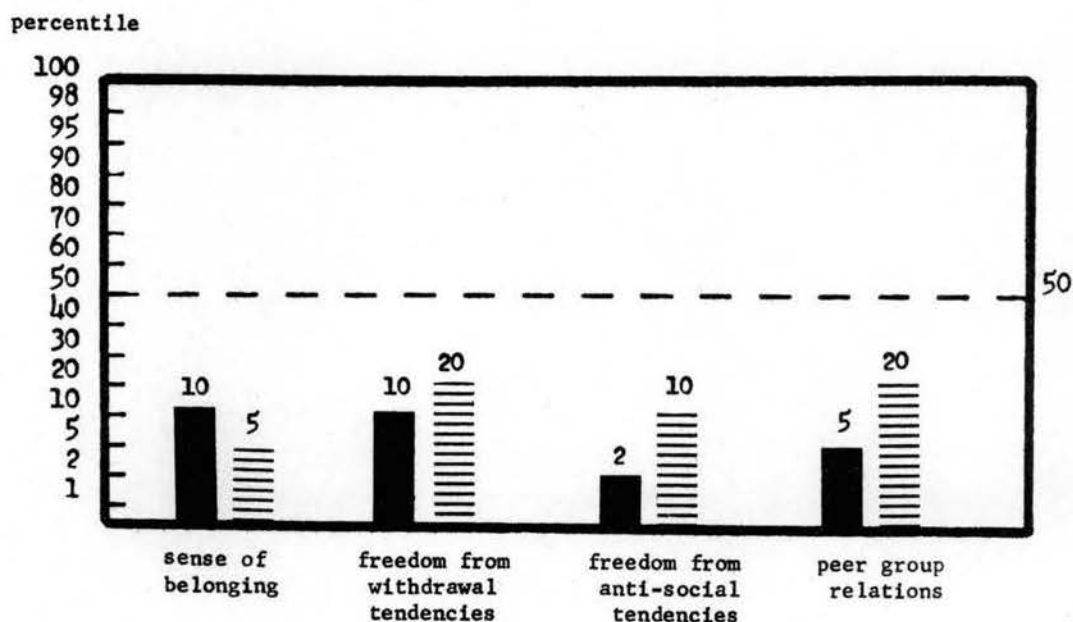


Figure 13. Mean Score Percentile Ratings of 6 Middle Socio-Economic Status Eighth Grade Boys - Non-Participation Level

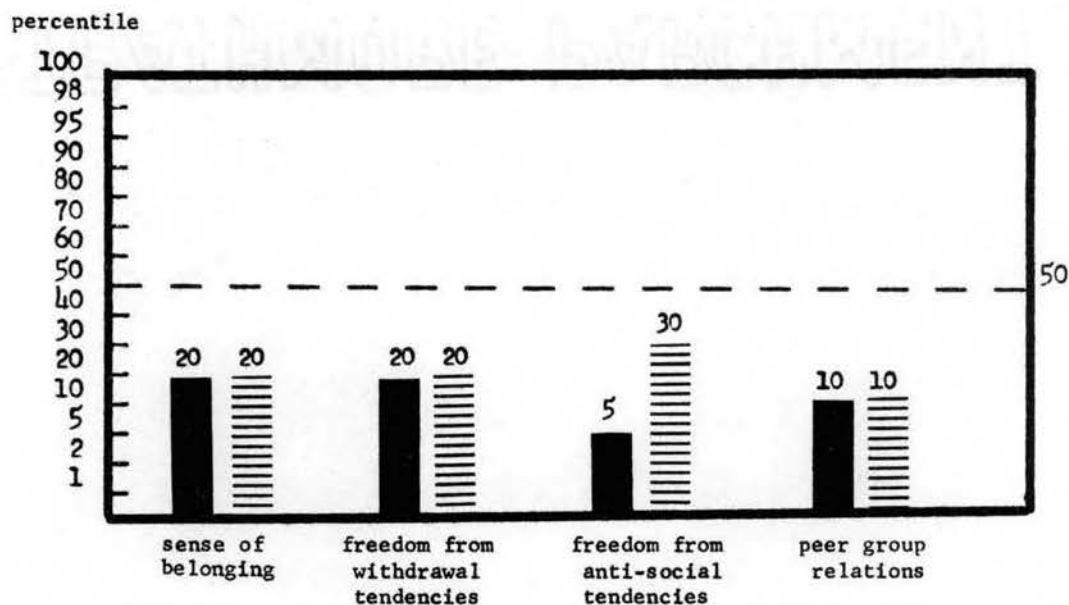




Figure 14. Mean Score Percentile Ratings of 11 Middle Socio-Economic Status Eighth Grade Boys - Little-Participation Level

 California Test of Personality
 Clothing Attitudes Checklist

Findings from the Wardrobe Content Inventory indicated that the greatest number of clothing items was owned by boys in this sub-group. (Table IV, page 35) However, a statistical difference did not exist between the mean number of garments owned by boys in the Some-Participation and Moderate-Participation classifications.

Moderate-Participation Level. - Mean score percentile ratings of Moderate-Participating eighth grade boys deviated to a noticeable extent from those scores of all boys in the middle socio-economic status group. (Figure 16, page 39) However, the only decrease pertained to the clothing awareness score for "sense of belonging."

The mean number of garments owned by boys in this sub-classification differed only slightly from the mean number of garments owned by boys in the Some-Participation sub-group. (Table IV, page 35) A substantial number of clothing gifts was also received by boys in this specific group.

Active-Participation Level - All respondents in this sub-group demonstrated a higher degree of social adjustment than the average, middle socio-economic status, eighth grade boy. (Figure 17, page 41) Further investigation revealed that these adolescents assume more dominant leadership roles in social activities.

Boys in the Active-Participation level of social involvement possessed a greater number of shirts and slacks than the boys in any other middle socio-economic status sub-classification group. (Table IV, page 35) All remaining clothing items followed this general trend.

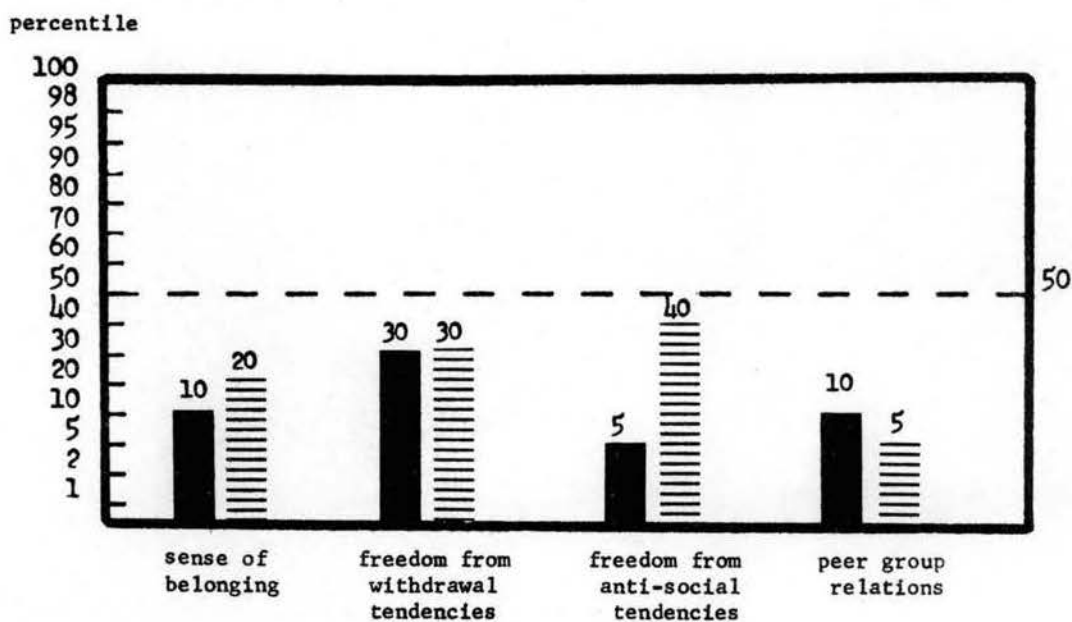


Figure 15. Mean Score Percentile Ratings of 22 Middle Socio-Economic Status Eighth Grade Boys - Some-Participation Level

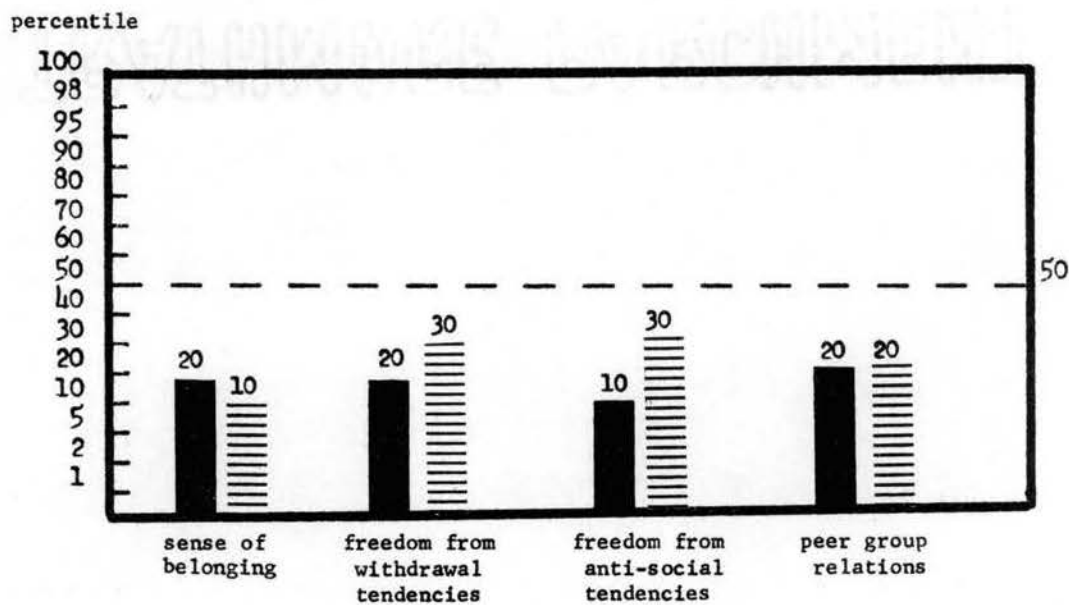
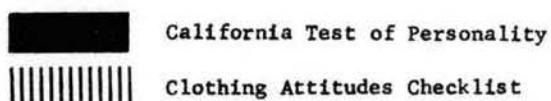


Figure 16. Mean Score Percentile Ratings of 11 Middle Socio-Economic Status Eighth Grade Boys - Moderate-Participation Level



High Socio-Economic Status

Results from the Clothing Attitudes Checklist revealed that high socio-economic status eighth grade boys were relatively free from withdrawal tendencies. (Figure 18, page 41) All remaining mean score percentile ratings were consistent with the findings of the total sample of junior high school respondents.

An analysis of wardrobe content disclosed that boys in the Some-Participation sub-classification owned a greater number of clothing items than boys in the other high socio-economic sub-groups. (Table V, page 42) There were no boys categorized as belonging to the Little-Participation sub-group.

Non-Participation Level - Data collected from the social adjustment and clothing awareness questionnaires indicated that boys in the Non-Participation sub-group exhibited less anti-social behavior than did the average high socio-economic status eighth grade boy. (Figure 19, page 43) However, mean scores did decline in the area of acceptable "peer group relations."

The average number of garments owned by boys in this sub-group was less than that owned by boys in the remaining high socio-economic status adolescent sub-classification. (Table V, page 42) There was no significant difference between the mean number of clothing items owned by boys in the Non-Participation and Active-Participation sub-groups.

Some-Participation Level - Mean score percentile ratings of the 10 boys in the Some-Participation, high socio-economic status sub-group differed only slightly from the mean scores of the total sample of junior high school boys belonging to the same status classification. (Figure 20, page 43) Nevertheless, further investigation into the area

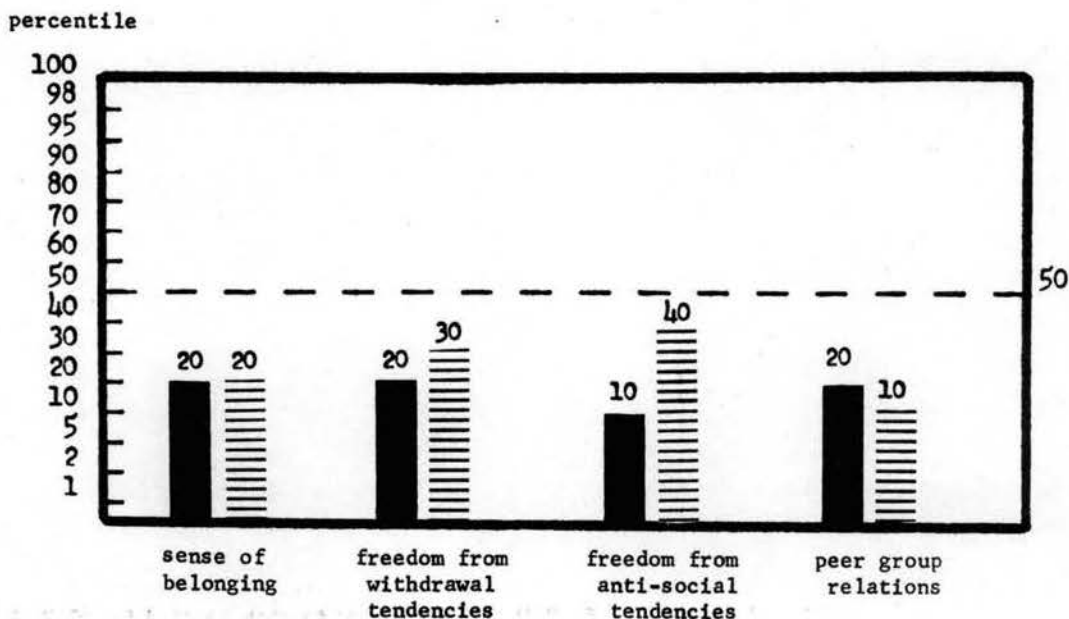


Figure 17. Mean Score Percentile Ratings of 13 Middle Socio-Economic Status Eighth Grade Boys - Active-Participation Level

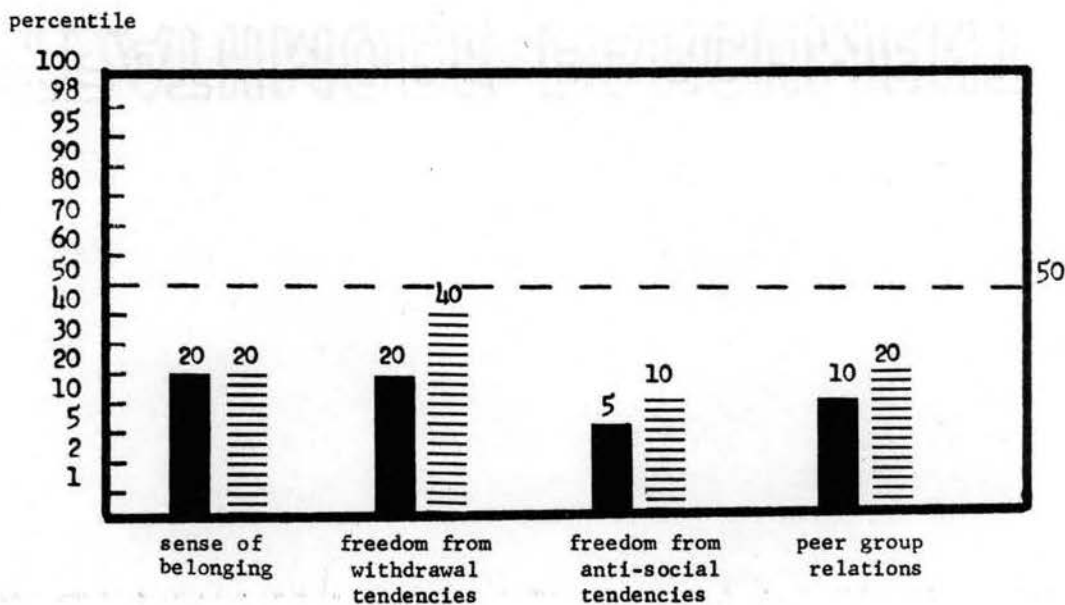


Figure 18. Mean Score Percentile Ratings of 22 High Socio-Economic Status Eighth Grade Boys



 California Test of Personality
 Clothing Attitudes Checklist

TABLE V
MEAN NUMBER OF GARMENTS OWNED BY 22 HIGH SOCIO-
ECONOMIC STATUS EIGHTH GRADE ADOLESCENT BOYS

Garments	Degree of Social Participation				
	None	Little	Some	Moderate	Active
Shirts:					
school	10.6	-	15.4	10.6	12.5
dress	5.3	-	4.4	5.5	4.5
Slacks:					
school	4.0	-	4.4	4.6	4.5
dress	1.7	-	3.3	3.2	3.2
Jeans	4.3	-	5.1	4.6	6.0
Shorts	2.3	-	4.8	7.2	4.5
Jackets:					
school	1.7	-	2.7	2.4	1.9
dress	1.3	-	1.9	2.2	2.5
Coats:					
school	1.7	-	2.2	1.2	1.5
dress	.7	-	1.5	1.6	2.0
raincoat	-	-	.7	.8	.5
Suits	1.0	-	1.5	2.0	2.0
Sweaters:					
school	2.0	-	2.2	1.8	2.8
dress	1.7	-	.9	1.6	1.2
Hats, Caps	1.0	-	1.2	1.2	2.0
Shoes:					
school	1.3	-	1.5	1.2	2.3
dress	1.3	-	1.0	1.2	1.5
gym	1.3	-	1.6	1.8	1.2
boots	1.3	-	1.5	2.0	1.2
Uniforms:					
school	-	-	.1	.4	-
non-school	-	-	.7	1.0	1.2

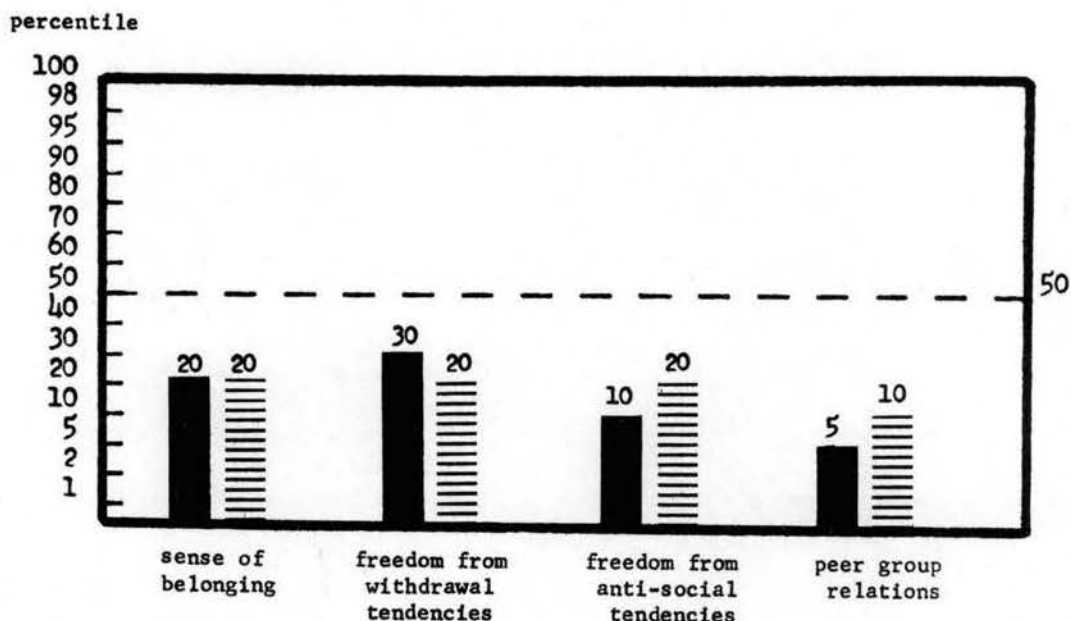


Figure 19. Mean Score Percentile Ratings of 3 High Socio-Economic Status Eighth Grade Boys - Non-Participation Level

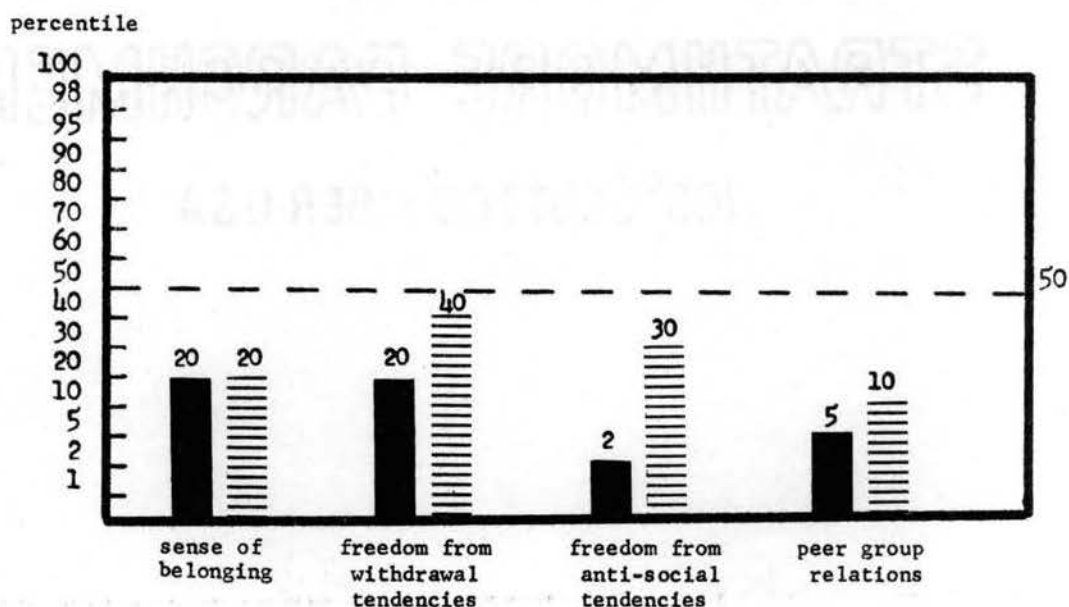




Figure 20. Mean Score Percentile Ratings of 10 High Socio-Economic Status Eighth Grade Boys - Some-Participation Level

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of "freedom from anti-social tendencies" revealed that the majority of these respondents experienced feelings of anxiety in social situations.

Although boys in the Some-Participation sub-classification possessed the largest number of apparel items, the Wardrobe Content Inventory indicated that shirts were the only item owned in significantly greater quantities. (Table V, page 42) Boys in this sub-group were also found to own fewer uniforms required for specific social activities.

Moderate-Participation Level - Differences between the mean score percentile ratings of moderately participating eighth grade boys and the mean score percentile ratings of the total sample of high status junior high school adolescents. (Figure 21, page 45) The majority of these differences involved 5 to 10 percentile units.

Analysis of wardrobe content disclosed that the mean number of garments owned by boys in the Moderate-Participation sub-group was almost identical to the mean number of garments owned by boys in the Non-Participation sub-classification. (Table V, page 42) Exceptions were suits, shoes, and uniforms.

Active-Participation Level - Mean score percentile ratings of actively participating eighth grade boys deviated to a noticeable extent from the scores of all boys in the high socio-economic status, junior high school group. (Figure 22, page 45) Slight variations occurred in "sense of belonging," "freedom from anti-social tendencies," and "peer group relations," while a difference of 15 percentile units occurred in "freedom from withdrawal tendencies."

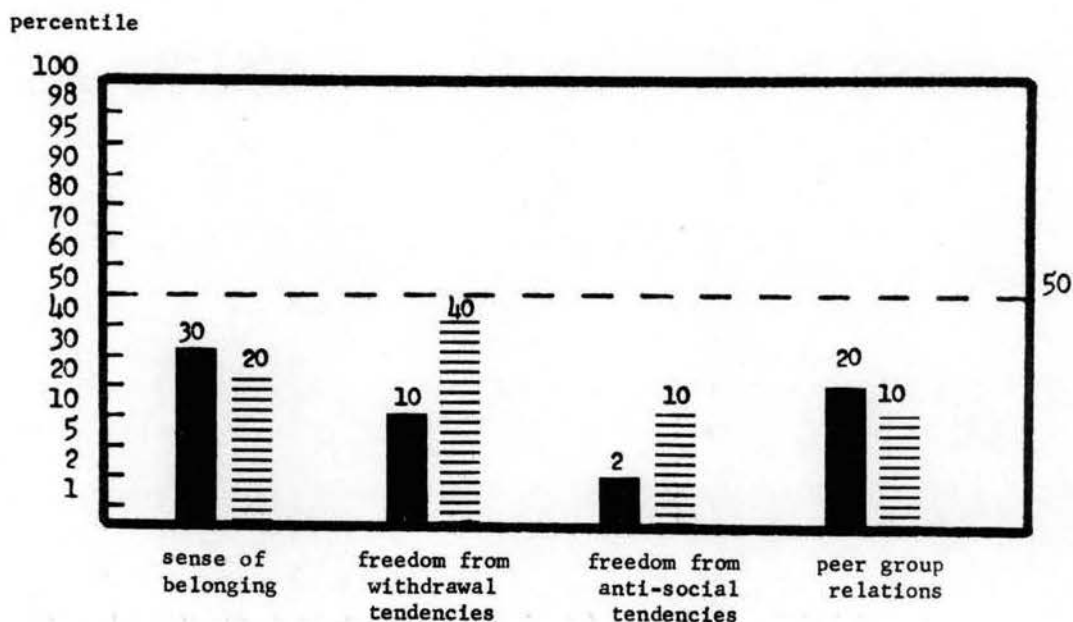


Figure 21. Mean Score Percentile Ratings of 5 High Socio-Economic Status Eighth Grade Boys - Moderate-Participation Level

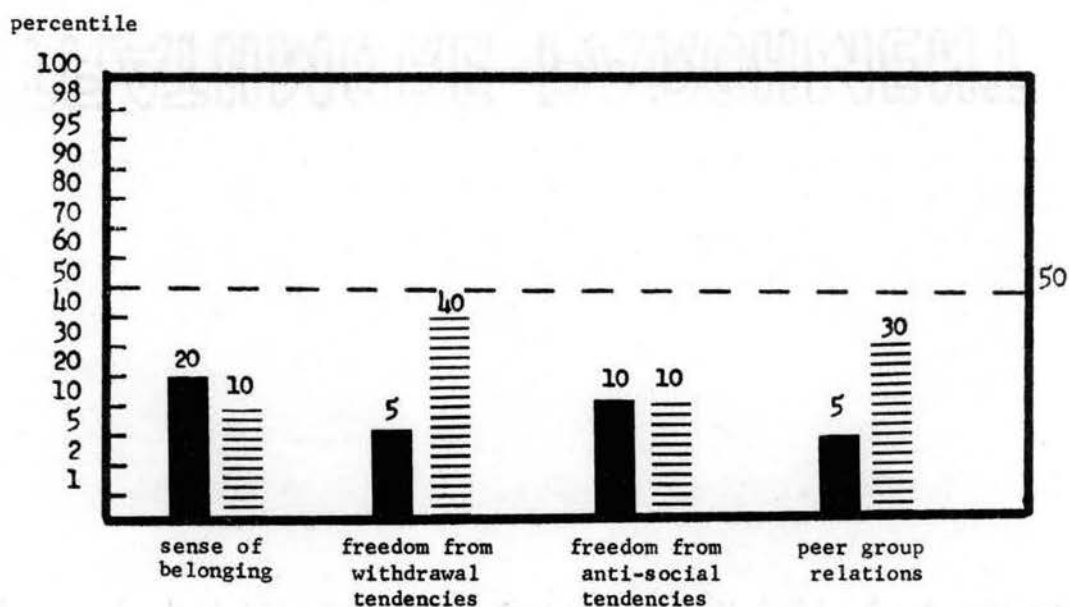
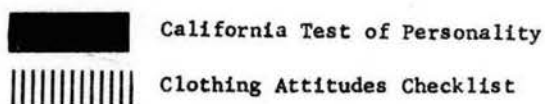


Figure 22. Mean Score Percentile Ratings of 4 High Socio-Economic Status Eighth Grade Boys - Active-Participation Level



Junior high school adolescent boys in the Active-Participation level of social involvement were found to possess fewer garments than the boys in the Some-Participation sub-group. (Table V, page 42) Subsequent analysis revealed that the deviations between these two sub-groups were not statistically significant at the .05 level.

Tenth Grade Boys

The total sample of 107 tenth grade boys was classified into socio-economic status and social participation sub-groups. (Table VI, page 46) The majority of the respondents belonged to the low socio-economic status group. An evaluation of data pertaining to degree of social participation disclosed that the greatest number of boys did not participate in any type of group activity.

TABLE VI
NUMERICAL DISTRIBUTION OF 109 TENTH GRADE
ADOLESCENT BOYS BY DEGREE OF
SOCIAL PARTICIPATION

Socio-Economic Status	Degree of Social Participation				
	None	Little	Some	Moderate	Active
Low	17	5	10	5	4
Middle	9	8	10	5	6
High	4	9	6	5	4

Scores from the Clothing Attitudes Checklist and the California Test of Personality revealed that the largest percentage of tenth grade boys exhibit anti-social behavior in many social situations. (Figure 23, page 48) With only one exception, other mean scores remained at the 20 percentile level. Boys in this age group did not utilize clothing in establishing acceptable social relationships.

Data collected from the Wardrobe Content Inventory indicated that the least quantities of clothing were owned by boys in the Non-Participation and Active-Participation sub-classification groups. (Table VII, page 49) In addition, boys in the low and high socio-economic status groups possessed fewer items of apparel than did those boys in the middle socio-economic classification. Cost paid per garment differed slightly among the three groups, but this was not deemed to be statistically significant.

Low Socio-Economic Status

None of the mean score percentile ratings from the 41 respondents in this classification were above the 20 percentile level. (Figure 24, page 48) Extremely low scores were the social adjustment "freedom from anti-social tendencies" and the clothing awareness "peer group relations."

Findings associated with the Wardrobe Content Inventory revealed that boys in the Active-Participation sub-classification group generally possessed the fewest number of clothing items. (Table VIII, page 50) Coats, suits, sweaters, and uniforms were exceptions to this general trend.

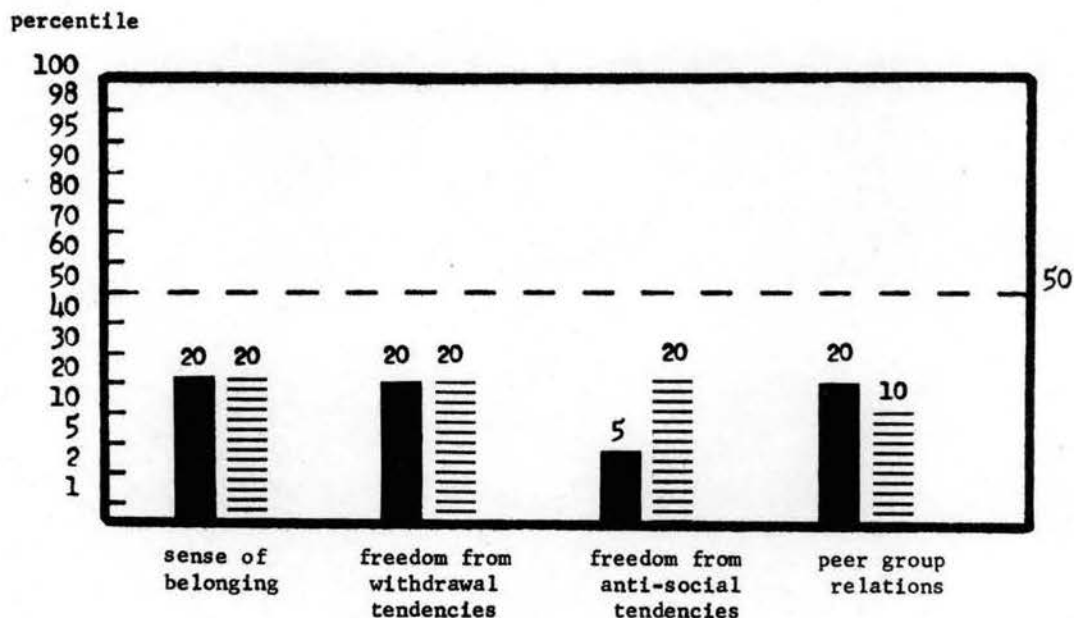


Figure 23. Mean Score Percentile Ratings of 107 Tenth Grade Boys

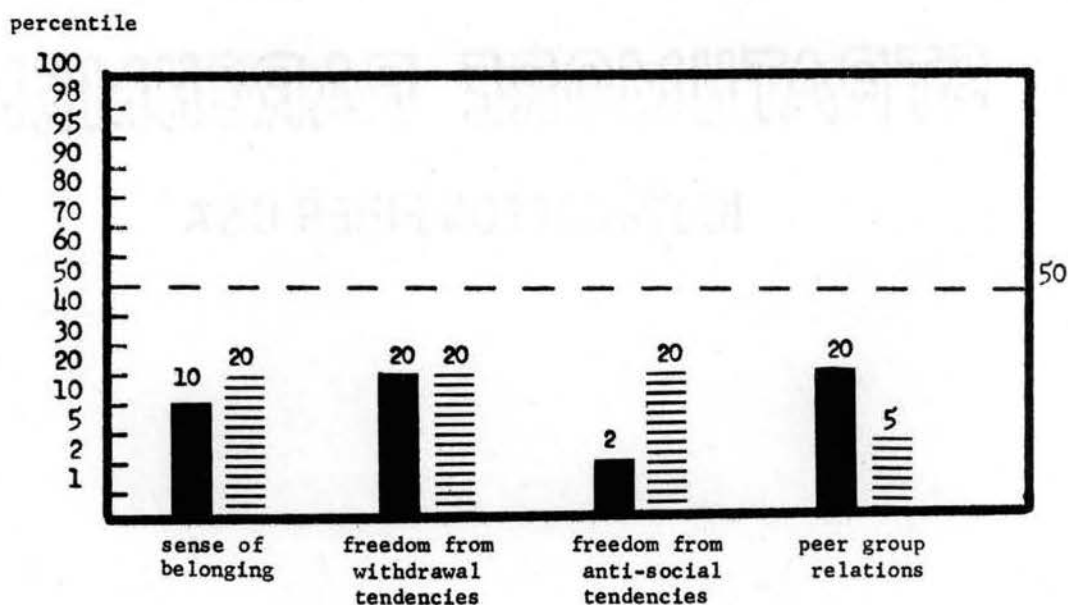


Figure 24. Mean Score Percentile Ratings of 41 Low Socio-Economic Status Tenth Grade Boys



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TABLE VII
MEAN NUMBER OF GARMENTS OWNED BY TOTAL SAMPLE
OF 107 TENTH GRADE ADOLESCENT BOYS

Garments	Degree of Social Participation				
	None	Little	Some	Moderate	Active
Shirts:					
school	9.2	12.4	15.8	13.5	9.9
dress	4.1	3.5	4.6	4.0	3.4
Slacks:					
school	4.5	5.0	5.5	5.0	2.0
dress	3.2	2.4	3.4	3.1	3.0
Jeans	4.1	4.8	5.3	4.2	2.8
Shorts	2.7	3.1	5.2	3.1	3.4
Jackets:					
school	2.1	2.6	4.1	3.3	2.5
dress	1.8	1.4	2.4	2.6	2.0
Coats:					
school	1.4	1.3	1.8	2.0	1.4
dress	1.3	.9	1.4	1.5	1.3
raincoat	.5	.3	.8	.6	.3
Suits	1.4	1.4	1.7	1.2	1.3
Sweaters:					
school	2.0	2.3	2.6	2.3	1.9
dress	1.0	1.1	1.6	1.6	.6
Hats, Caps	1.3	2.1	1.8	1.9	.8
Shoes:					
school	1.4	2.2	2.4	2.1	1.4
dress	1.0	1.0	1.3	1.3	1.8
gym	1.0	1.2	1.2	1.0	1.3
boots	1.0	1.2	1.1	1.6	.9
Uniforms:					
school	-	-	.1	.5	.9
non-school	-	.4	.3	.5	1.2

TABLE VIII

MEAN NUMBER OF GARMENTS OWNED BY 41 LOW SOCIO-
ECONOMIC STATUS TENTH GRADE ADOLESCENT BOYS

Garments	Degree of Social Participation				
	None	Little	Some	Moderate	Active
Shirts:					
school	10.4	12.6	14.6	13.6	9.0
dress	4.2	4.4	4.5	4.5	1.5
Slacks:					
school	4.3	4.3	5.4	4.7	3.0
dress	2.7	3.0	3.4	3.0	2.0
Jeans	4.2	4.5	4.5	4.0	2.0
Shorts	2.5	3.6	4.2	2.0	2.5
Jackets:					
school	2.0	2.0	4.1	3.0	2.0
dress	1.0	1.9	1.9	2.0	1.0
Coats:					
school	1.4	1.0	2.3	2.0	1.5
dress	1.3	1.0	.9	1.3	1.5
raincoat	.3	.3	.9	.7	.5
Suits	1.4	1.6	2.1	1.7	2.0
Sweaters:					
school	.9	.6	2.1	2.0	1.5
dress	.5	1.5	1.5	1.3	.5
Hats, Caps	1.4	1.3	2.1	2.7	.5
Shoes:					
school	1.6	2.3	1.9	2.0	1.0
dress	1.0	1.0	1.4	1.7	1.5
gym	.8	1.3	1.1	.7	.5
boots	.8	.1	.9	2.0	1.0
Uniforms:					
school	-	-	-	.7	.5
non-school	-	.3	.1	-	1.5

Non-Participation Level - Boys in the Non-Participation sub-group scored higher social adjustment ratings than the average low socio-economic tenth grade boys. (Figure 25, page 52) Areas in which a major increase occurred were "freedom from withdrawal tendencies" and "freedom from anti-social tendencies."

Wardrobe content analysis showed that the mean number of garments owned by boys in this sub-classification was mid-way between the mean numbers of garments owned by boys in the Little-Participation and Active-Participation groups. (Table VIII, page 50) The only apparel items possessed in lesser quantities were suits and sweaters.

Little-Participation Level - Social adjustment measurements for "sense of belonging" and "freedom from withdrawal tendencies" were noticeably below the average scores for all low socio-economic status tenth grade boys. (Figure 26, page 52) Percentile ratings for "freedom from anti-social tendencies" and "peer group relations" remained unchanged.

Tenth grade boys in the Little-Participation sub-group owned a slightly larger number of garments than those in the Non-Participation sub-classification. (Table VIII, page 50) Approximately 33 percent of the boys in this category did possess some type of non-school uniform.

Some-Participation Level - Data from the social adjustment and clothing awareness questionnaires indicated that boys who participate to "some" extent in group activities exhibit fewer withdrawal tendencies than the average low socio-economic status adolescent. (Figure 27, page 54) Further investigation disclosed that these high school boys purchased more of their own apparel than those boys in the remaining sub-groups within the same socio-economic classification.

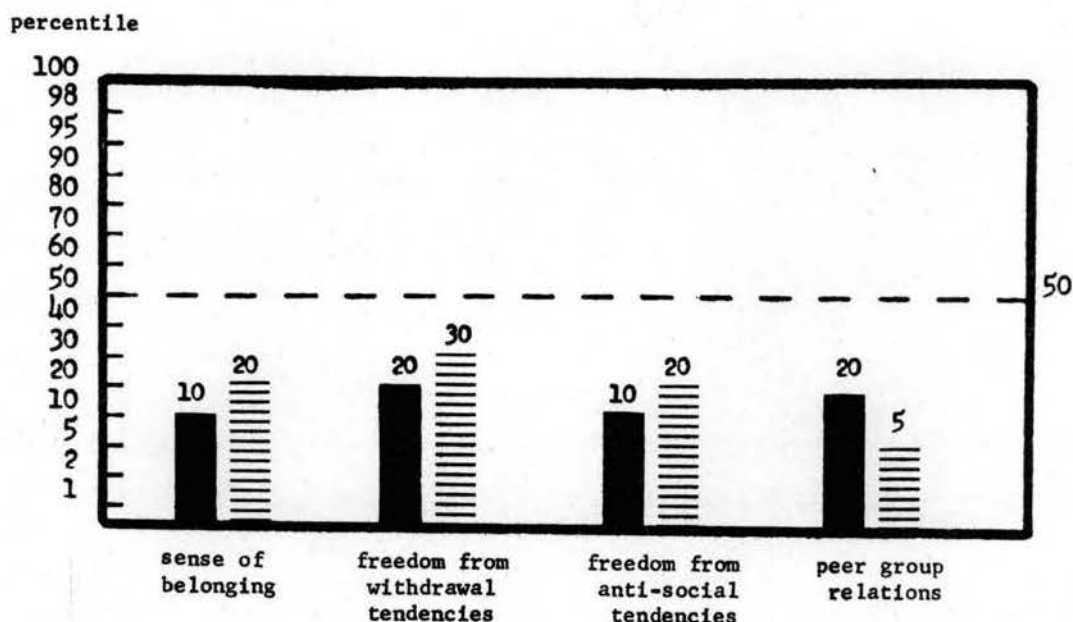


Figure 25. Mean Score Percentile Ratings of 17 Low Socio-Economic Status Tenth Grade Boys - Non-Participation Level

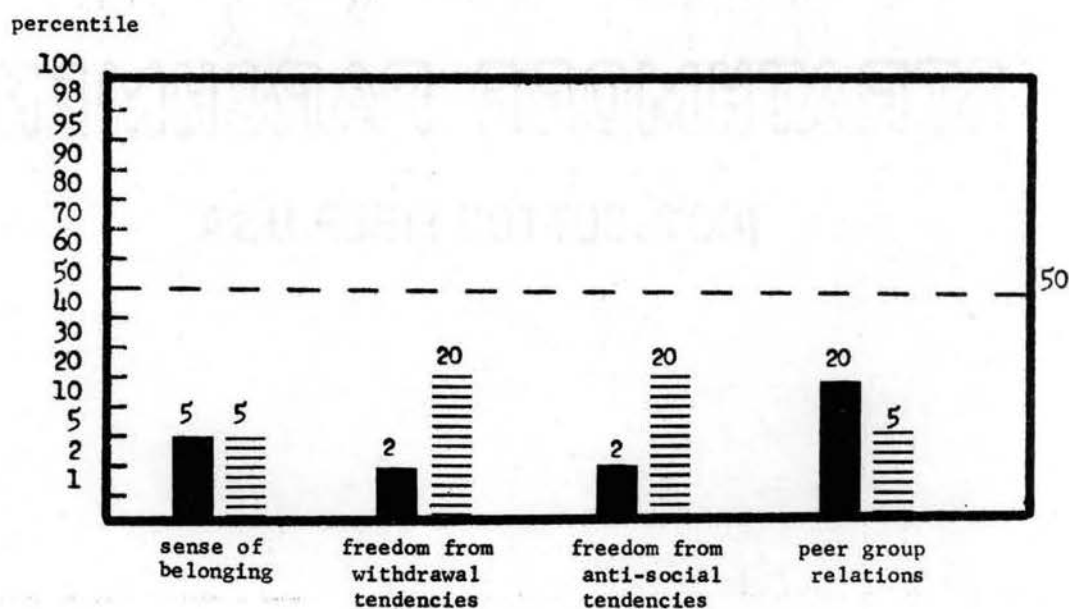




Figure 26. Mean Score Percentile Ratings of 5 Low Socio-Economic Status Tenth Grade Boys - Little-Participation Level

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Moderate-Participation Level - Little difference was observed in the mean score percentile ratings of respondents in the Moderate-Participation sub-group when compared with the mean scores of the total sample of low socio-economic status tenth grade boys. (Figure 28, page 54) Nevertheless, a decrease of 15 percentile units occurred in the area of "freedom from anti-social tendencies."

An analysis of wardrobe content revealed noticeable similarities in the average number of garments owned by both Moderate-Participation and Some-Participation adolescent boys. (Table VIII, page 50) Boys in this sub-classification had accumulated the greatest quantity of footwear, especially in the divisions of school shoes and "cowboy" boots.

Active-Participation Level - The clothing awareness mean score for "sense of belonging" was considerably above the 50 percentile range. (Figure 29, page 56) However, further analysis of data disclosed inconsistent results in relation to all of the social adjustment categories, excluding the category of "freedom from withdrawal tendencies." The low number of respondents classified into this sub-group may have influenced these findings.

With few exceptions, data collected from the Wardrobe Content Inventory showed that boys in the Active-Participation sub-group generally possessed the least number of clothing items. (Table VIII, page 50) Items not included in this trend were uniforms, suits, sweaters, and coats.

Middle Socio-Economic Status

The California Test of Personality and the Clothing Attitudes Checklist showed that middle socio-economic status tenth grade boys

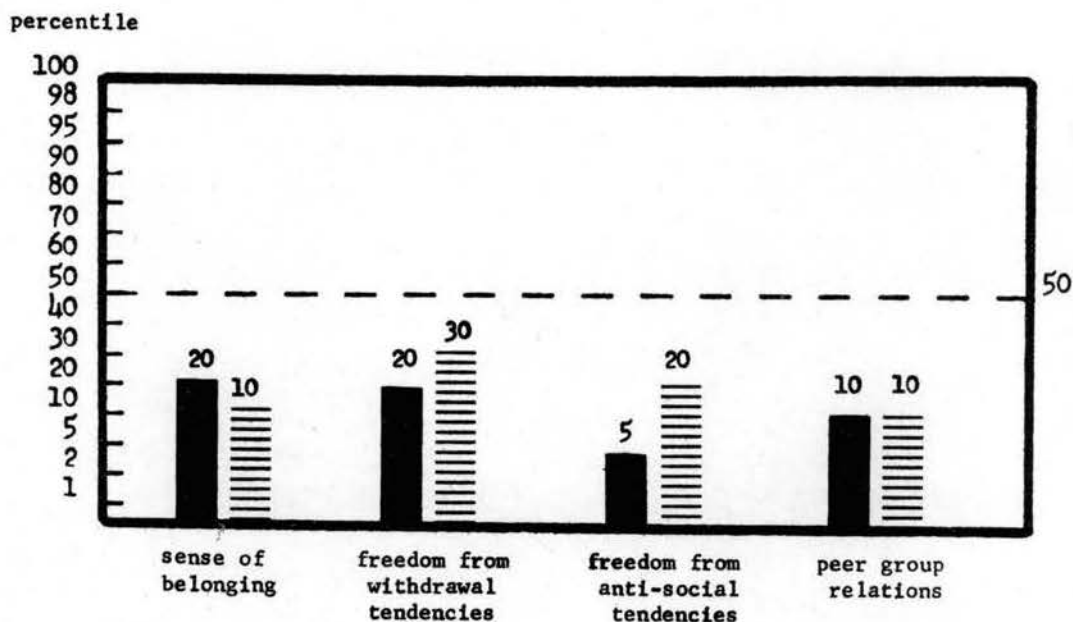


Figure 27. Mean Score Percentile Ratings of 10 Low Socio-Economic Status Tenth Grade Boys - Some-Participation Level

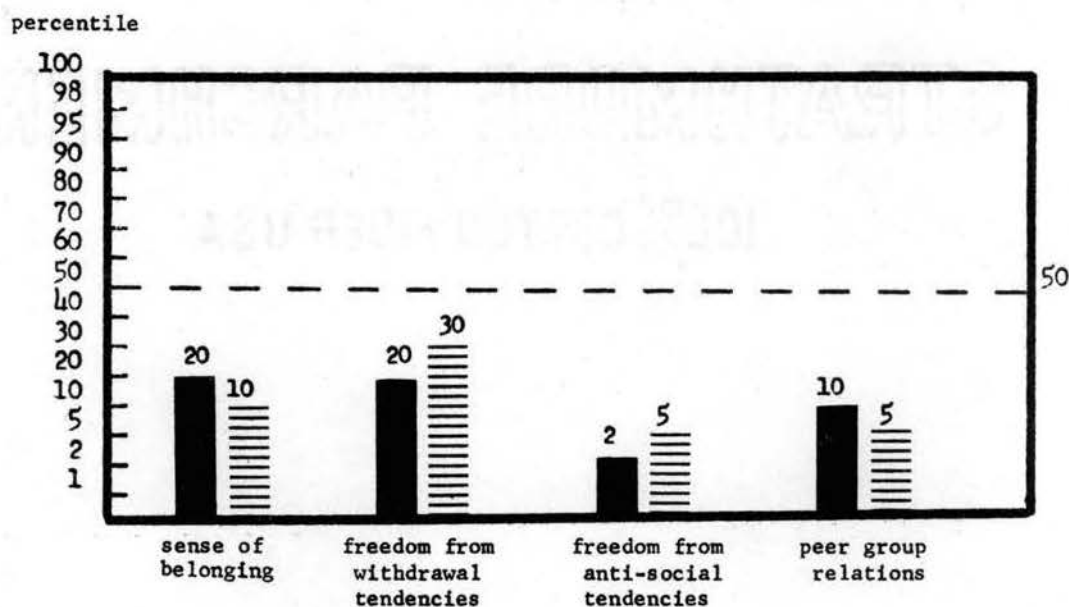




Figure 28. Mean Score Percentile Ratings of 5 Low Socio-Economic Status Tenth Grade Boys - Moderate-Participation Level

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demonstrate great consistency in their behavioral actions. (Figure 30, page 56) Only minor deviations occurred in the areas of "freedom from anti-social tendencies" and "peer group relations."

Wardrobe content analysis revealed that few differences existed between the mean number of garments owned by boys in any of the sub-classification groups. (Table IX, page 57) Additional evidence showed that many of the clothing items were not in wearable condition.

Non-Participation Level - Tenth grade adolescent boys who did not participate in any types of group activities achieved higher mean scores in both "freedom from withdrawal tendencies" and "freedom from anti-social tendencies" than did all other middle socio-economic status boys who participated in social events. (Figure 31, page 58) Only minor declines were found to exist in the remaining categories of social adjustment.

Boys in the Non-Participation sub-classification owned a greater number of slacks than other boys in the same middle status group. (Table IX, page 57) Although the number of garments was relatively large, cost paid per garment remained nominal.

Little-Participation Level - Significant deviations were found to exist between the mean score percentile ratings of Little-Participation tenth grade boys and all boys in the middle socio-economic status group. (Figure 32, page 58) With the exception of "freedom from anti-social tendencies," all measurements of social adjustment declined.

An analysis of wardrobe content disclosed many similarities in the quantity and cost of apparel owned by boys in both the Little-Participation and Non-Participation sub-classification groups. (Table IX, page 57) Hats, shoes, and sweaters were the only categories in which major differences occurred.

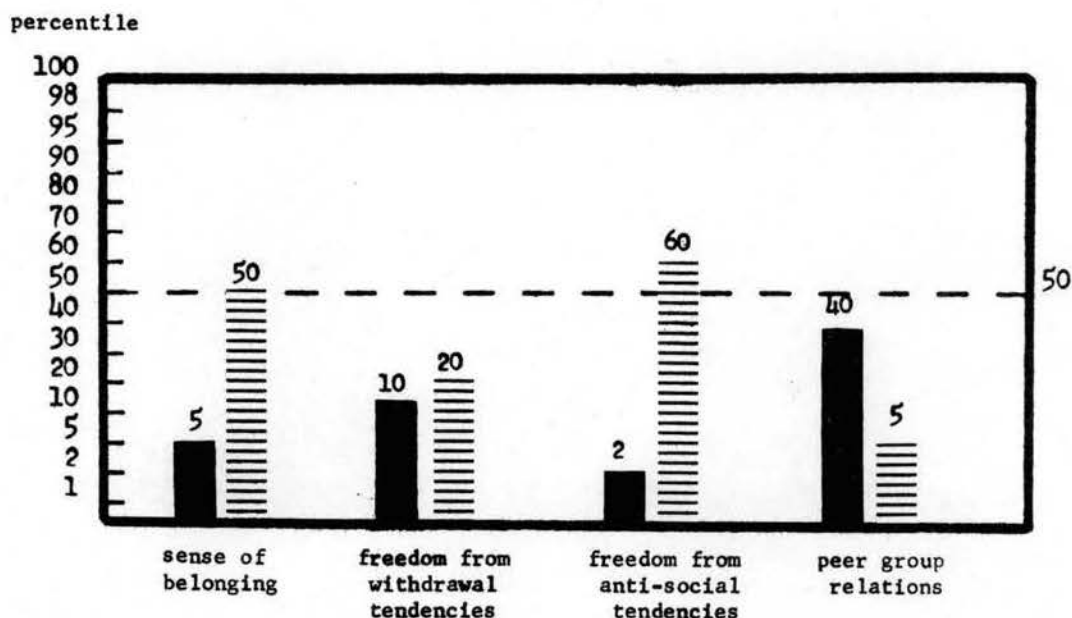


Figure 29. Mean Score Percentile Ratings of 4 Low Socio-Economic Status Tenth Grade Boys - Active-Participation Level

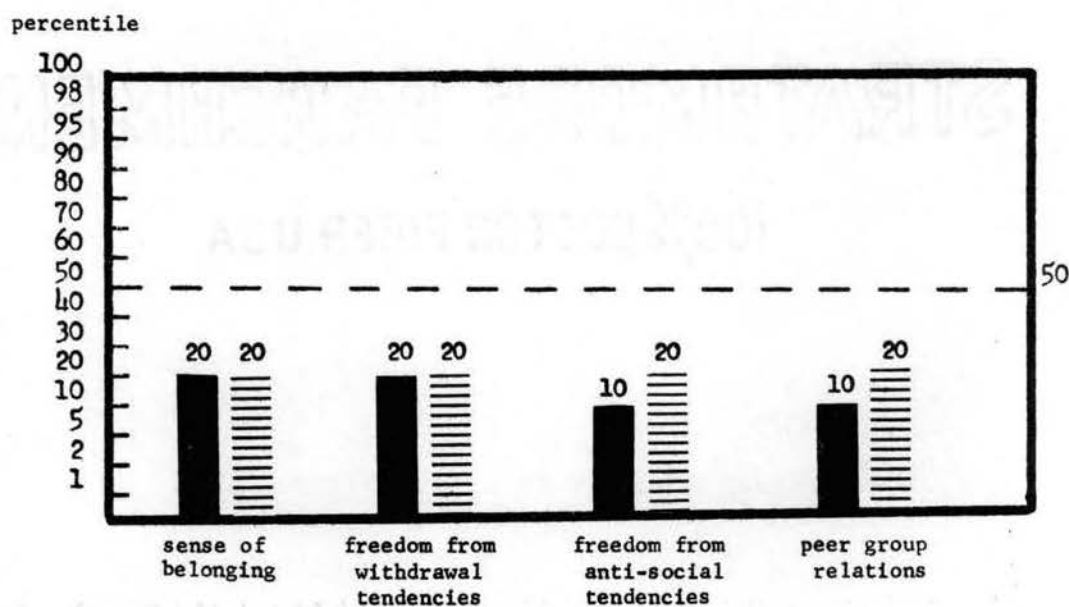


Figure 30. Mean Score Percentile Ratings of 38 Middle Socio-Economic Status Tenth Grade Boys



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TABLE IX

MEAN NUMBER OF GARMENTS OWNED BY 38 MIDDLE SOCIO-
ECONOMIC STATUS TENTH GRADE ADOLESCENT BOYS

Garments	Degree of Social Participation				
	None	Little	Some	Moderate	Active
Shirts:					
school	9.7	9.6	13.2	13.0	10.8
dress	4.5	3.6	4.1	2.3	5.8
Slacks:					
school	6.7	6.0	5.3	4.0	3.0
dress	4.0	2.3	3.4	3.3	4.0
Jeans	4.5	5.3	4.0	3.3	3.0
Shorts	3.5	1.7	3.7	3.7	1.8
Jackets:					
school	2.3	3.0	2.4	3.3	2.5
dress	1.3	.7	1.4	3.0	2.5
Coats:					
school	1.9	1.3	1.4	1.7	1.3
dress	1.1	.7	1.6	2.0	1.0
raincoat	.1	.3	.9	.7	.5
Suits	.9	1.5	1.1	.7	1.5
Sweaters:					
school	1.7	4.0	2.6	2.3	2.3
dress	1.0	1.5	1.0	.7	1.3
Hats, Caps	1.0	3.0	.9	.7	1.0
Shoes:					
school	1.4	2.0	2.0	2.3	1.8
dress	1.0	.8	1.1	1.0	2.3
gym	1.3	.5	1.0	1.0	1.5
boots	1.1	1.7	1.0	.7	.8
Uniforms:					
school	-	-	.1	.7	.8
non-school	-	.7	-	.3	-

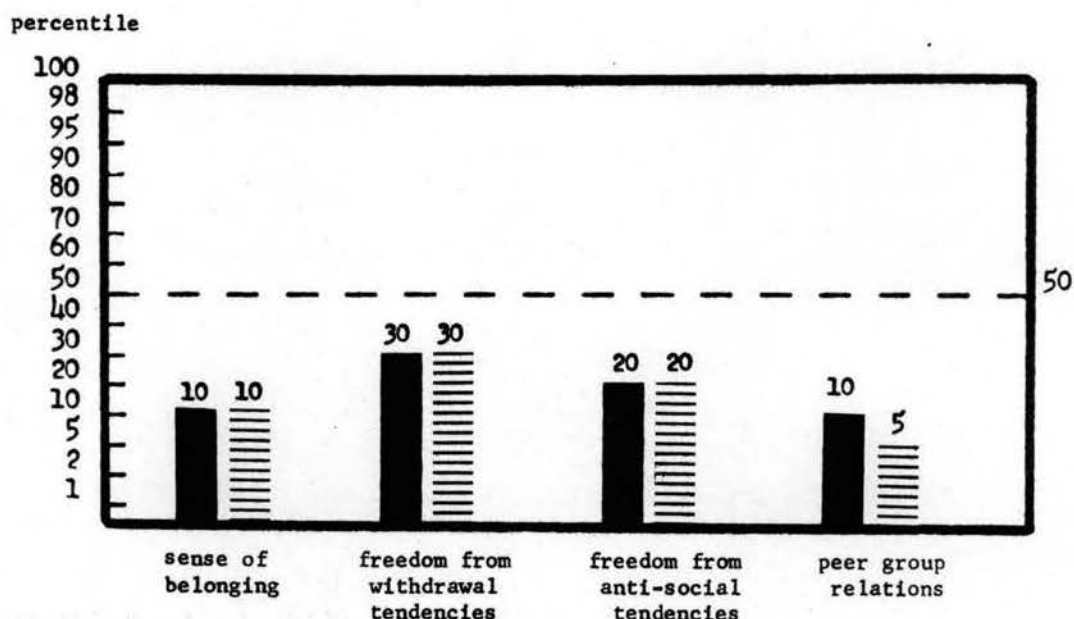


Figure 31. Mean Score Percentile Ratings of 9 Middle Socio-Economic Status Tenth Grade Boys - Non-Participation Level

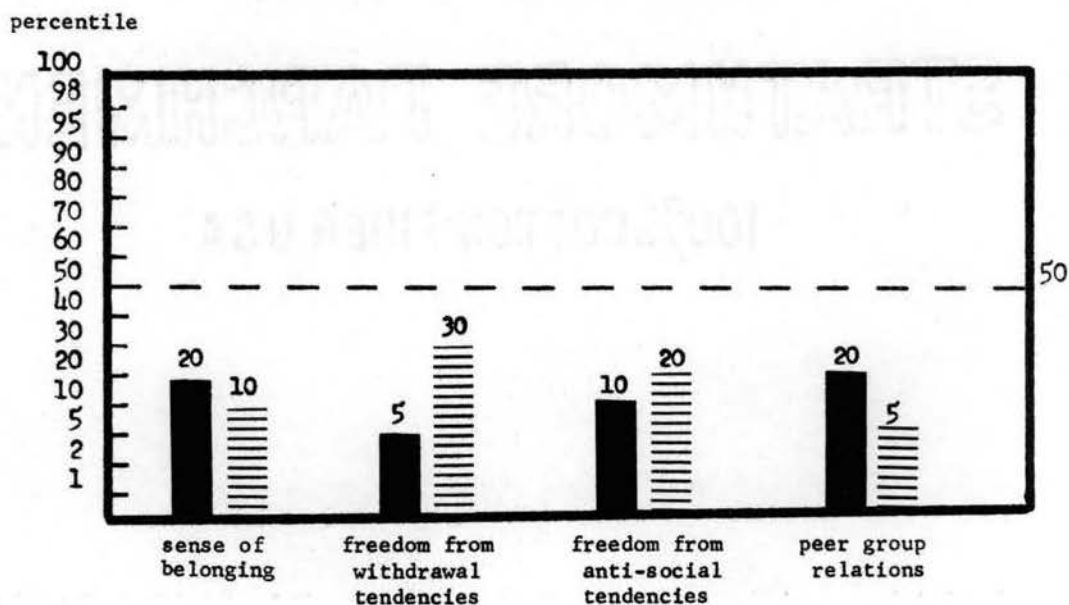




Figure 32. Mean Score Percentile Ratings of 8 Middle Socio-Economic Status Tenth Grade Boys - Little-Participation Level

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Some-Participation Level - All mean score percentile ratings of boys in the Some-Participation sub-group were found to be higher than the tabulated mean scores of the total sample of tenth grade boys in the middle socio-economic status classification. (Figure 33, page 60) Scores ranged from 20 to 40 percentile units.

Findings also revealed that these respondents owned the greatest number of shirts and the least number of uniforms. (Table IX, page 57) Numerous clothing items were received as gifts by boys in this sub-group.

Moderate-Participation Level - Mean score percentile ratings of moderately participating tenth grade boys deviated noticeably from those scores of all boys in the middle socio-economic status group. (Figure 34, page 60) The most dramatic increase occurred in the clothing awareness measurement of "peer group relations," thus signifying that these boys have assumed some degree of fashion leadership among their peer groups.

Analysis of the Wardrobe Content Inventory data revealed that each of these respondents possessed at least one uniform necessary for membership or leadership in certain clubs and organizations. (Table IX, page 57) Further investigation did not disclose any additional differences in wardrobe content or cost per garment.

Active-Participation Level - Minor differences were found between the social adjustment mean scores of respondents in both the Active-Participation sub-group and the total sample of middle socio-economic status tenth grade boys. (Figure 35, page 62) The majority of these variations were considered to be insignificant, although one of the scores for "freedom from anti-social tendencies" declined to 2 percentile units.

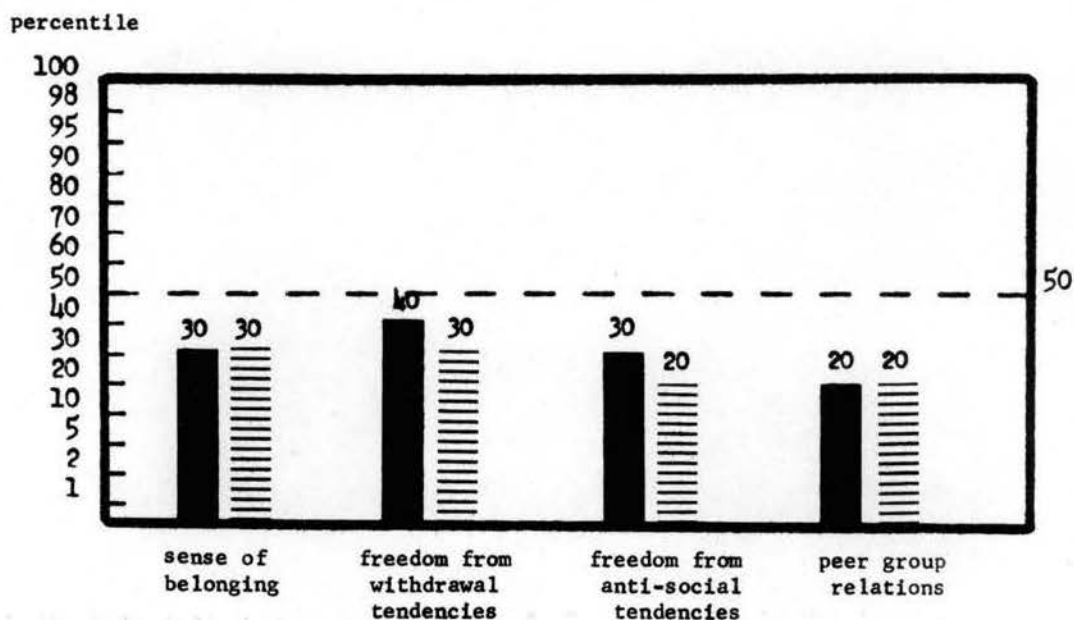


Figure 33. Mean Score Percentile Ratings of 10 Middle Socio-Economic Status Tenth Grade Boys - Some-Participation Level

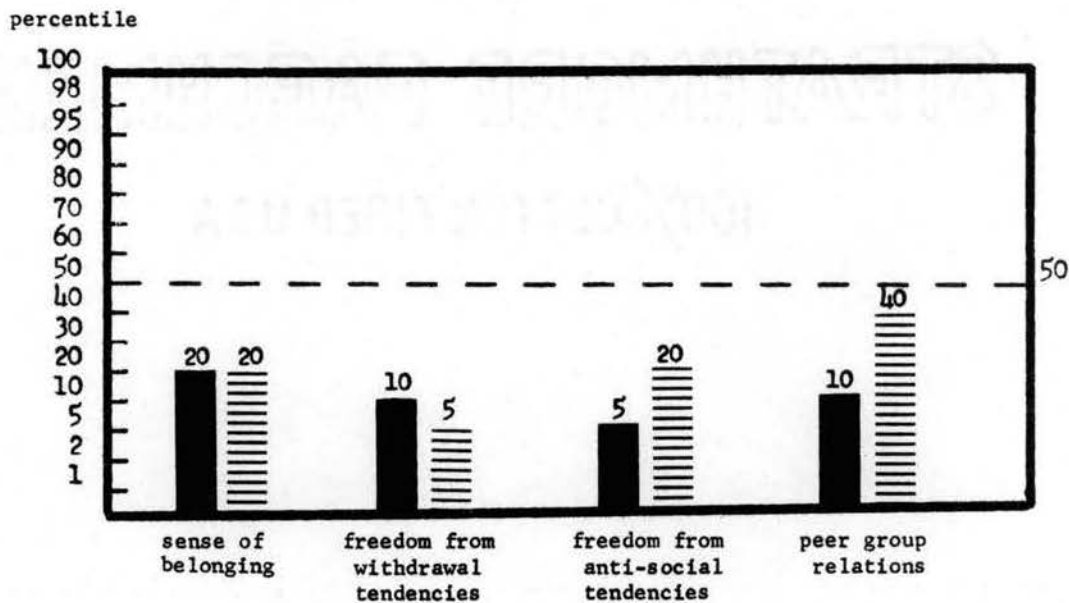




Figure 34. Mean Score Percentile Ratings of 5 Middle Socio-Economic Status Tenth Grade Boys - Moderate-Participation Level

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Analysis of wardrobe content disclosed that each boy in the Active-Participation sub-classification possessed from 6 to 7 pairs of shoes. (Table IX, page 57) Other items owned in large quantities were shirts and jackets. It was also found that several items of apparel were shared among family members.

High Socio-Economic Status

Data collected from the total sample of high socio-economic status tenth grade boys indicated that these respondents utilized clothing to conceal withdrawal and anti-social tendencies in social situations. (Figure 36, page 62) Evaluation of mean score percentile ratings also disclosed that these boys exhibited higher degrees of acceptable behavior than the total number of tenth grade boys who comprised the test sample.

An investigation of wardrobe content revealed that those boys in the Some-Participation sub-group possessed the largest percentage of all clothing items owned by all high socio-economic tenth grade boys. (Table X, page 63) Subsequent analysis showed that as the level of social participation increased, the number of uniforms owned by these boys increased.

Non-Participation Level - All social adjustment mean score ratings were higher for non-participating boys than for the total sample of high socio-economic status respondents. (Figure 37, page 65) The percentile rating for "sense of belonging" showed the greatest change, an increase from 30 to 50 percentile units. Only minor differences existed in the remaining categories.

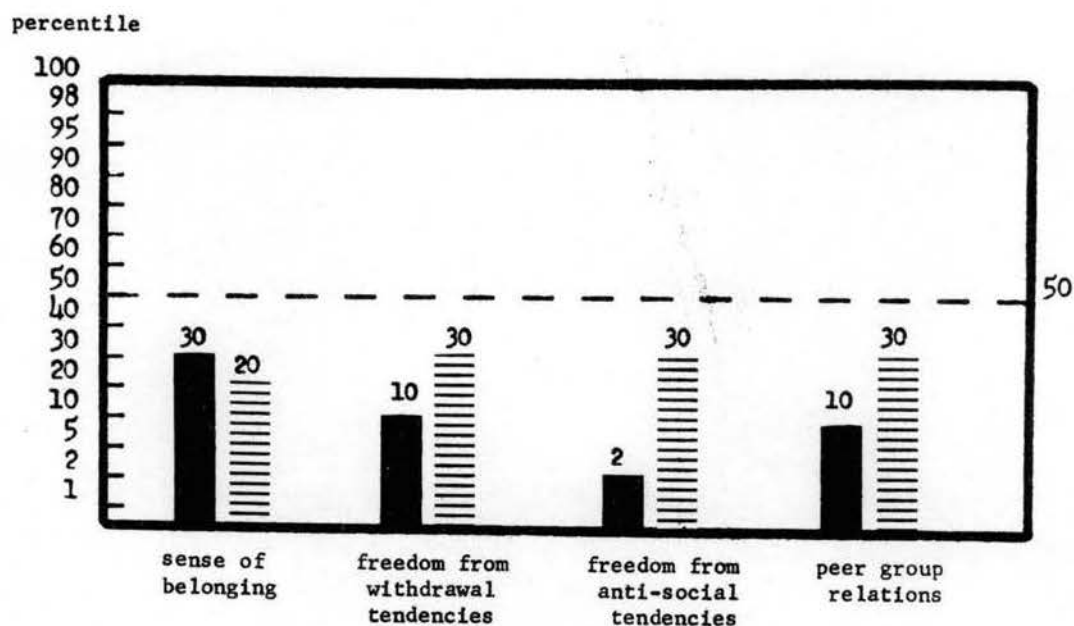


Figure 35. Mean Score Percentile Ratings of 6 Middle Socio-Economic Status Tenth Grade Boys - Active-Participation Level

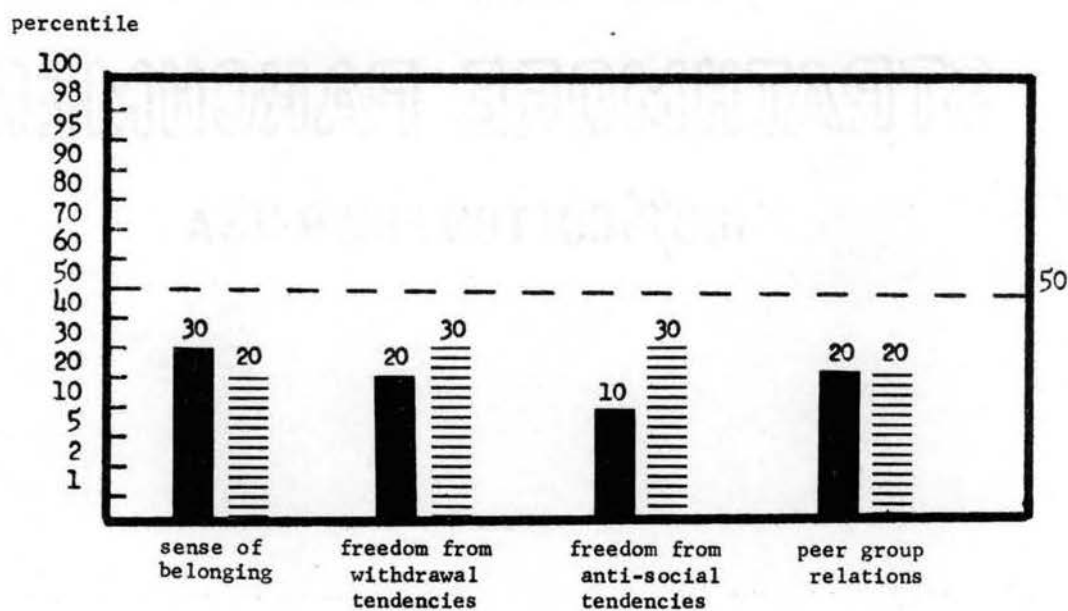


Figure 36. Mean Score Percentile Ratings of 28 High Socio-Economic Status Tenth Grade Boys



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TABLE X
MEAN NUMBER OF GARMENTS OWNED BY 28 HIGH SOCIO-
ECONOMIC STATUS TENTH GRADE ADOLESCENT BOYS

Garments	Degree of Social Participation				
	None	Little	Some	Moderate	Active
Shirts:					
school	7.5	13.0	19.5	14.0	10.0
dress	3.5	2.6	5.2	5.3	3.0
Slacks:					
school	2.5	4.6	5.8	6.3	3.0
dress	3.0	2.0	3.5	3.0	3.0
Jeans	3.5	4.7	7.5	5.3	3.5
Shorts	2.0	4.1	7.8	3.7	6.0
Jackets:					
school	2.0	2.9	4.8	3.7	3.0
dress	3.0	1.7	3.0	2.7	1.0
Coats:					
school	1.0	1.7	1.8	2.3	1.5
dress	1.5	.9	1.8	1.3	1.5
raincoat	1.0	.3	.5	.3	-
Suits	2.0	1.4	2.0	1.3	.5
Sweaters:					
school	3.5	2.4	3.0	2.7	2.0
dress	1.5	.4	2.3	2.7	-
Hats, Caps	1.5	2.0	2.5	2.3	1.0
Shoes:					
school	1.5	2.4	3.3	2.0	1.5
dress	1.0	1.2	1.5	1.3	1.5
gym	1.0	1.7	1.5	1.3	2.0
boots	1.0	1.7	1.5	2.0	1.0
Uniforms:					
school	-	-	.3	-	1.5
non-school	-	.1	.8	1.3	2.0

Results of the Wardrobe Content Inventory revealed that the mean number of garments owned by these non-participating adolescent boys was almost identical to the mean number of garments owned by those boys in the Active-Participation sub-group. (Table X, page 63) The only garment category in which a major deviation occurred was shorts.

Little-Participation Level - Mean score percentile ratings for boys in the Little-Participation sub-classification were lower than the average scores for high socio-economic status tenth grade boys. (Figure 38, page 65) All scores dropped at least 15 percentile units, with the social adjustment ratings for "freedom from withdrawal tendencies" and "freedom from anti-social tendencies" decreasing to 5 and 2 percentile units, respectively.

Wardrobe content analysis disclosed that the average quantity of apparel items owned by boys in the Little-Participation sub-group was mid-way between the mean number of garments owned by the Non-Participation and Some-Participation respondents. (Table X, page 63). Findings also indicated that a sizable number of clothing items were received as gifts from friends and relatives.

Some-Participation Level - The clothing awareness measurement for "freedom from anti-social tendencies" was found to be 60 percentile units, an increase of 30 units over the mean scores calculated for the total sample of high socio-economic tenth grade boys. (Figure 39, page 67) All other scores were consistent with previous findings.

Each of the six adolescent boys in the Some-Participation sub-group possessed more garments than boys in the remaining four sub-groups. (Table X, page 63) The low number of respondents may have influenced these results.

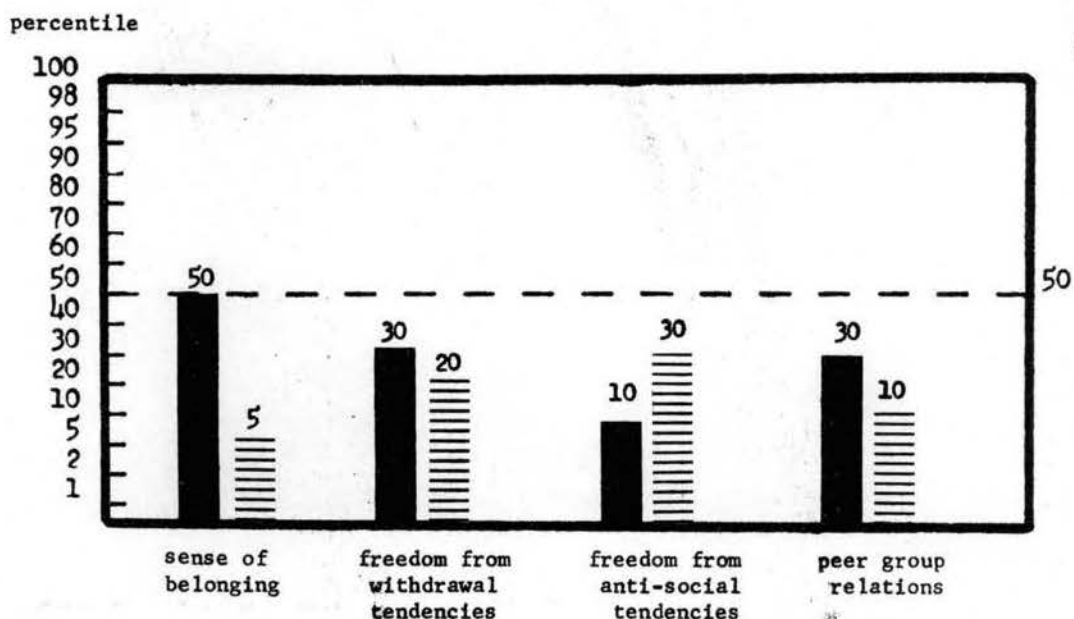


Figure 37. Mean Score Percentile Ratings of 6 High Socio-Economic Status Tenth Grade Boys - Non-Participation Level

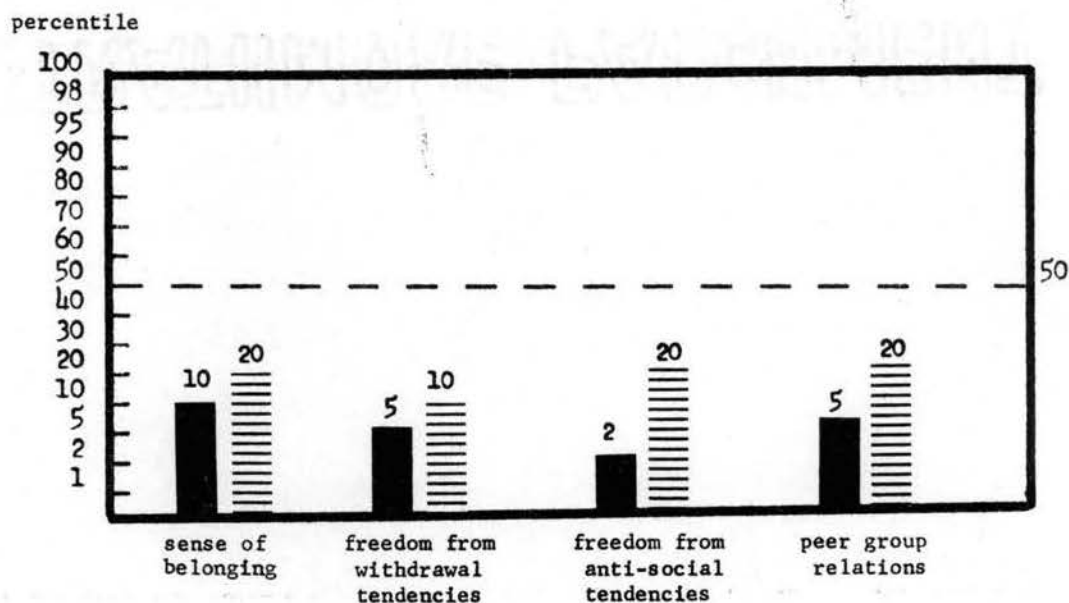




Figure 38. Mean Score Percentile Ratings of 9 High Socio-Economic Status Tenth Grade Boys - Little-Participation Level

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Moderate-Participation Level - Data analyzed from the social adjustment and clothing awareness questionnaires revealed that scores for "sense of belonging," "freedom from withdrawal tendencies," and "freedom from anti-social tendencies" were much higher than the average scores for boys in the high socio-economic status tenth grade sample. (Figure 40, page 67) Thus, boys in this sub-classification demonstrated superior capabilities in social situations.

Findings from the Wardrobe Content Inventory indicated that the mean number of garments owned by these respondents differed only slightly from the mean number of garments owned by boys in the Little-Participation sub-group. (Table X, page 63) However, the majority of boys in the Moderate-Participation sub-group did possess more than one non-school uniform.

Active-Participation Level - High mean score percentile ratings were also reported for boys in the Active-Participation sub-group. (Figure 41, page 69) Of special significance were the scores for "sense of belonging" and "freedom from withdrawal tendencies," both of which surpassed the 50 percentile range.

An investigation of wardrobe content revealed that each of these boys owned at least three uniforms, one required for a specific type of school activity and two required for participation in non-school clubs and organizations. (Table X, page 63) The limited number of respondents may have influenced these results.

Twelfth Grade Boys

All of the 67 twelfth grade adolescent boys were classified into socio-economic status groups and social participation sub-groups.

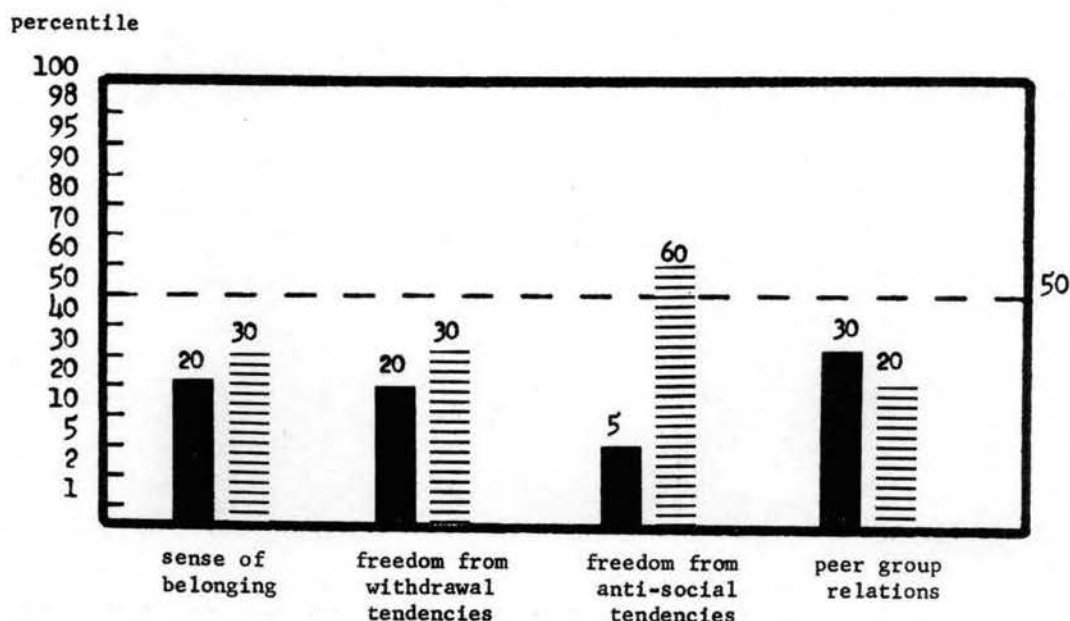


Figure 39. Mean Score Percentile Ratings of 6 High Socio-Economic Status Tenth Grade Boys - Some-Participation Level

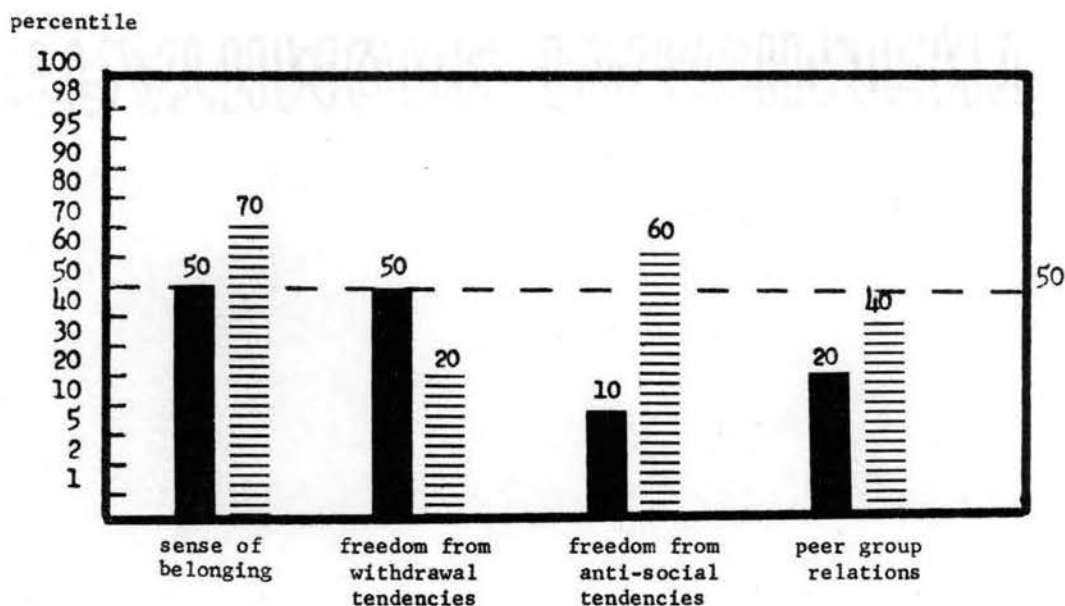




Figure 40. Mean Score Percentile Ratings of 5 High Socio-Economic Status Tenth Grade Boys - Moderate-Participation Level

 California Test of Personality
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(Table XI, page 68) The majority of boys belonged to the middle socio-economic status group and the Some-Participation sub-group. No boys were classified into the low socio-economic status, Moderate or Active-Participation sub-groups or into the high socio-economic status, Non-Participation sub-group.

TABLE XI
NUMERICAL DISTRIBUTION OF 67 TWELFTH GRADE
ADOLESCENT BOYS BY DEGREE OF
SOCIAL PARTICIPATION

Socio-Economic Status	Degree of Social Participation				
	None	Little	Some	Moderate	Active
Low	3	4	5	-	-
Middle	4	5	6	7	8
High	-	4	7	4	10

Results from the California Test of Personality and the Clothing Attitudes Checklist indicated that the average twelfth grade boy experienced some feelings of anxiety in social situations. (Figure 42, page 69) Mean score percentile ratings ranged from 20 to 40 percentile units, with the highest score occurring in "freedom from withdrawal tendencies."

percentile

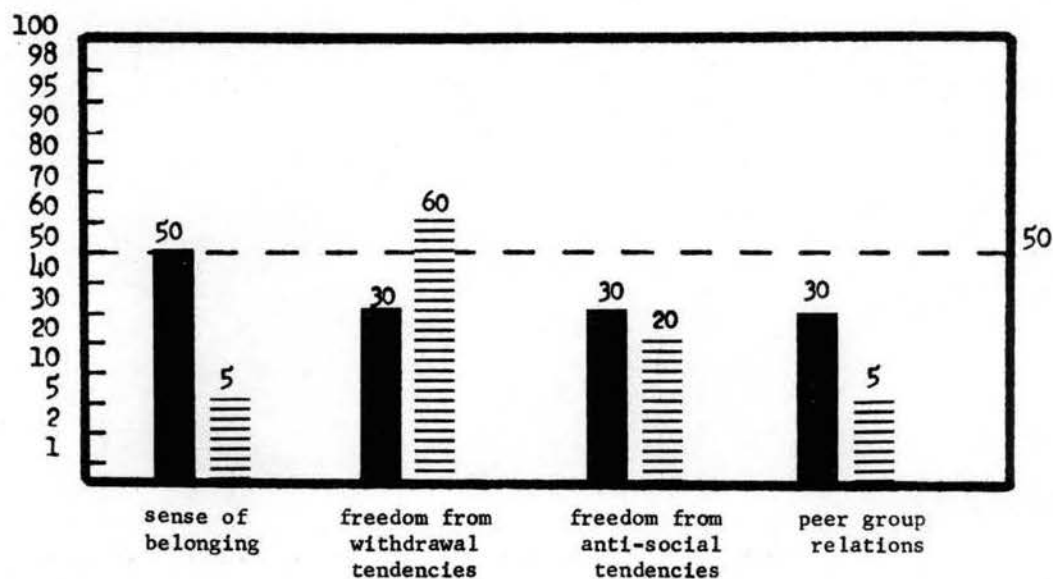


Figure 41. Mean Score Percentile Ratings of 4 High Socio-Economic Status Tenth Grade Boys - Active-Participation Level

percentile

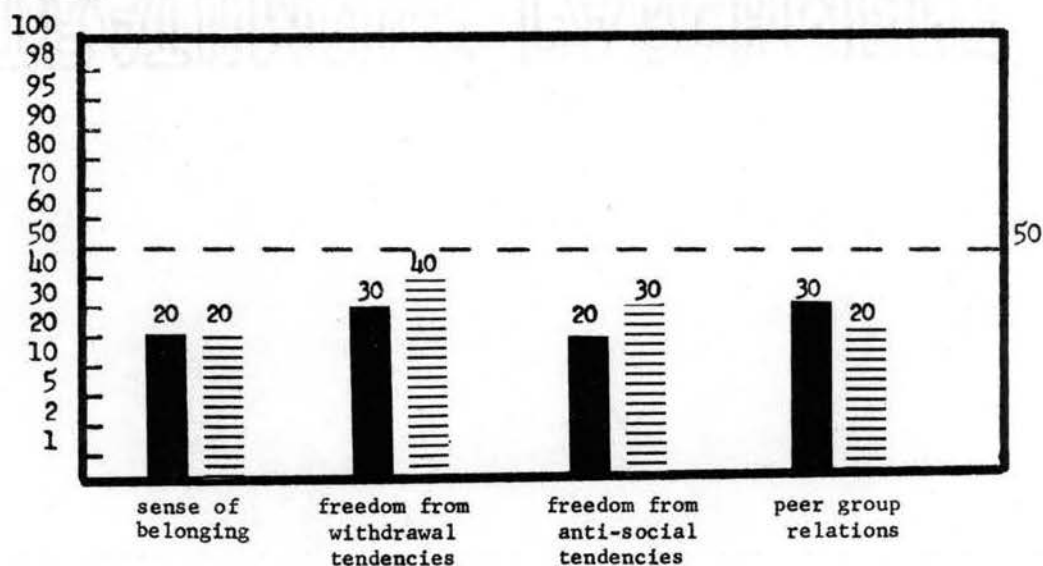




Figure 42. Mean Score Percentile Ratings of 67 Twelfth Grade Boys

 California Test of Personality
 Clothing Attitudes Checklist

An analysis of wardrobe content disclosed that the boys in the Moderate and Active-Participation sub-groups owned large quantities of clothing items, including shirts, slacks, shorts, coats, sweaters, hats, and uniforms. (Table XII, page 71) No differences were found among the three socio-economic levels when source of apparel was considered.

Low Socio-Economic Status

An analysis of mean score percentile ratings revealed that the low socio-economic status twelfth grade boys were relatively free from withdrawal tendencies. (Figure 43, page 72) However, mean scores remained low for "sense of belonging" and "peer group relations."

With few exceptions, the Wardrobe Content Inventory showed that boys participating in "some" social activities owned more clothing items than boys in the remaining sub-groups. (Table XIII, page 73) Items not included in this general trend were shirts, jackets, and uniforms. None of the low socio-economic status boys were classified into the Moderate or Active-Participation sub-groups.

Non-Participation Level - Average scores of boys in the Non-Participation sub-group were lower than other twelfth grade boys in the low socio-economic status sample. (Figure 44, page 72) Declines occurred in both the "sense of belonging" and "peer group relations" categories.

Data collected from the Wardrobe Content Inventory disclosed that these low status, non-participating adolescents possessed the least number of clothing items. (Table XIII, page 73) These boys reported only 5 shirts and 3 pairs of slacks. However, the limited number of respondents could have influenced the results.

TABLE XII

MEAN NUMBER OF GARMENTS OWNED BY TOTAL SAMPLE
OF 67 TWELFTH GRADE ADOLESCENT BOYS

Garments	Degree of Social Participation				
	None	Little	Some	Moderate	Active
Shirts:					
school	6.0	13.2	11.8	14.3	14.5
dress	1.9	3.8	4.8	5.8	4.9
Slacks:					
school	3.5	4.5	4.5	5.3	5.2
dress	1.7	2.8	5.5	4.4	4.0
Jeans	3.0	5.7	5.4	4.7	4.5
Shorts	.7	2.6	2.4	4.5	5.2
Jackets:					
school	2.3	3.0	2.4	3.0	2.9
dress	.7	1.7	2.2	2.3	1.3
Coats:					
school	1.0	1.5	1.6	2.1	1.7
dress	.4	1.0	1.1	1.2	1.5
raincoat	.2	.6	.7	.5	.8
Suits	1.4	1.7	2.2	1.4	1.9
Sweaters:					
school	1.7	1.8	3.6	4.4	2.9
dress	.7	1.4	2.2	2.0	2.0
Hats, Caps	-	.5	.9	.9	1.1
Shoes:					
school	2.1	1.7	1.8	2.4	2.1
dress	.8	1.3	2.0	1.4	1.4
gym	.6	1.3	1.2	1.6	1.6
boots	1.5	1.1	2.2	1.4	1.1
Uniforms:					
school	-	.1	.2	.4	.3
non-school	-	.2	.1	.3	1.0

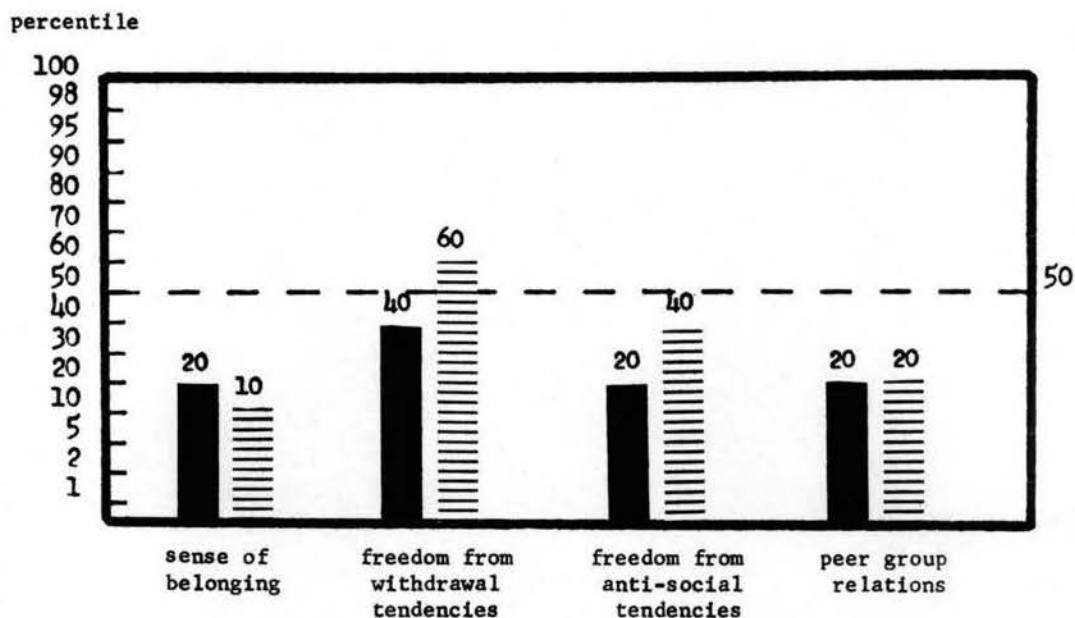


Figure 43. Mean Score Percentile Ratings of 13 Low Socio-Economic Status Twelfth Grade Boys

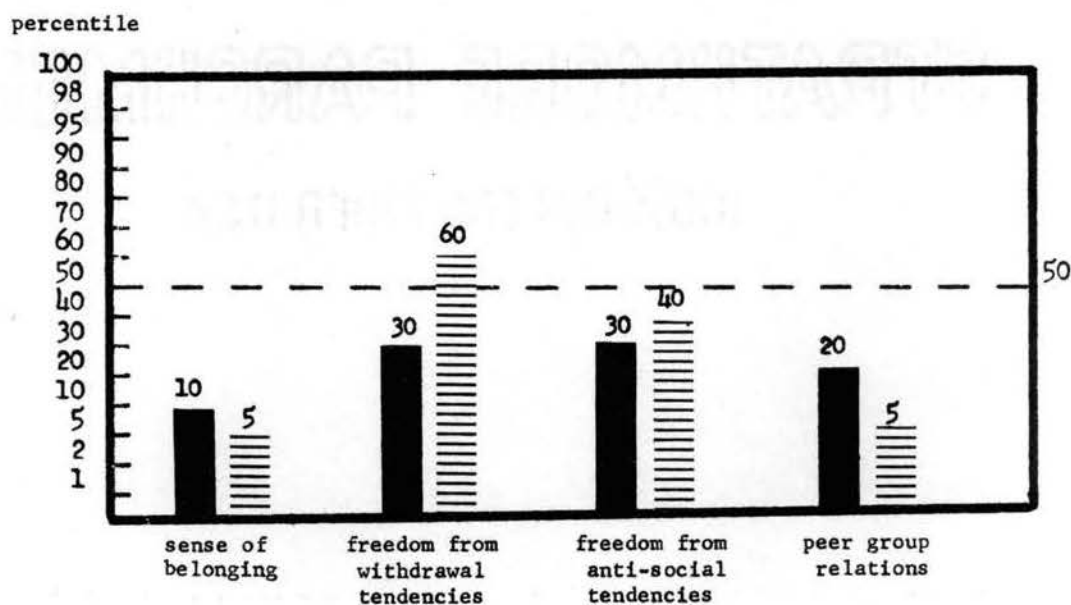


Figure 44. Mean Score Percentile Ratings of 3 Low Socio-Economic Status Twelfth Grade Boys - Non-Participation Level



 California Test of Personality
 Clothing Attitudes Checklist

TABLE XIII

MEAN NUMBER OF GARMENTS OWNED BY 12 LOW SOCIO-
ECONOMIC STATUS TWELFTH GRADE ADOLESCENT BOYS

Garments	Degree of Social Participation				
	None	Little	Some	Moderate	Active
Shirts:					
school	4.0	17.3	15.0	-	-
dress	1.0	5.0	7.0	-	-
Slacks:					
school	2.1	3.3	8.0	-	-
dress	1.0	3.0	7.2	-	-
Jeans	4.0	6.3	8.0	-	-
Shorts	-	3.3	3.3	-	-
Jackets:					
school	1.5	4.7	2.5	-	-
dress	-	2.3	3.5	-	-
Coats:					
school	1.0	1.6	2.0	-	-
dress	-	.7	.8	-	-
raincoat	-	.7	.8	-	-
Suits	1.0	2.0	2.2	-	-
Sweaters:					
school	1.0	1.3	6.3	-	-
dress	-	1.0	3.8	-	-
Hats, Caps	-	1.3	.5	-	-
Shoes:					
school	1.5	2.0	2.0	-	-
dress	.5	1.3	2.3	-	-
gym	.5	1.0	1.3	-	-
boots	1.0	1.7	2.8	-	-
Uniforms:					
school	-	-	.3	-	-
non-school	-	.7	-	-	-

Little-Participation Level - All mean scores of boys in the Little-Participation sub-classification group were found to be equal to or greater than the mean scores of the entire sample of low status twelfth grade boys. (Figure 45, page 75) The major increases centered in the area of "freedom from withdrawal tendencies," which rose 30 percentile units.

Analysis of wardrobe content indicated that these adolescent boys owned more shirts, hats, uniforms, and jackets than did those boys in the remaining two sub-groups. (Table XIII, page 73) However, many of these boys shared clothing with other family members.

Some-Participation Level - Slight deviations were noted between the scores for boys in the Some-Participation sub-group and the scores for all low socio-economic status twelfth grade boys included in the research sample. (Figure 46, page 75) Increases occurred in "sense of belonging" and "peer group relations," while percentile ratings of "freedom from withdrawal tendencies" and "freedom from anti-social tendencies" declined.

Additional findings revealed that boys in this sub-classification group had more items of apparel than did those boys in either the Non-Participation or Some-Participation sub-groups. (Table XIII, page 73) Many of these respondents supplemented their own wardrobes with their own clothing purchases.

Middle Socio-Economic Status

Findings from the social adjustment and clothing awareness questionnaires indicated that the middle socio-economic status twelfth grade boys demonstrated relatively consistent behavior in both school

percentile

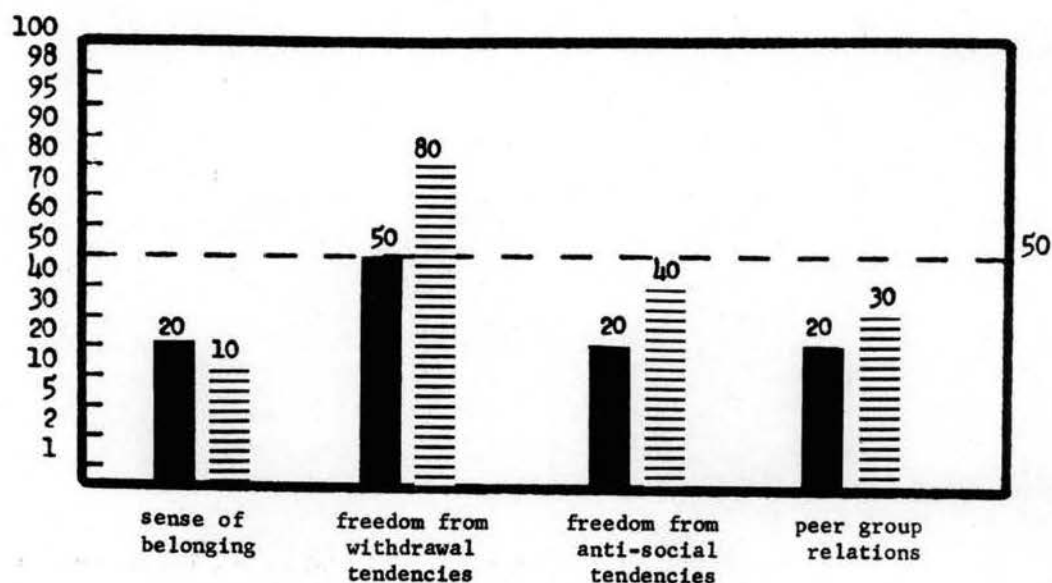


Figure 45. Mean Score Percentile Ratings of 4 Low Socio-Economic Status Twelfth Grade Boys - Little-Participation Level

percentile

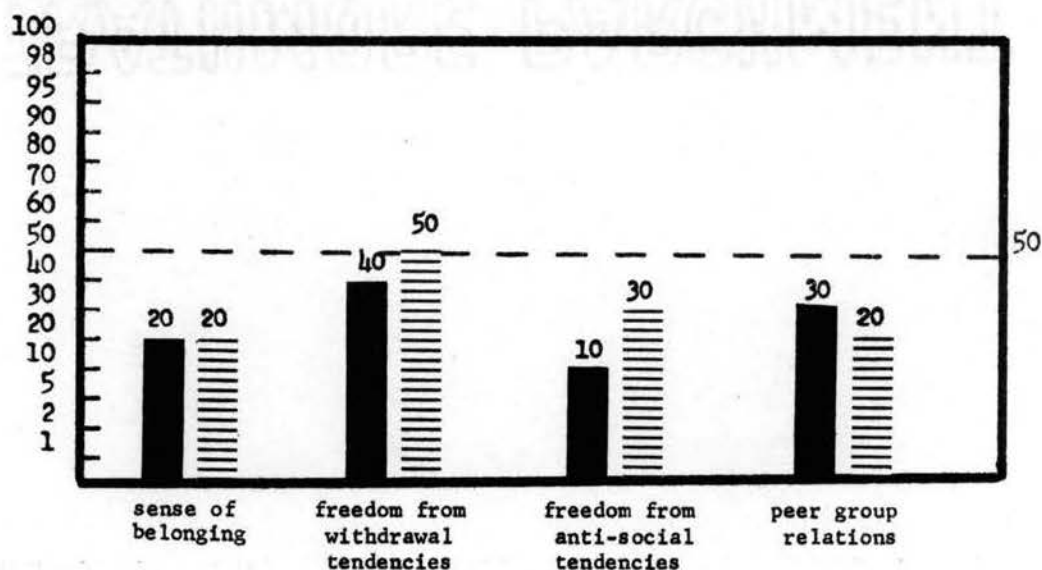




Figure 46. Mean Score Percentile Ratings of 6 Low Socio-Economic Status Twelfth Grade Boys - Some-Participation Level

 California Test of Personality
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and non-school social situations. (Figure 47, page 77) Lowest mean score pertained to the area of "sense of belonging."

The greatest number of clothing items was owned by boys in the Moderate-Participation sub-group. (Table XIV, page 78) In contrast, boys in the Non-Participation sub-classification owned the least number of garments. The average cost paid per garment did not differ among the five sub-classification groups.

Non-Participation Level - Mean score percentile ratings of boys in the Non-Participation sub-classification group did not significantly deviate from the scores of all boys in the middle socio-economic status twelfth grade sample. (Figure 48, page 77) The most stable form of behavior was that of "freedom from withdrawal tendencies," which remained constant at 20 percentile units.

Wardrobe content analysis revealed that non-participating middle status twelfth grade boys possessed the fewest items of apparel of any group of boys in the same sub-classification. (Table XIV, page 78) However, similarity in wardrobe size was found to exist between boys in the Non-Participation and Little-Participation sub-groups. In addition, an unusually high percentage of these boys received gifts of clothing from relatives and friends.

Little-Participation Level - An increase of 50 percentile units occurred in the "sense of belonging" scores for boys in this sub-classification group. (Figure 49, page 80) With the exception of "peer group relations," which decreased 30 units, all adjustment categories remained stable.

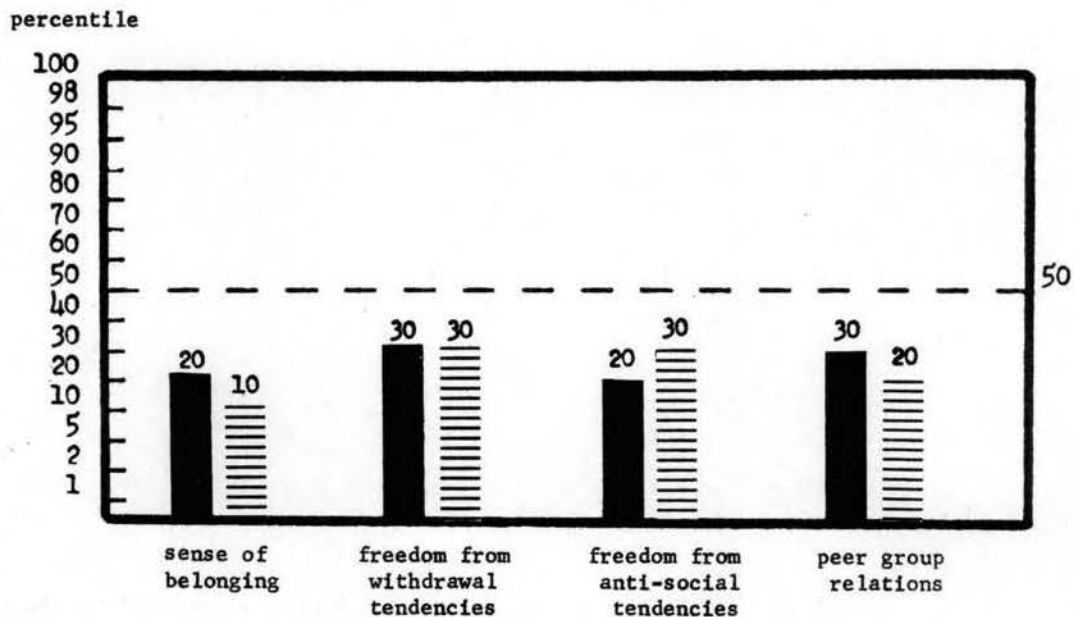


Figure 47. Mean Score Percentile Ratings of 30 Middle Socio-Economic Status Twelfth Grade Boys

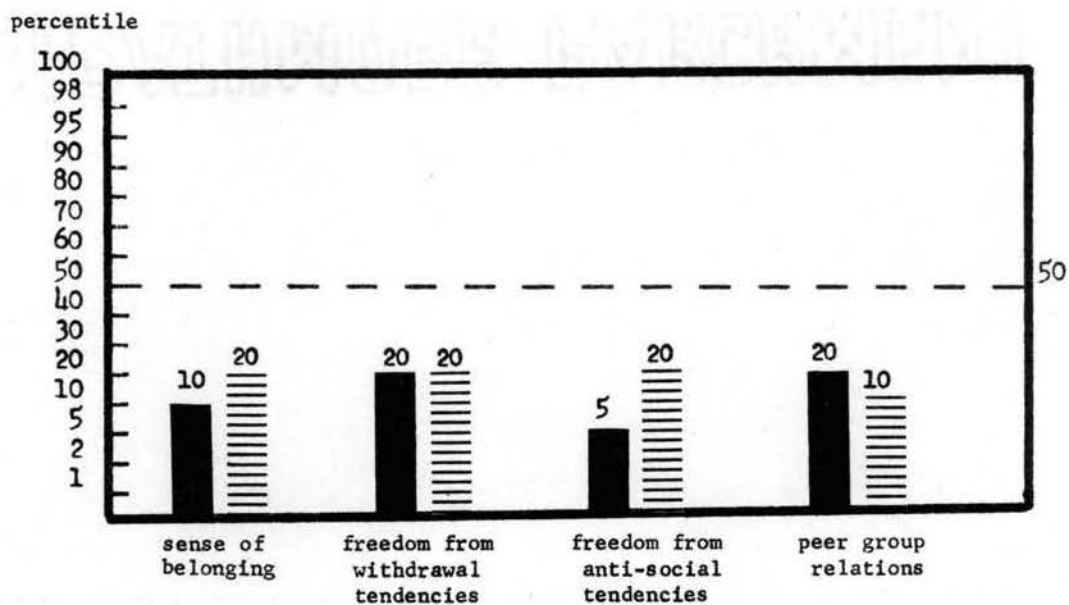


Figure 48. Mean Score Percentile Ratings of 4 Middle Socio-Economic Status Twelfth Grade Boys - Non-Participation Level



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TABLE XIV

MEAN NUMBER OF GARMENTS OWNED BY 30 MIDDLE SOCIO-
ECONOMIC STATUS TWELFTH GRADE ADOLESCENT BOYS

Garments	Degree of Social Participation				
	None	Little	Some	Moderate	Active
Shirts:					
school	8.0	8.8	12.4	12.8	11.7
dress	2.7	3.8	4.6	5.8	4.4
Slacks:					
school	5.0	6.0	3.4	5.2	4.6
dress	2.3	3.3	4.4	3.8	3.0
Jeans	2.0	7.0	3.8	3.7	4.4
Shorts	1.3	1.8	2.0	2.8	4.1
Jackets:					
school	3.0	2.5	2.8	4.2	2.9
dress	1.3	1.5	1.8	2.3	1.0
Coats:					
school	1.0	1.5	1.6	2.2	1.1
dress	.7	1.3	1.6	2.0	1.4
raincoat	.3	.8	.6	.7	.4
Suits	1.7	2.0	2.2	2.5	1.9
Sweaters:					
school	2.3	1.3	3.6	3.0	2.7
dress	1.3	1.5	2.6	1.3	1.7
Hats, Caps	-	.3	.6	1.0	.9
Shoes:					
school	2.7	1.8	2.0	2.5	2.1
dress	1.0	1.5	2.0	1.5	1.3
gym	.7	1.0	1.4	1.8	1.1
boots	2.0	1.0	1.6	1.8	.9
Uniforms:					
school	-	.3	-	.5	-
non-school	-	-	-	.3	1.0

Findings from the Wardrobe Content Inventory disclosed that the mean number of garments owned by boys in the Little-Participation sub-group did not differ to a noticeable degree from the mean number of garments owned by non-participating adolescent boys. (Table XIV, page 78) Slacks and jeans were the only two categories in which major differences occurred.

Some-Participation Level - All of the respondents in this sub-classification group scored higher ratings in the area of "freedom from withdrawal tendencies" than the average twelfth grade adolescent. (Figure 50, page 80) All other social adjustment scores remained stable, while the clothing awareness scores dropped an average of 10 units per category.

An analysis of wardrobe content disclosed that the mean number of garments owned by boys in the Some-Participation sub-group was almost identical to the mean number of garments owned by boys in the Active-Participation sub-classification. (Table XIV, page 78) The category of "uniforms" was the only exception to these findings.

Moderate-Participation Level - Few differences were found to exist between the mean score percentile ratings of both moderately participating middle status boys and the total number of boys in the twelfth grade sample. (Figure 51, page 82) A minor increase occurred in "freedom from anti-social tendencies" but it was not considered to be statistically significant.

With one exception, boys in the Moderate-Participation sub-group owned more clothing items than the average twelfth grade adolescent boy. (Table XIV, page 78) The only item possessed in lesser quantity was non-school uniforms.

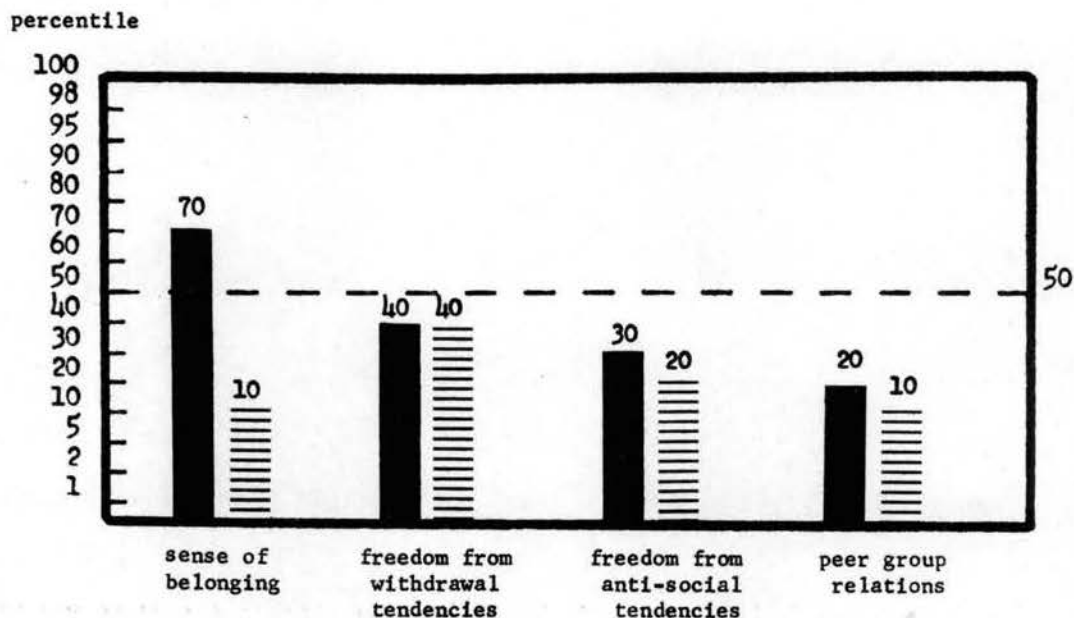


Figure 49. Mean Score Percentile Ratings of 5 Middle Socio-Economic Status Twelfth Grade Boys - Little-Participation Level

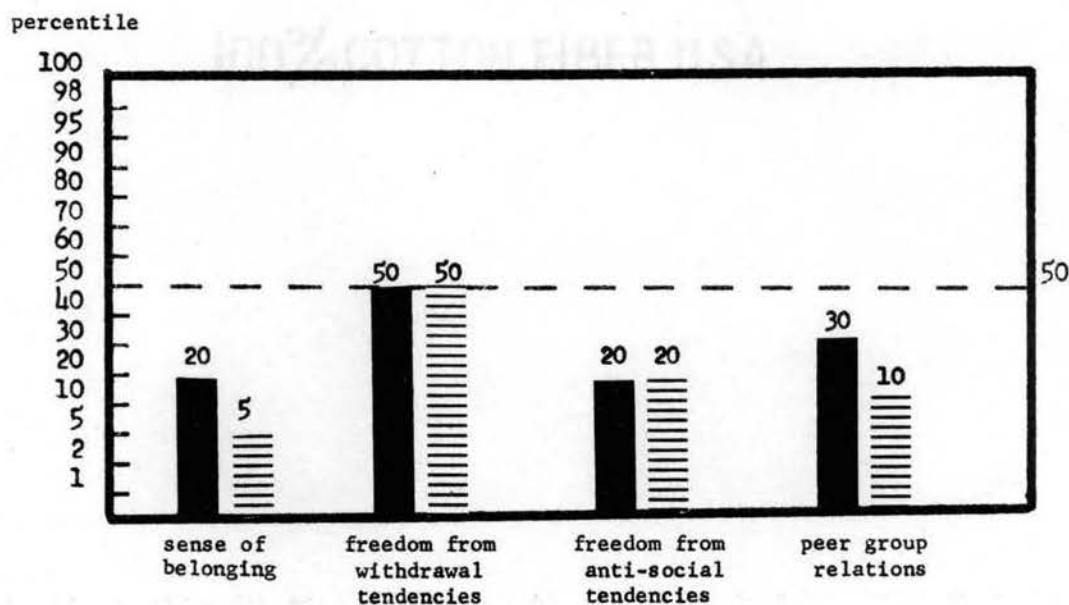




Figure 50. Mean Score Percentile Ratings of 6 Middle Socio-Economic Status Twelfth Grade Boys - Some-Participation Level

 California Test of Personality
 Clothing Attitudes Checklist

Active-Participation Level - Significant increases in "freedom from anti-social tendencies" and "peer group relations" occurred between the scores of twelfth grade boys in the Active-Participation sub-groups and the scores of all middle socio-economic status adolescent boys. (Figure 52, page 82) Mean scores for both of these categories rose to 40 percentile units.

Findings also indicated that middle status twelfth grade boys in both the Active-Participation and Some-Participation sub-groups possessed the greatest number of sweaters. (Table XIV, page 78) Further investigation did not disclose any additional differences in wardrobe content.

High Socio-Economic Status

Mean score data collected from the California Test of Personality and the Clothing Attitudes Checklist differed in areas of "freedom from anti-social tendencies" and "peer group relations." (Figure 53, page 85) The categories of "sense of belonging" and "freedom from withdrawal tendencies" showed a greater degree of consistency in percentile ratings.

Actively participating twelfth grade boys owned the largest quantity of clothing items of all boys in the high socio-economic status group. (Table XV, page 83) Except for boys in the Some-Participation level of social involvement, the number of garments increased as the extent of social participation increased. In addition, no high status boys were classified in the Non-Participation sub-group.

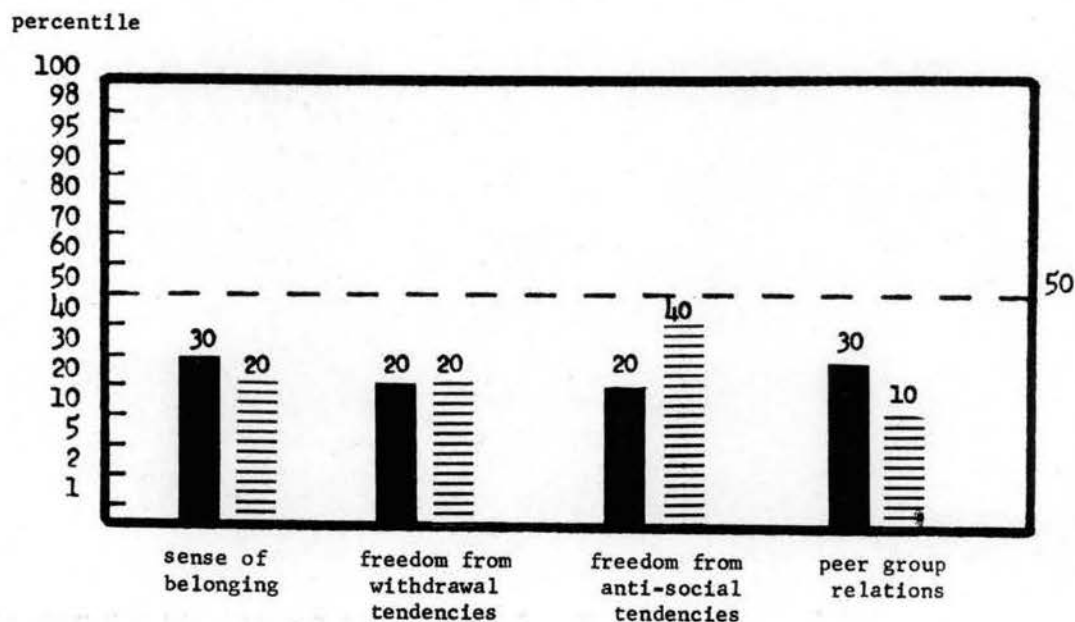


Figure 51. Mean Score Percentile Ratings of 7 Middle Socio-Economic Status Twelfth Grade Boys - Moderate-Participation Level

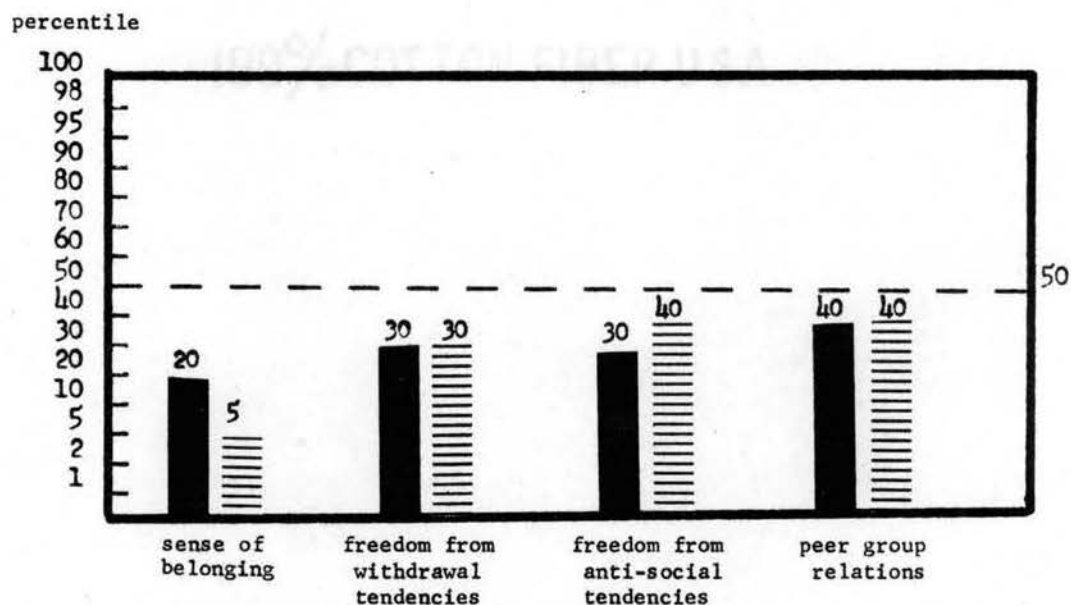


Figure 52. Mean Score Percentile Ratings of 8 Middle Socio-Economic Status Twelfth Grade Boys - Active-Participation Level



 California Test of Personality
 Clothing Attitudes Checklist

TABLE XV

MEAN NUMBER OF GARMENTS OWNED BY 25 HIGH SOCIO-
ECONOMIC STATUS TWELFTH GRADE ADOLESCENT BOYS

Garments	Degree of Social Participation				
	None	Little	Some	Moderate	Active
Shirts:					
school	-	13.4	8.1	15.7	17.2
dress	-	2.7	2.7	5.7	5.4
Slacks:					
school	-	4.3	2.2	5.3	5.8
dress	-	2.0	4.8	5.0	5.0
Jeans	-	3.7	4.5	5.7	4.6
Shorts	-	2.7	1.8	6.3	6.3
Jackets:					
school	-	1.7	2.0	1.7	2.9
dress	-	1.3	1.3	2.3	1.6
Coats:					
school	-	1.3	1.2	2.0	2.2
dress	-	1.0	1.0	1.7	1.6
raincoat	-	.4	.7	.3	1.1
Suits	-	1.0	2.3	.3	1.9
Sweaters:					
school	-	2.7	.8	5.7	3.1
dress	-	1.7	.3	2.7	2.2
Hats, Caps	-	-	1.7	.7	1.2
Shoes:					
school	-	1.3	1.5	2.3	2.0
dress	-	1.0	1.7	1.3	1.4
gym	-	2.0	.8	1.3	2.1
boots	-	.7	2.2	1.0	1.4
Uniforms:					
school	-	-	.3	.3	.5
non-school	-	-	.2	.3	.9

Little-Participation Level - The greatest variance between social adjustment and clothing awareness ratings occurred in the area of "freedom from anti-social tendencies." (Figure 54, page 85) As a result of these clothing awareness scores, subsequent findings showed that all respondents in this sub-classification group used clothing to conceal feelings of social anxiety.

Twelfth grade adolescent boys in the Little-Participation sub-group owned a slightly larger number of garments than boys in the Some-Participation level. (Table XV, page 83) None of these respondents possessed any type of uniform necessary for membership or leadership in specific club or organizational functions.

Some-Participation Level - The social awareness percentile rating for "sense of belonging" was charted at the 50 percentile range by boys in the Some-Participation level. (Figure 55, page 86) All other mean scores of boys in this sub-classification group either remained stable or declined 10 units per category.

With few exceptions, data collected from the Wardrobe Content Inventory showed that boys in the Some-Participation sub-group possessed the least number of clothing items. (Table XV, page 83) Boys in this sub-group were also inclined to purchase much of their own apparel.

Moderate-Participation Level - All mean score percentile ratings of boys in the Moderate-Participation sub-group were below the scores of the entire sample of high socio-economic status twelfth grade boys. (Figure 56, page 86) The largest deviation occurred in the category of "peer group relations," in which a decrease of 15 percentile units was found to exist.

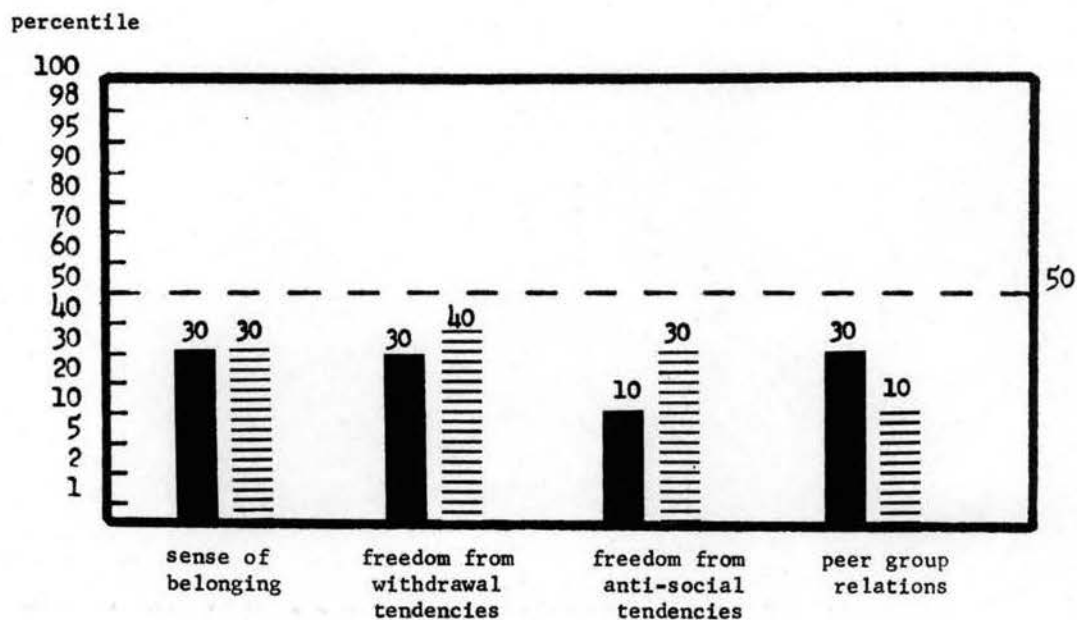


Figure 53. Mean Score Percentile Ratings of 24 High Socio-Economic Status Twelfth Grade Boys

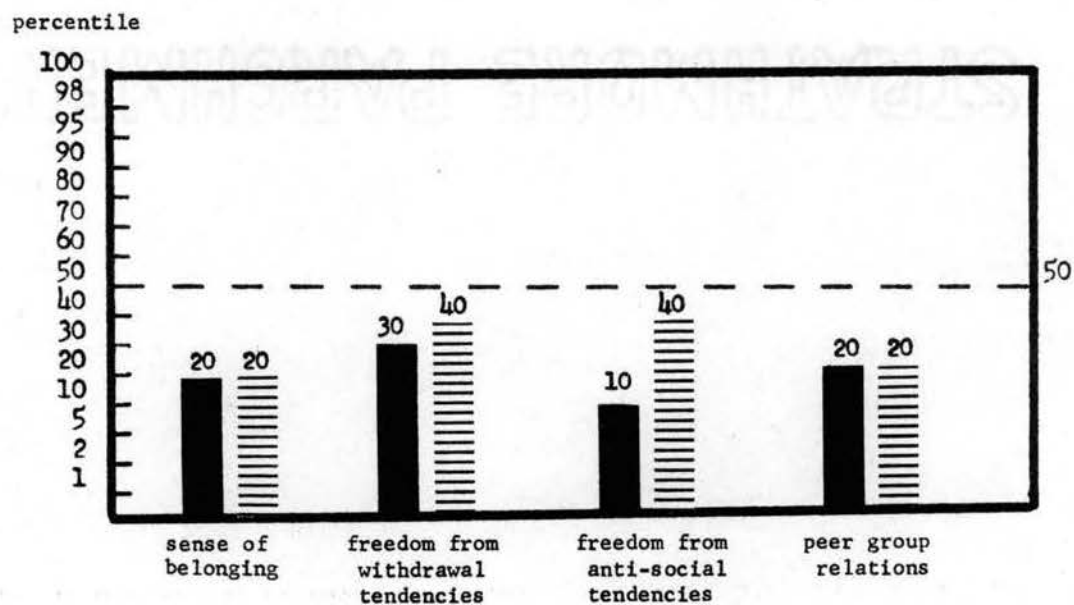




Figure 54. Mean Score Percentile Ratings of 4 High Socio-Economic Status Twelfth Grade Boys - Little-Participation Level

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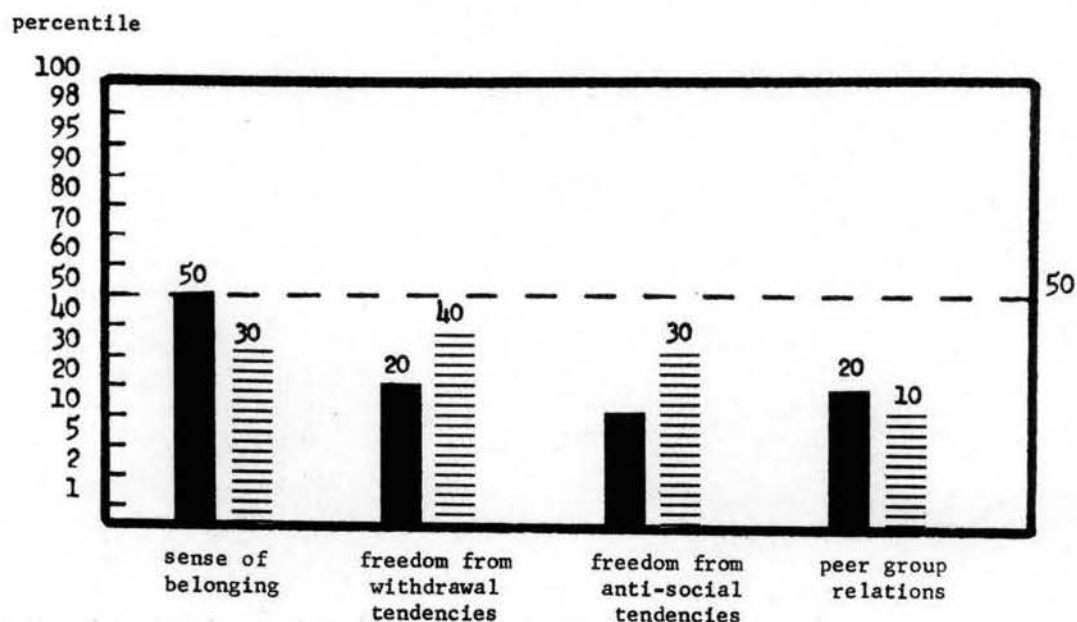


Figure 55. Mean Score Percentile Ratings of 6 High Socio-Economic Status Twelfth Grade Boys - Some-Participation Level

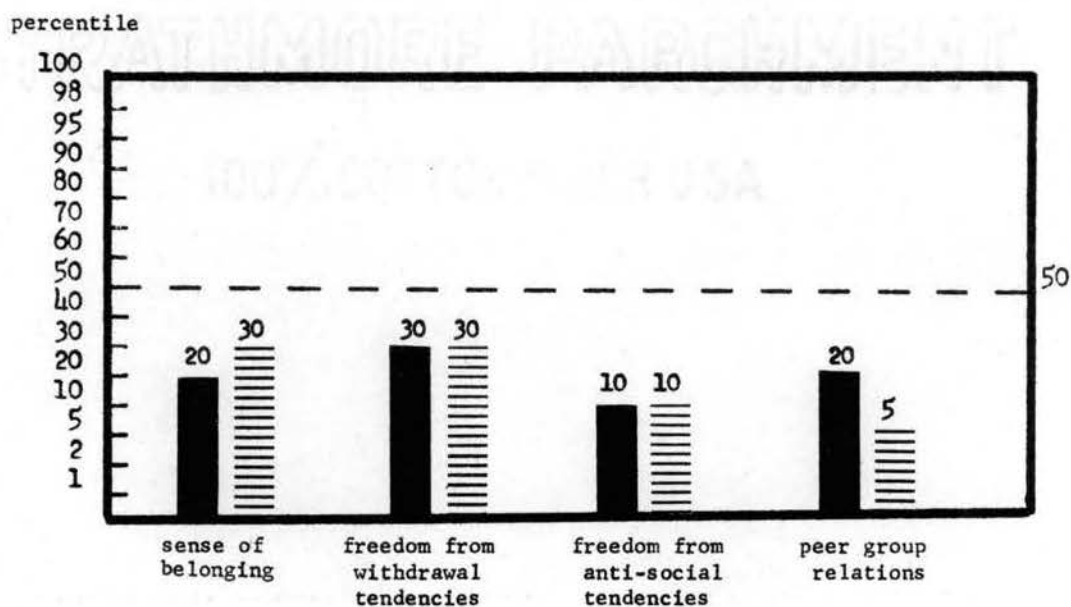




Figure 56. Mean Score Percentile Ratings of 4 High Socio-Economic Status Twelfth Grade Boys - Moderate-Participation Level

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Wardrobe Content Inventory data revealed that many of these respondents possessed some type of school and non-school uniform. (Table XV, page 83) Further study identified no additional differences in wardrobe content or average cost per item of apparel.

Active-Participation Level - An extremely high clothing awareness score for "freedom from anti-social tendencies" was obtained from data collected from high status, twelfth grade boys actively participating in social activities. (Figure 57, page 88) Scores ranged from 20 to 60 percentile units.

Boys in the Active-Participation sub-classification possessed the greatest quantity of apparel in comparison with the mean number of garments owned by boys in the other sub-groups. (Table XV, page 83) They also owned more of the uniforms necessary for participation in club and organizational activities.

Low Socio-Economic Status Boys

Data collected from the California Test of Personality and the Clothing Attitudes Checklist indicated that low socio-economic status adolescent boys were not free from anti-social tendencies. (Figure 58, page 88) These boys participated in some school and non-school events, but seldom assumed any leadership roles in these clubs and organizations. Clothing was generally used to express peer group acceptance, but few boys helped initiate or establish new styles of dress.

An analysis of wardrobe content revealed that the largest quantity of apparel was owned by boys in the Some-Participation sub-group. (Table XVI, page 89) With the exceptions of the shirt, shoes, and uniform categories, only minor deviations were noted in the size of

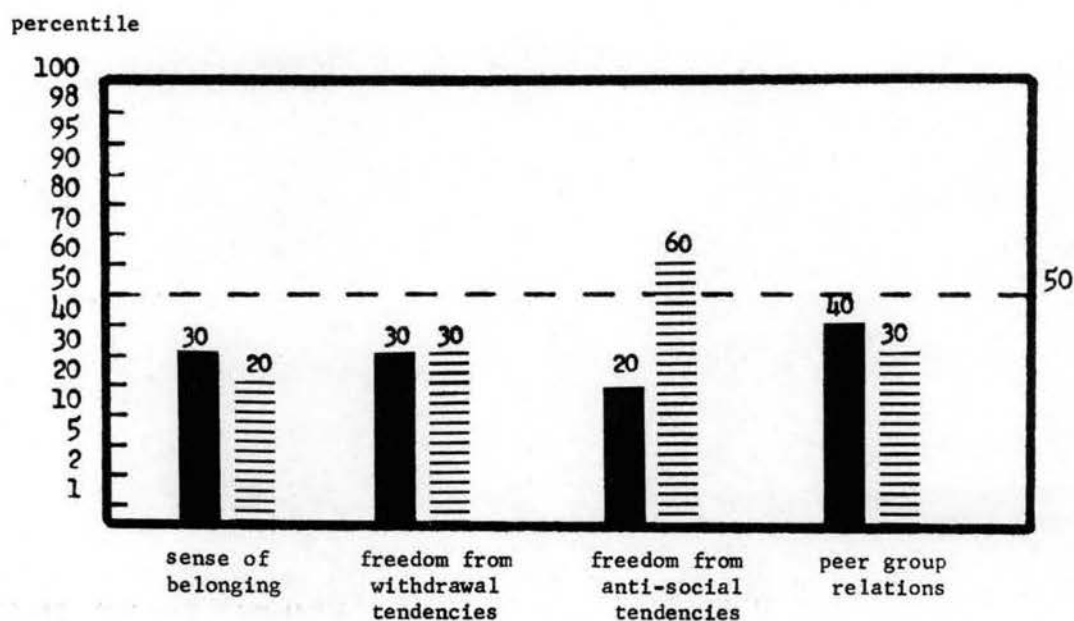


Figure 57. Mean Score Percentile Ratings of 10 High Socio-Economic Status Twelfth Grade Boys - Active-Participation Level

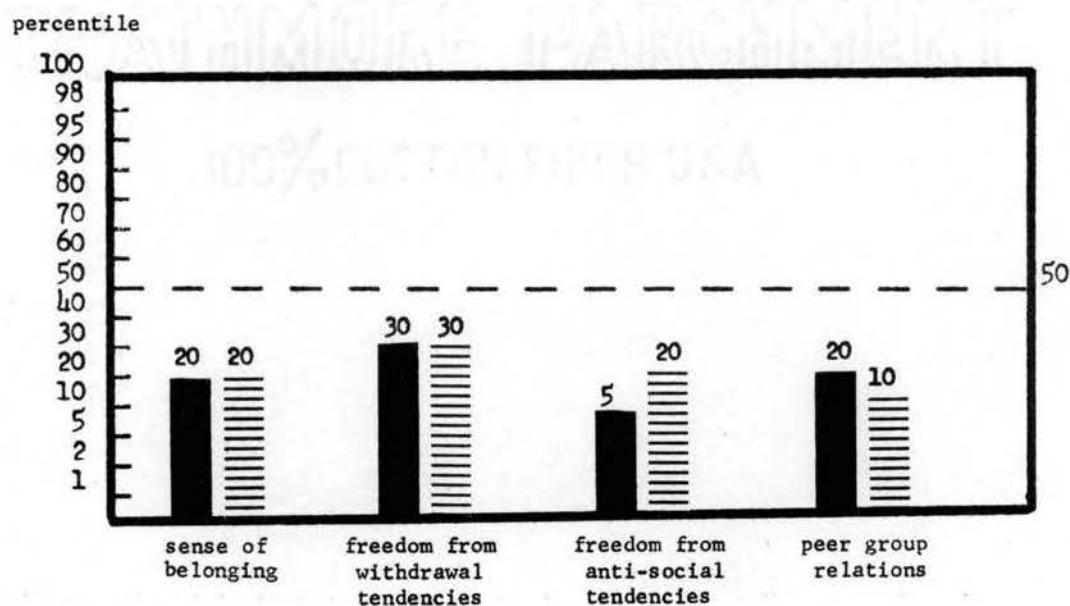


Figure 58. Mean Score Percentile Ratings of 95 Low Socio-Economic Status Adolescent Boys



 California Test of Personality
 Clothing Attitudes Checklist

TABLE XVI

MEAN NUMBER OF GARMENTS OWNED BY TOTAL SAMPLE OF
95 LOW SOCIO-ECONOMIC STATUS ADOLESCENT BOYS

Garments	Degree of Social Participation				
	None	Little	Some	Moderate	Active
Shirts:					
school	7.9	14.9	14.2	12.2	8.0
dress	2.9	4.3	5.5	3.9	2.5
Slacks:					
school	3.8	4.3	6.2	5.2	3.8
dress	2.2	2.7	4.6	2.8	2.0
Jeans	3.7	4.8	5.4	3.9	2.5
Shorts	3.3	3.5	3.9	2.9	2.3
Jackets:					
school	1.7	2.8	3.2	2.6	2.2
dress	1.0	1.7	2.5	1.9	1.2
Coats:					
school	1.2	1.3	2.0	1.9	1.3
dress	1.1	1.0	1.2	1.3	1.4
raincoat	.5	1.0	.8	.5	.8
Suits	1.1	1.5	1.9	1.9	1.8
Sweaters:					
school	1.1	1.1	3.5	2.2	1.0
dress	.5	1.0	2.2	1.3	1.0
Hats, Caps	1.2	1.2	1.6	2.3	1.3
Shoes:					
school	1.8	2.1	1.8	2.1	1.5
dress	.9	1.0	1.6	1.4	1.3
gym	.8	1.2	1.3	1.1	1.0
boots	.9	.9	1.8	.9	1.0
Uniforms:					
school	-	-	.2	.3	.2
non-school	-	.4	.2	.1	.8

wardrobes belonging to boys in each of the five sub-classifications.

The majority of the low socio-economic status junior and senior high school boys indicated that most of their clothing, including gifts, handed-down clothing items, and newly purchased ready-to-wear, was furnished by their families. (Table XVII, page 91) The unusually large percentage of clothing provided by welfare agencies was attributed to the location of an orphanage in one of the towns used in this investigation. Few garments were borrowed or made at home, although a few boys shared shirts and jackets with other family members.

The average cost per garment clustered on the lower price ranges. (Table XVIII, page 92) Although the price of the majority of the garments owned was below \$15.00, the cost of suits and coats was as high as \$45.00 per garment. Since few boys in this socio-economic level belonged to highly organized social clubs, few specialized uniforms were required for specific social functions. For this reason, the total number of uniforms possessed by these respondents did not equal 100 percent.

Middle Socio-Economic Status Boys

Results of the social adjustment and clothing awareness questionnaires disclosed that the middle socio-economic status boys experienced feelings of withdrawal in social situations. (Figure 59, page 94) Additional evidence also showed that clothing was utilized to conceal anti-social behavior. Thus, anti-social mean score percentile ratings varied by 20 percentile units.

TABLE XVII

SOURCE OF CLOTHING ITEMS* OWNED BY 95 LOW SOCIO-ECONOMIC STATUS ADOLESCENT BOYS
(figures expressed in percentages)

Source	Type of Apparel				
	Shirts	Slacks	Jeans	Shorts	Jackets
Paid for by you	2	3	7	-	-
Bought by family	57	71	71	81	70
Made at home	5	-	-	-	3
Shared with family	3	-	-	-	11
Borrowed	-	-	-	-	-
Handed-down	9	-	5	7	3
Gifts	3	3	-	3	2
Other (welfare)	11	23	17	9	11

	Type of Apparel				
	Coats	Suits	Sweaters	Hats, Caps	Shoes
Paid for by you	-	-	-	37	-
Bought by family	76	81	53	11	56
Made at home	-	-	21	-	-
Shared with family	-	-	7	6	-
Borrowed	-	-	-	-	-
Handed-down	4	11	7	16	16
Gifts	-	-	7	21	-
Other (welfare)	20	8	5	9	28

*Uniforms analyzed separately.

TABLE XVIII

AVERAGE COST PAID PER GARMENT BY 95 LOW SOCIO-ECONOMIC STATUS ADOLESCENT BOYS
(figures expressed in percentages)

Garments	less than \$5.00-	\$5.00- \$10.00	\$10.00- \$15.00	\$15.00- \$20.00	\$20.00- \$25.00	\$25.00- \$30.00	\$30.00- \$35.00	\$35.00- \$40.00	\$40.00- \$45.00	\$45.00- \$50.00	\$50.00 or more
	\$5.00	\$10.00	\$15.00	\$20.00	\$25.00	\$30.00	\$35.00	\$40.00	\$45.00	\$50.00	or more
Shirts	42	49	9	-	-	-	-	-	-	-	-
Slacks*	27	50	11	-	-	-	-	-	-	-	-
Jeans	43	57	-	-	-	-	-	-	-	-	-
Shorts*	43	54	7	-	-	-	-	-	-	-	-
Jackets	16	37	24	18	5	-	-	-	-	-	-
Coats	-	-	23	21	24	13	7	11	1	-	-
Suits*	-	-	-	17	16	45	15	3	-	-	-
Sweaters*	37	32	1	-	-	-	-	-	-	-	-
Hats, Caps*	51	29	-	-	-	-	-	-	-	-	-
Shoes	11	42	47	-	-	-	-	-	-	-	-
Uniforms*	21	26	3	1	-	-	-	-	-	-	-

* Denotes a total of less than 100%; due to some respondents' lack of specific clothing items.

Wardrobe content analysis indicated that boys who did not participate in any type of organized social activity possessed the least number of apparel items. The only exceptions were shirts and hats. (Table XIX, page 95)

Additional data collected from the Wardrobe Content Inventory revealed that many of these middle socio-economic status adolescent boys purchased their own clothing, especially shirts, slacks, and jeans. (Table XX, page 96) Nevertheless, the majority of garments were received from family and friends. These respondents were also found to possess few handed-down items of apparel.

Many of the garments were priced below the \$20.00 range. (Table XXI, page 97) However, suits and coats remained the most expensive clothing items, with the costs of shoes and jackets slightly higher than the costs paid by boys in the low socio-economic status group.

High Socio-Economic Status Boys

Scores from the Clothing Attitudes Checklist and the California Test of Personality revealed that high socio-economic status junior and senior high school boys felt more secure in their peer group environment than did those boys in either the low or middle socio-economic levels. (Figure 60, page 94) However, scores for "freedom from anti-social tendencies" continued to be near the 10 to 20 percentile range, thereby showing only minor deviations from the scores of boys in the remaining status groups.

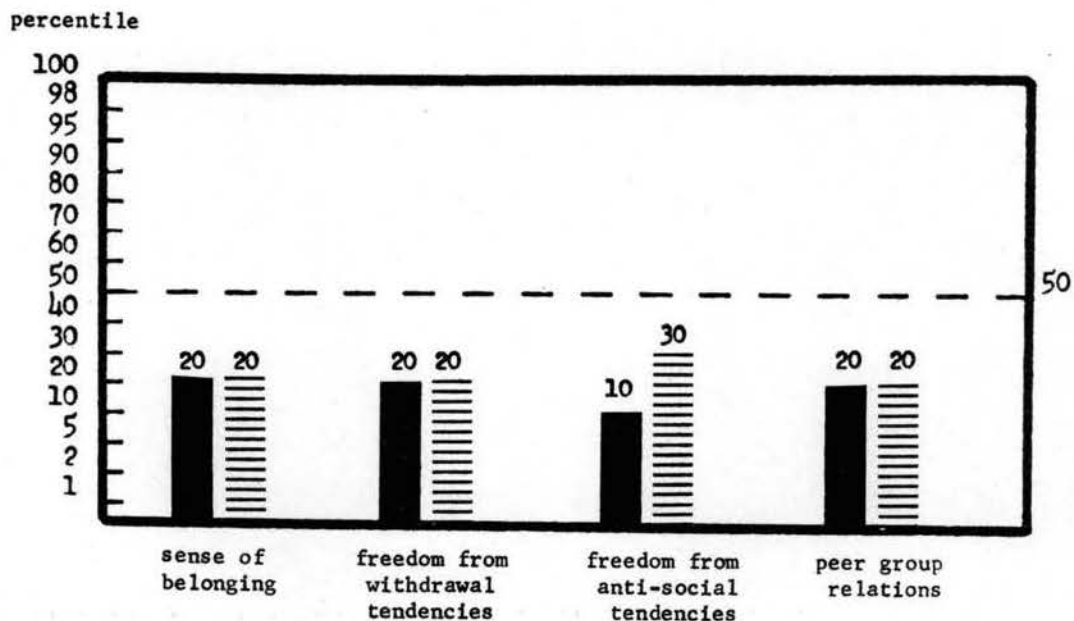


Figure 59. Mean Score Percentile Ratings of 131 Middle Socio-Economic Status Adolescent Boys

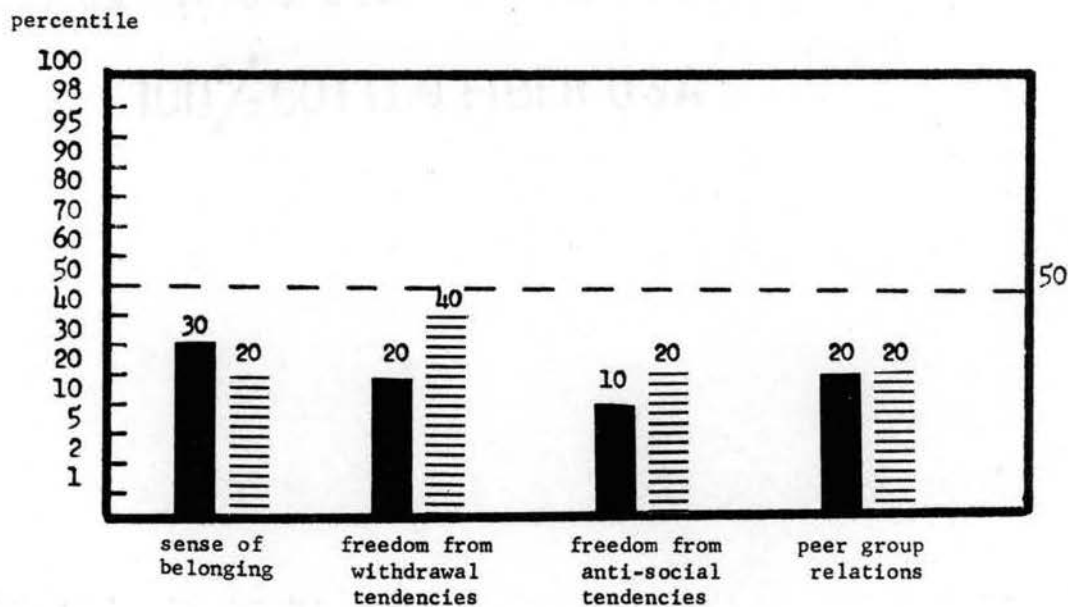


Figure 60. Mean Score Percentile Ratings of 74 High Socio-Economic Status Adolescent Boys



 California Test of Personality
 Clothing Attitudes Checklist

TABLE XIX

MEAN NUMBER OF GARMENTS OWNED BY TOTAL SAMPLE OF
131 MIDDLE SOCIO-ECONOMIC STATUS ADOLESCENT BOYS

Garments	Degree of Social Participation				
	None	Little	Some	Moderate	Active
Shirts:					
school	8.4	9.5	12.7	12.3	11.6
dress	3.4	3.5	4.1	4.4	5.1
Slacks:					
school	4.4	5.2	4.5	4.8	4.6
dress	2.8	2.9	3.5	3.4	4.5
Jeans	3.9	5.4	3.8	3.4	4.6
Shorts	3.1	2.5	3.4	3.5	3.1
Jackets:					
school	2.3	2.6	2.4	3.2	2.5
dress	1.1	1.4	1.8	2.5	1.8
Coats:					
school	1.4	1.5	1.5	1.8	1.3
dress	.8	1.0	1.7	2.0	1.1
raincoat	.3	.5	.7	.7	.6
Suits	1.1	1.5	1.7	1.6	1.7
Sweaters:					
school	1.8	2.4	2.7	2.2	2.3
dress	1.2	1.3	1.6	.9	1.3
Hats, Caps	.7	1.4	1.1	1.4	1.5
Shoes:					
school	2.0	1.8	2.0	2.0	1.9
dress	1.0	1.1	1.4	1.2	1.5
gym	1.0	.9	1.4	1.4	1.4
boots	1.3	1.2	1.1	1.2	.8
Uniforms:					
school	-	.2	.4	.6	.6
non-school	-	.3	.3	.4	.5

TABLE XX

SOURCE OF CLOTHING ITEMS* OWNED BY 131 MIDDLE SOCIO-ECONOMIC STATUS ADOLESCENT BOYS
(figures expressed in percentages)

Source	Type of Apparel				
	Shirts	Slacks	Jeans	Shorts	Jackets
Paid for by you	9	7	13	-	-
Bought by family	61	73	79	87	83
Made at home	1	-	-	-	-
Shared with family	3	-	-	-	-
Borrowed	-	-	-	-	-
Handed-down	2	-	3	-	11
Gifts	17	11	-	10	3
Other (welfare)	7	9	5	3	3

	Type of Apparel				
	Coats	Suits	Sweaters	Hats, Caps	Shoes
Paid for by you	-	-	-	16	3
Bought by family	81	91	56	31	69
Made at home	-	-	16	-	-
Shared with family	-	-	9	16	-
Borrowed	-	-	-	-	-
Handed-down	16	6	9	12	11
Gifts	-	-	6	12	-
Other (welfare)	4	3	4	13	17

* Uniforms analyzed separately.

TABLE XXI

AVERAGE COST PAID PER GARMENT BY 131 MIDDLE SOCIO-ECONOMIC STATUS ADOLESCENT BOYS
(figures expressed in percentages)

Garments	less than \$5.00-	\$5.00- \$10.00-	\$10.00- \$15.00-	\$15.00- \$20.00-	\$20.00- \$25.00-	\$25.00- \$30.00-	\$30.00- \$35.00-	\$35.00- \$40.00-	\$40.00- \$45.00-	\$45.00- \$50.00-	\$50.00 or more
	\$5.00	\$10.00	\$15.00	\$20.00	\$25.00	\$30.00	\$35.00	\$40.00	\$45.00	\$50.00	or more
Shirts	37	48	15	-	-	-	-	-	-	-	-
Slacks*	9	57	20	8	-	-	-	-	-	-	-
Jeans*	37	49	-	-	-	-	-	-	-	-	-
Shorts*	14	57	16	-	-	-	-	-	-	-	-
Jackets	11	29	22	28	8	2	-	-	-	-	-
Coats	-	4	2	6	21	11	32	13	6	5	-
Suits*	-	-	-	7	13	19	16	12	14	6	4
Sweaters*	11	39	14	-	-	-	-	-	-	-	-
Hats, Caps*	12	29	13	6	-	-	-	-	-	-	-
Shoes	-	41	50	9	-	-	-	-	-	-	-
Uniforms*	19	36	28	-	5	-	-	-	-	-	-

*Denotes a total of less than 100%; due to some respondents' lack of specific clothing items.

An analysis of wardrobe content disclosed that the least number of garments was owned by non-participating adolescent boys. (Table XXII, page 99) Boys in the remaining sub-classifications - little, some, moderate, and active-participation levels - possessed wardrobes of similar sizes.

Many of the respondents indicated that much of their clothing was received as gifts. (Table XXIII, page 100) With one exception, all of their apparel was purchased ready-made. Sweaters were the only clothing items made at home, and these, too, were usually received as gifts.

The average cost per garment remained in the medium price range, depending on the type of garment purchased. (Table XXIV, page 101) No slacks, jeans, sweaters, or shoes were bought for less than \$5.00, while several suits and coats were priced well above the \$50.00 level. Many of these boys held membership in various non-school organizations which required special clothing items. For this reason, the cost per uniform for high status boys was generally more expensive than the costs of uniforms for boys in the low or middle status groups. The adoption of western styled clothes, such as "cowboy" hats and boots, was one of the causes for the increased prices of some types of apparel.

Total Sample of Adolescent Boys

All mean score percentile ratings were calculated from data collected by the California Test of Personality and the Clothing Attitudes Checklist. The pooled mean scores for the total sample of 300 adolescent boys revealed that the areas of "sense of belonging" and "peer group relations" remained stable at 20 percentile units.

TABLE XXII

MEAN NUMBER OF GARMENTS OWNED BY TOTAL SAMPLE OF
74 HIGH SOCIO-ECONOMIC STATUS ADOLESCENT BOYS

Garments	Degree of Social Participation				
	None	Little	Some	Moderate	Active
Shirts:					
school	9.1	13.2	14.3	13.4	13.2
dress	4.5	2.7	4.1	5.5	4.3
Slacks:					
school	3.3	4.5	4.1	5.4	4.4
dress	2.4	2.0	3.9	3.7	3.7
Jeans	3.9	4.2	5.7	5.2	4.7
Shorts	2.2	3.4	4.8	5.7	5.6
Jackets:					
school	1.9	2.3	3.2	2.6	2.6
dress	2.2	1.5	2.1	2.4	1.7
Coats:					
school	1.4	1.5	1.7	1.8	1.7
dress	1.1	1.0	1.4	1.5	1.7
raincoat	.5	.4	.6	.5	.5
Suits	1.5	1.2	1.9	1.2	1.5
Sweaters:					
school	2.8	2.6	2.0	3.4	2.6
dress	1.6	1.1	1.2	2.3	1.1
Hats, Caps	1.3	1.0	1.8	1.4	1.4
Shoes:					
school	1.4	1.9	2.1	1.8	1.9
dress	1.2	1.1	1.4	1.3	1.5
gym	1.2	1.9	1.3	1.5	1.8
boots	1.2	1.2	1.7	1.7	1.2
Uniforms:					
school	-	-	.2	.2	.7
non-school	-	.1	.6	.9	1.4

TABLE XXIII

SOURCE OF CLOTHING ITEMS* OWNED BY 74 HIGH SOCIO-ECONOMIC STATUS ADOLESCENT BOYS
(figures expressed in percentages)

Source	Type of Apparel				
	Shirts	Slacks	Jeans	Shorts	Jackets
Paid for by you	14	11	17	27	3
Bought by family	69	79	81	63	77
Made at home	-	-	-	-	-
Shared with family	5	-	-	-	8
Borrowed	-	-	-	-	-
Handed-down	-	-	-	7	2
Gifts	12	10	-	3	10
Other (welfare)	-	-	-	-	-

	Type of Apparel				
	Coats	Suits	Sweaters	Hats, Caps	Shoes
Paid for by you	15	-	5	31	7
Bought by family	81	87	10	23	93
Made at home	-	-	21	11	-
Shared with family	-	-	21	7	-
Borrowed	-	-	-	-	-
Handed-down	2	-	12	3	-
Gifts	2	13	31	25	-
Other (welfare)	-	-	-	-	-

*Uniforms analyzed separately.

TABLE XXIV

AVERAGE COST PAID PER GARMENT BY 74 HIGH SOCIO-ECONOMIC STATUS ADOLESCENT BOYS
(figures expressed in percentages)

Garments	less than \$5.00-		\$10.00-	\$15.00-	\$20.00-	\$25.00-	\$30.00-	\$35.00-	\$40.00-	\$45.00-	\$50.00
	\$5.00	\$10.00	\$15.00	\$20.00	\$25.00	\$30.00	\$35.00	\$40.00	\$45.00	\$50.00	or more
Shirts	4	69	27	-	-	-	-	-	-	-	-
Slacks	-	32	52	16	-	-	-	-	-	-	-
Jeans*	-	59	3	-	-	-	-	-	-	-	-
Shorts	7	77	10	6	-	-	-	-	-	-	-
Jackets	3	1	22	42	16	6	10	-	-	-	-
Coats	-	-	1	4	7	14	21	34	5	7	4
Suits*	-	-	-	-	-	5	-	39	11	7	8
Sweaters*	-	21	32	14	6	-	-	-	-	-	-
Hats, Caps*	7	11	11	8	5	-	-	-	-	-	-
Shoes	-	6	42	51	1	-	-	-	-	-	-
Uniforms*	11	31	22	8	5	3	-	1	-	-	-

* Denotes a total of less than 100%; due to some respondents' lack of specific clothing items.

(Figure 61, page 103) However, percentile fluctuations did occur in those areas of "freedom from withdrawal tendencies" and "freedom from anti-social tendencies." All tabulated mean scores were well below the 50 percentile mark, regardless of the test instrument used to evaluate degree of social adjustment.

Results from the Wardrobe Content Inventory indicated that the greatest quantity of clothing was owned by boys in the Some-Participation sub-classification group, followed closely by boys in both the Little and Moderate-Participation sub-groups. (Table XXV, page 104) Respondents who did not participate or who participated actively in social activities owned the fewest number of garments. The only exception to this trend was the "uniforms" category, which increased in quantity as the amount of social involvement increased.

Most of the clothing owned by these junior and senior high school boys was provided by their families, either as newly purchased ready-to-wear, gifts, or handed-down apparel. (Table XXVI, page 105) Few boys borrowed clothing; however, approximately 23 percent did share shirts and jackets with other family members. Since a significant number of boys from an orphanage attended one of the schools used in this sample, a noticeable amount of clothing was received from "other" (welfare) sources.

The average cost paid per garment varied according to the socioeconomic level of each respondent. Items such as suits, coats, jackets, shoes, and uniforms all increased in cost as the level of socioeconomic status increased. (Table XXVII, page 106) However, prices paid for shirts, slacks, jeans, and sweaters remained fairly constant throughout all classifications.

percentile

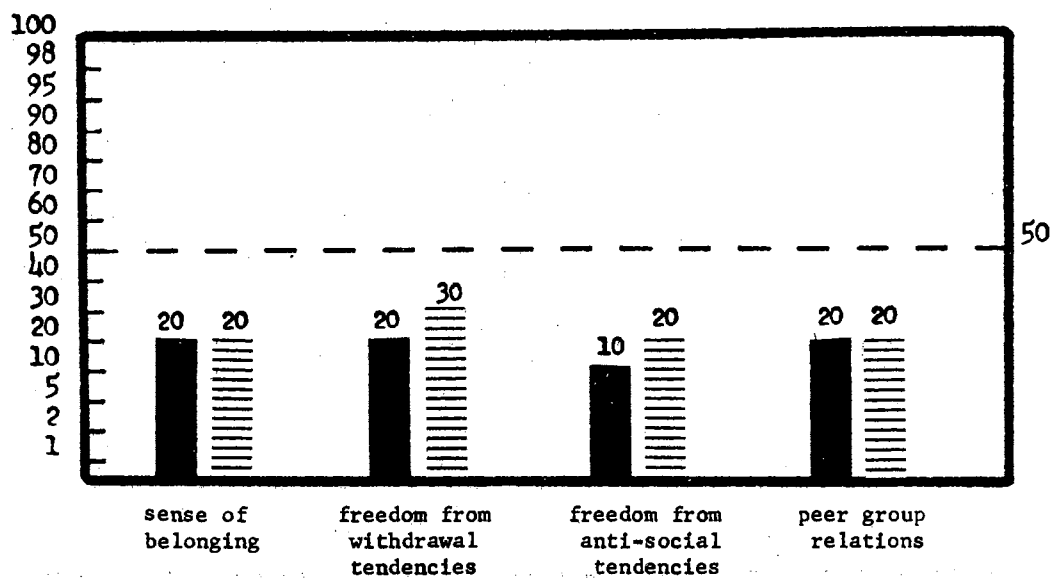


Figure 61. Mean Score Percentile Ratings of Total Sample of 300 Adolescent Boys



 California Test of Personality
 Clothing Attitudes Checklist

TABLE XXV

MEAN NUMBER OF GARMENTS OWNED BY TOTAL SAMPLE
OF 300 ADOLESCENT BOYS

Garments	Degree of Social Participation				
	None	Little	Some	Moderate	Active
Shirts:					
school	8.5	12.5	13.4	12.6	10.9
dress	3.6	3.5	4.6	4.6	4.0
Slacks:					
school	3.8	4.7	4.9	5.1	4.3
dress	2.5	2.5	4.0	3.3	3.4
Jeans	3.8	4.8	5.0	4.2	3.7
Shorts	2.9	3.1	4.0	4.0	3.7
Jackets:					
school	2.0	2.6	2.9	2.8	2.4
dress	1.4	1.5	2.1	2.3	1.6
Coats:					
school	1.3	1.4	2.1	1.8	1.4
dress	1.0	1.0	1.4	1.6	1.4
raincoat	.4	.6	.7	.6	.6
Suits	1.2	1.4	1.8	1.6	1.4
Sweaters:					
school	1.9	2.0	2.7	2.6	2.0
dress	1.1	1.1	1.7	1.5	1.1
Hats, Caps	1.1	1.2	1.5	1.7	1.4
Shoes:					
school	1.7	1.9	2.0	2.0	1.8
dress	1.0	1.1	1.5	1.3	1.4
gym	1.0	1.3	1.3	1.3	1.4
boots	1.1	1.1	1.5	1.3	1.0
Uniforms:					
school	-	.1	.3	.4	.5
non-school	-	.3	.4	.5	.9

TABLE XXVI

SOURCE OF CLOTHING ITEMS* OWNED BY TOTAL SAMPLE OF 300 ADOLESCENT BOYS
(figures expressed in percentages)

Source	Type of Apparel				
	Shirts	Slacks	Jeans	Shorts	Jackets
Paid for by you	8	7	12	9	1
Bought by family	62	74	77	77	77
Made at home	2	-	-	-	1
Shared with family	4	-	-	-	6
Borrowed	-	-	-	-	-
Handed-down	4	-	3	5	5
Gifts	11	8	-	5	5
Other (welfare)	6	11	7	4	5

	Type of Apparel				
	Coats	Suits	Sweaters	Hats, Caps	Shoes
Paid for by you	5	-	2	28	3
Bought by family	79	86	40	22	73
Made at home	-	-	29	4	-
Shared with family	-	-	12	10	-
Borrowed	-	-	-	-	-
Handed-down	7	6	9	10	9
Gifts	1	4	15	19	-
Other (welfare)	8	4	3	7	15

* Uniforms analyzed separately.

TABLE XXVII

AVERAGE COST PAID PER GARMENT BY TOTAL SAMPLE OF 300 ADOLESCENT BOYS
(figures expressed in percentages)

Garments	less than \$5.00	\$5.00- \$10.00	\$10.00- \$15.00	\$15.00- \$20.00	\$20.00- \$25.00	\$25.00- \$30.00	\$30.00- \$35.00	\$35.00- \$40.00	\$40.00- \$45.00	\$45.00- \$50.00	\$50.00 or more
Shirts	28	55	17	-	-	-	-	-	-	-	-
Slacks*	12	46	28	8	-	-	-	-	-	-	-
Jeans*	27	55	1	-	-	-	-	-	-	-	-
Shorts*	21	63	11	2	-	-	-	-	-	-	-
Jackets	10	22	23	29	10	3	3	-	-	-	-
Coats	-	1	9	11	18	13	20	19	4	4	1
Suits*	-	-	-	8	10	23	10	18	8	4	4
Sweaters*	16	31	16	5	2	-	-	-	-	-	-
Hats, Caps*	23	23	8	5	2	-	-	-	-	-	-
Shoes	4	30	46	20	-	-	-	-	-	-	-
Uniforms*	17	31	18	3	3	1	-	-	-	-	-

*Denotes a total of less than 100%; due to some respondents' lack of specific clothing items.

Additional analysis of findings from the Wardrobe Content Inventory disclosed that clothing combinations involving shirts, slacks, jeans, and jackets were the most popular types for all social activities. A higher percentage of boys wore shirt-slacks-jacket combinations to class, as compared to the percentage of boys who preferred to wear shirt-jeans-jacket combinations. (Table XXVIII, page 107) Suits were worn only for special assemblies or "dress-up" days.

TABLE XXVIII
PREFERRED TYPE OF APPAREL FOR CLASS ACTIVITIES

Garment Combinations	Frequency of Wear		
	Usually	Sometimes	Never
Shirt, slacks		X	
Shirt, slacks, jacket	X		
Sweater, slacks			X
Sweater, slacks, jacket		X	
Shirt, jeans		X	
Shirt, jeans, jacket		X	
Sweater, jeans		X	
Sweater, jeans, jacket		X	
Suit			X

Further analysis of data revealed that these respondents wore a larger number of shirt or sweater-slacks combinations for school social activities than they wore to either class or extra-curricular activities. (Table XXIX, page 108) Suits remained unpopular, with the

majority of boys preferring to wear a shirt-slacks-sports jacket combination. Jeans were seldom worn to any of these school club and organizational social activities.

TABLE XXIX
PREFERRED TYPE OF APPAREL FOR SCHOOL
SOCIAL ACTIVITIES

Garment Combinations	Frequency of Wear		
	Usually	Sometimes	Never
Shirt, slacks		X	
Shirt, slacks, jacket	X		
Sweater, slacks		X	
Sweater, slacks, jacket	X		
Shirt, jeans			X
Shirt, jeans, jacket		X	
Sweater, jeans			X
Sweater, jeans, jacket		X	
Suit			X

A slight variation was found to exist between the types of apparel worn both to school and non-school social activities. (Table XXX, page 109) This deviation centered on the number of suits worn to specific functions or for specific duties in high status clubs or organizations.

Uniforms necessary for participation in social events were most often provided by people other than the adolescent or his family. (Table XXXI, page 110) Such items included band and athletic uniforms

as well as school chorus and church choir robes. Clothing not furnished by others included Boy Scout uniforms, Boy's State sweaters, and play cast costumes.

TABLE XXX

PREFERRED TYPE OF APPAREL FOR NON-SCHOOL
SOCIAL ACTIVITIES

Garment Combinations	Frequency of Wear		
	Usually	Sometimes	Never
Shirt, slacks		X	
Shirt, slacks, jacket	X		
Sweater, slacks		X	
Sweater, slacks, jacket	X		
Shirt, jeans			X
Shirt, jeans, jacket		X	
Sweater, jeans			X
Sweater, jeans, jacket		X	
Suit		X	

TABLE XXXI
SOURCE OF REQUIRED ITEMS OF APPAREL

Club or Activity	Clothing Needed	Furnished	
		Yes	No
Athletics -	Football uniforms	X	
	Basketball uniforms	X	
	Track and field uniforms		X
	Wrestling uniforms	X	X
	Baseball uniforms	X	X
	Tennis uniforms	X	X
Music -	School chorus robes	X	
	Special school choir robes	X	X
	Church choir robes	X	
	Glee club jacket	X	
	Band uniforms	X	
School Organizations -	Pep club jacket	X	
	FFA jacket	X	X
School Activities -	Play cast costume	X	X
	School prom		X
Non-School Organizations -	4-H jacket		X
	Demolay's white jacket		X
Non-School Activities -	Boy's State sweater		X

CHAPTER V

INTERPRETATIONS AND CONCLUSIONS

Conclusions

Evidence from this research investigation suggested that differences in wardrobe content existed among boys classified into separate and distinct categories of social participation. These results were supported by data calculated from the social adjustment and clothing awareness test instruments, which indicated that non-participating adolescent boys were the least adjusted to the environment when compared to all boys who were engaged in some form of organized social activity. Clothing awareness scores for these non-participants were slightly higher than their social adjustment scores, thus suggesting that these respondents used clothing to conform to peer group expectations.

Although social adjustment scores for boys in the Some-Participation sub-groups were low, corresponding scores taken from the clothing awareness questionnaires were tabulated near the 30 to 40 percentile range. This discrepancy in mean scores was assumed to indicate that these respondents experienced discernable feelings of anxiety in social situations. Clothing seemed to be utilized to conceal emotional frustrations and unacceptable behavioral actions. Since these respondents possessed the greatest quantity of apparel, clothing may also serve as a psychological outlet for these frustrations.

An analysis of findings pertaining to both the little and moderately participating boys revealed that no significant differences in social adjustment, clothing awareness, or wardrobe content existed between the two sub-groups. With only occasional exceptions, results showed that all mean score computations for these respondents fell midway between the scores of boys in either the Non and Some-Participation or Active and Some-Participation sub-classifications.

Wardrobe Recommendations

In contrast to all other sub-groups, actively participating boys were noticeably well-adjusted to their environment. Scores of both social adjustment and clothing awareness produced a high degree of similarity among the results. Although these respondents participated in many activities, an evaluation of wardrobe content disclosed that these boys possessed few clothing items. Thus, it was assumed that the extent of social participation is only one of the several factors that determine adolescent clothing needs. For this reason, all clothing recommendations made for both junior and senior high school boys were based on data calculations taken from boys in the Active-Participation sub-groups.

These clothing recommendations include: 15 shirts, both long and short sleeved. It is suggested that two of these be white dress shirts, the type worn for more formal activities such as the Junior and Senior Prom. Data concerning slacks and jeans were compiled into the trouser category, thus allowing for individual preferences. Eleven of these garments would suffice for an entire year, as long as they contain both summer and winter items. Some consideration should also be given to

dress slacks, which, in combination with sports jackets, were the choice of most adolescents who attended both school and non-school social activities. Two sports jackets should be adequate, especially when two school jackets are added to the total number.

Three coats are believed to be sufficient, as long as they consist of one school coat, one dress coat, and one raincoat. Three sweaters are also recommended for boys in these age groups. If more sweaters are included, one school jacket is sufficient. Since most of these sweaters are received as gifts, the cost of these apparel items might not be included in the family clothing budget.

Each adolescent wardrobe should contain four or five pairs of shoes, of which two pairs are categorized as school shoes. One pair of dress shoes are considered to be adequate. As most boys are enrolled in physical education classes at school, one pair of gym shoes is needed. Most of these boys owned a pair of "cowboy" boots; however, these could be counted as a pair of school shoes, thus reducing the total number of footwear items to four pairs of shoes.

Suits are not included among the basic wardrobe recommendations because of expense and infrequency of wear. Shorts, hats, and caps were not included as they are matters of personal preference, proof of which is seen by the small percentage of boys who owned such items. Because the majority of uniforms necessary for participation in school and extracurricular social activities are provided by sources other than those of the adolescent or his family, they too were omitted.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this exploratory field study was to investigate and evaluate adolescent wardrobe content according to degree of social adjustment and social participation. Objectives of the study were (1) to determine the type and extent of social participation of adolescent boys; (2) to identify clothing norms of adolescent boys in relation to total number of garments owned, cost of apparel, and source of clothing items; and (3) to establish minimum clothing requirements of adolescent boys actively participating in social events. A study of previous investigations revealed that little research on the subject of adolescent male wardrobes has been conducted in recent years.

The research sample consisted of 300 randomly selected eighth, tenth, and twelfth grade male students attending one of seven junior and senior high schools located in three North-Central Oklahoma towns ranging in population from 3,000 to 27,000. Variables included class grade level, socio-economic status, and age classifications.

Five instruments were used to collect data. These included: (1) the California Test of Personality to identify and reveal status factors associated with individual self-concept and social adjustment; (2) a Clothing Attitudes Checklist to measure adolescent usage of clothing to express individual personality; (3) a Social Participation

Checklist to determine the degree of involvement in school and extra-curricular social activities; (4) a Socio-Economic Rating Scale to classify all respondents; and (5) a Wardrobe Content Inventory to evaluate adolescent wardrobes in terms of quantity, cost, and source of clothing items.

Analysis of data revealed that social adjustment increased in proportion to the amount of involvement in social activities. Further investigation of clothing usage disclosed that these respondents were conscious of the effect of appearance and dress in establishing satisfactory peer group relationships. Results also indicated that the ratio of wardrobe size to degree of social participation was not related. Boys who participated only to "some" extent owned a significantly greater number of garments than either the non-participating or actively participating adolescent.

Evidence showed that 79 percent of all clothing was received from friends and relatives, either as newly purchased ready-to-wear, gifts, or handed-down garments. Clothing was never borrowed, but approximately 23 percent of the respondents shared shirts and jackets with other family members. Due to the high percentage of orphans attending one of the schools sampled, a significant quantity of apparel was received from "other" (welfare) sources.

The socio-economic level of the respondent influenced the average cost of some garment types. Suits, coats, jackets, shoes, and uniforms increased in cost as the socio-economic level increased. Prices paid for shirts, slacks, jeans, and sweaters were constant for all socio-economic groups.

Additional findings disclosed that clothing combinations of shirts, slacks, jeans, and jackets were the most popular apparel for all types of social activities. A greater number of boys wore shirt-slacks-jacket combinations to class, as compared to the number of boys who preferred to wear shirt-jeans-jacket combinations. Sweaters were seldom worn, while suits were worn only for special occasions.

Most uniforms necessary for participation in social events were provided by sources other than the adolescent or his family. Such items included band and athletic uniforms and school and church choir robes. Only Boy Scout uniforms, Boy's State sweaters, and play cast costumes were financed by the families.

Data calculated from the responses of actively participating boys served as the basis for the recommendations of adolescent minimum wardrobe content. These recommendations included 15 shirts, 11 pairs of slacks and/or jeans, 4 jackets, 3 coats, 3 sweaters, and 4 or 5 pairs of shoes. Garments such as shorts, hats, and caps are items dependent only on personal preferences. Due to a lack of justification in terms of expense or frequency of wear, suits were not included in these recommendations.

Recommendations for Further Study

The researcher would recommend several changes for consideration in future projects concerned with adolescent wardrobe inventories:

- (1) Use of a larger sample population to permit a greater number of respondents in each sub-classification category.
- (2) Replication of the study in different geographic areas of the nation.

- (3) Development of a more intensive test instrument to determine the reasons why actively participating adolescent boys own fewer garments than boys who only participate to "some" extent in social activities.

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APPENDIX A

COVER LETTER

February __, 1970

Mr. _____
Principal, _____ School
_____, Oklahoma

Dear Mr. _____:

As a home economics graduate student at Oklahoma State University, I am now working on my Master's thesis in the area of Clothing, Textiles, and Merchandising. This thesis is concerned with establishing the minimum clothing requirements of adolescent boys. One objective of the study is to determine the number of garments a junior and senior high school student must have in order to actively participate in school activities; as it is thought that non-participation due to feelings of clothing deprivation is one cause of adolescents dropping out of school.

Junior and senior high school students in several schools located in North-Central Oklahoma are participating in the study. I would like to include students in your school in the research sample.

It will be possible for me to meet with you at your earliest convenience to discuss the various aspects of the study in more detail. I will be in your area on the morning of February __ and __. Which of these times would be the most convenient for you? I would appreciate receiving your answer by return mail in the enclosed, self-addressed, stamped envelope.

Respectfully,

W. Jeanette Roberts

Enclosure

APPENDIX B

GENERAL DIRECTIONS

GENERAL DIRECTIONS

You have been selected to participate in a research study concerning teenage clothing. Your opinions are a very important part of my project investigating adolescent clothing needs. There are no right or wrong answers, I only want your opinion. Do not sign your name on any of the pages, as your answers will be mixed with the answers of other students in other towns.

Please answer all of the questions, for if you leave any questions unanswered, I cannot use any of your replies to other questions.

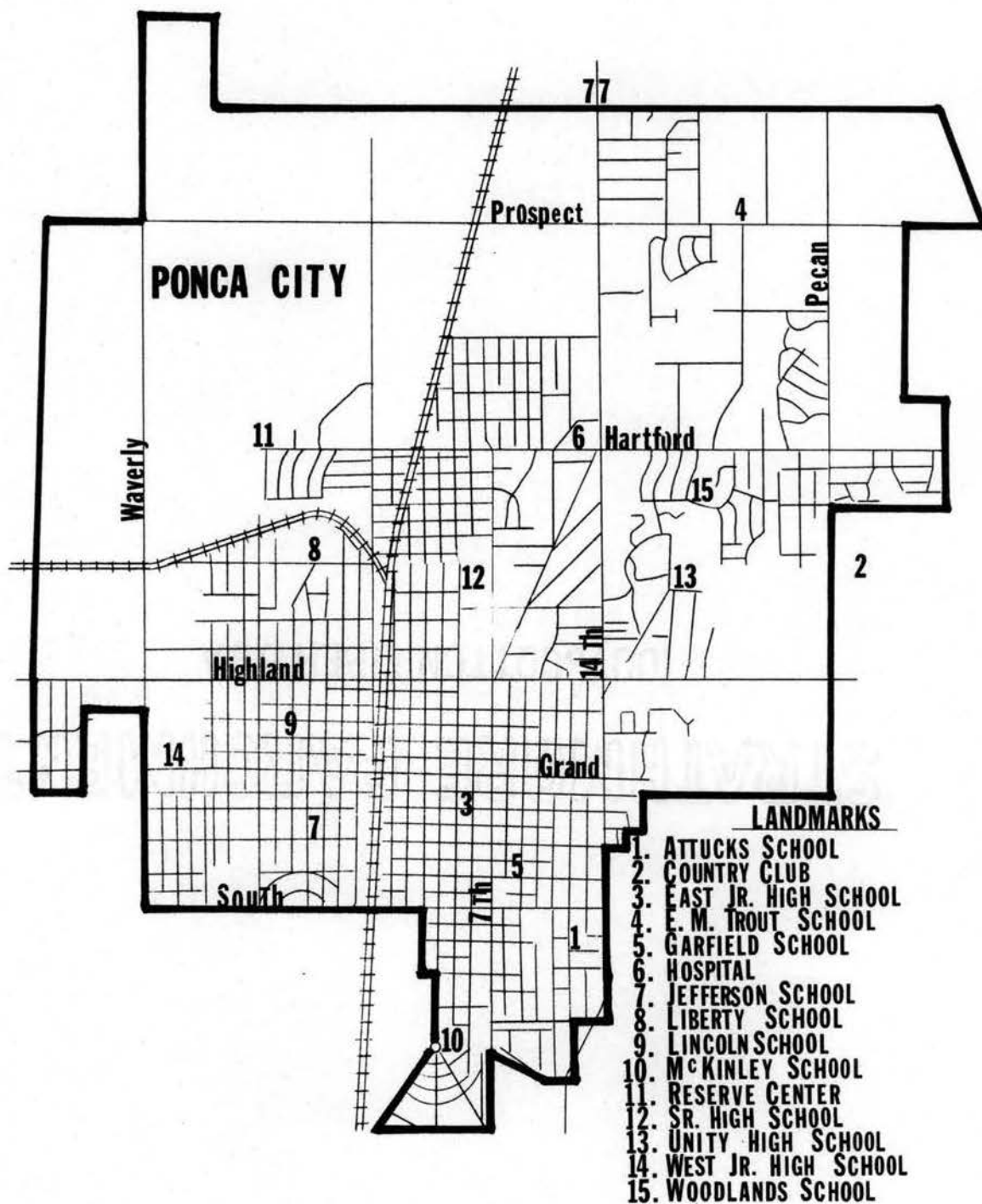
Please work as quickly as you can, and please do not un-staple any part of your questionnaire.

Thank you.

DIRECTIONS FOR USING THE MAP: On the next page you will find a city map. Please place an X on the map at the place where you and your family live. If you live outside the city limits, place an X near the edge of the map at the point closest to your home.

APPENDIX C

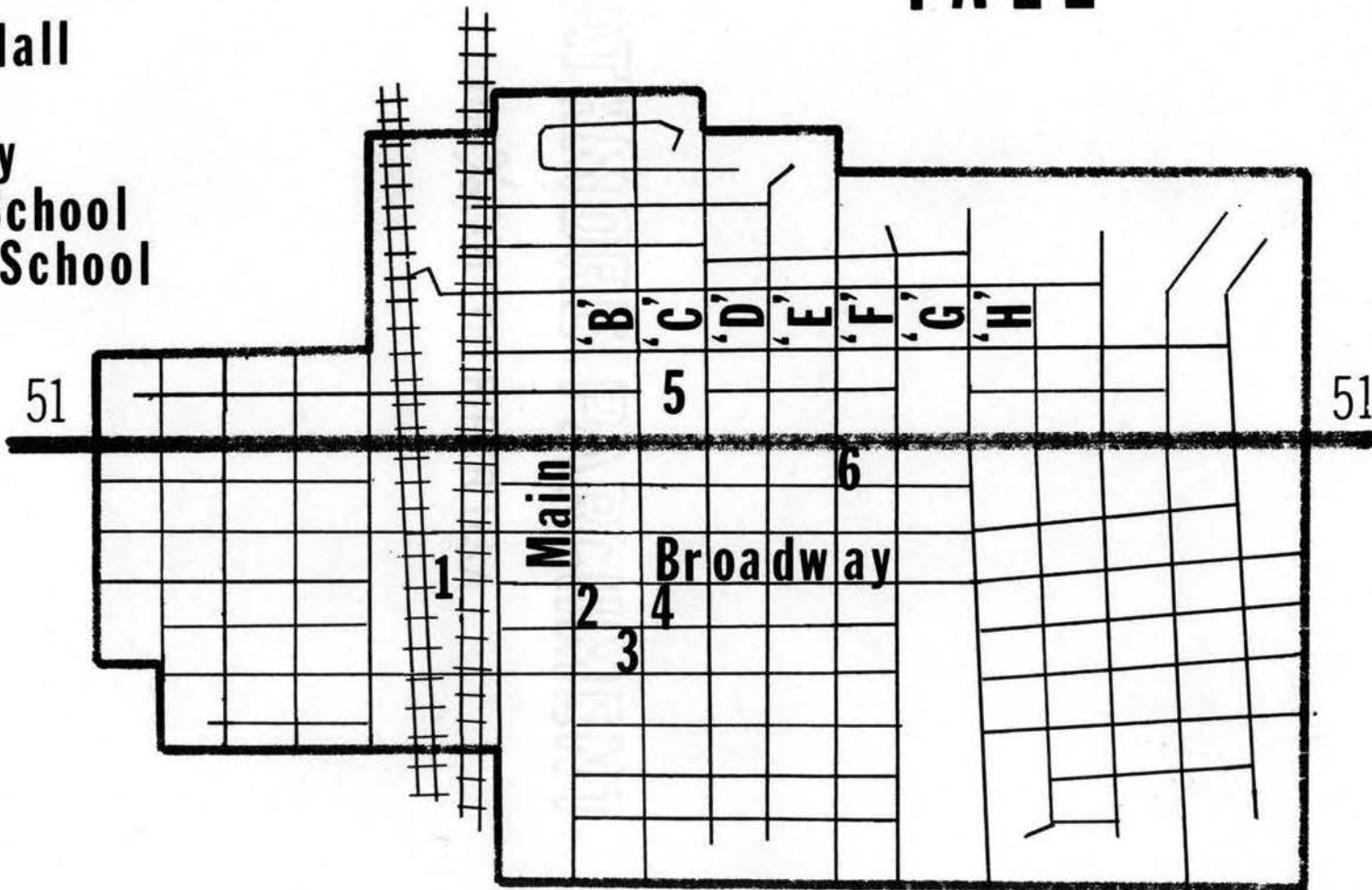
CITY MAPS



LANDMARKS

YALE

1. Depot
2. City Hall
3. Park
4. Library
5. High School
6. Grade School



APPENDIX D

SOCIAL ADJUSTMENT TEST INSTRUMENTS

SOCIAL ADJUSTMENT RATING SCALE

Characteristics

- A. A person rating high in sense of belonging
 - 1. follows dress standards set by peers
 - 2. feels self-confident in social situations
 - 3. attends many social activities
- B. A person rating high in withdrawal tendencies
 - 1. is highly interested in clothes, seeks advice from friends
 - 2. is very sensitive and insecure about personal appearance
 - 3. seldom holds office in clubs or organizations
- C. A person rating high in anti-social tendencies
 - 1. wears 'noticeable' clothes that deviate from peer dress norms
 - 2. creates an unfavorable first impression
 - 3. attends few social events
- D. A person rating high in peer group relations
 - 1. sets clothing standards, wears new styles of dress
 - 2. feels secure in social situations
 - 3. holds office in clubs and organizations

Questionnaire Categories

- A. Sense of Belonging -
 - California Test of Personality - questions 46 through 60
 - Clothing Attitudes Checklist - questions 1 through 10
- B. Withdrawal Tendencies -
 - California Test of Personality - questions 61 through 75
 - Clothing Attitudes Checklist - questions 11 through 20
- C. Anti-Social Tendencies -
 - California Test of Personality - questions 121 through 135
 - Clothing Attitudes Checklist - questions 21 through 30
- D. Peer Group Relations -
 - California Test of Personality - questions 151 through 165
 - Clothing Attitudes Checklist - questions 31 through 40

CLOTHING ATTITUDE CHECKLIST

Directions: Listed below are various statements which will tell your ideas about clothing. A circle around YES or NO will indicate your answer. Remember, there are no right or wrong answers, it is only your opinion that counts.

- | | | |
|---|-----|----|
| 1. I like to wear clothes like my friends wear. | YES | NO |
| 2. I think a lot about my clothes. | YES | NO |
| 3. I think a person's appearance has much to do with popularity. | YES | NO |
| 4. I feel I have enough clothes, but I always want more. | YES | NO |
| 5. I am more talkative when I feel well-dressed. | YES | NO |
| 6. I feel better when I am dressed the way my friends are dressed. | YES | NO |
| 7. I hardly pay any attention to my clothes after I put them on. | YES | NO |
| 8. I like to wear clothes that my friends think are a little wild. | YES | NO |
| 9. I have only a few friends. | YES | NO |
| 10. I never like to be teased about my clothes. | YES | NO |
| 11. I often ask for advice on what clothes to wear. | YES | NO |
| 12. I am usually ashamed of my clothes. | YES | NO |
| 13. I worry a lot about what clothes to wear. | YES | NO |
| 14. I would feel more at ease if I had nicer clothes. | YES | NO |
| 15. I need more money to buy the clothes I need. | YES | NO |
| 16. I feel bad when people criticise my clothes. | YES | NO |
| 17. I think the popular kids in school have better clothes than I do. | YES | NO |
| 18. I worry about what other people think of my clothes. | YES | NO |
| 19. I think other people judge me by the clothes I wear. | YES | NO |
| 20. I sometimes stay at home because I do not have the right clothes to wear. | YES | NO |

- | | | |
|--|-----|----|
| 21. I usually get into trouble because of the clothes I wear. | YES | NO |
| 22. I have all the friends I need. | YES | NO |
| 23. I wear some clothes just to get other people shook up. | YES | NO |
| 24. I hate to shop for clothes because the sales people are so unfriendly. | YES | NO |
| 25. I do not care if other people like my clothes or not. | YES | NO |
| 26. I would rather be alone than with other people. | YES | NO |
| 27. I wear a lot of crazy clothes if somebody dares me to. | YES | NO |
| 28. I always hate it when I have to wear a required style of clothes. | YES | NO |
| 29. I like to wear a different style of clothes than my friends wear. | YES | NO |
| 30. I wear clothes like my classmates wear only when I am told to do so. | YES | NO |
| 31. I like to wear hand-me-down clothes. | YES | NO |
| 32. I give advice to my friends on what clothes they should wear. | YES | NO |
| 33. I like to be one of the first to wear a new style of clothes. | YES | NO |
| 34. I do not think my clothes are as good as the clothes my friends wear. | YES | NO |
| 35. I do not take part in many social activities. | YES | NO |
| 36. I have a lot of trouble making up my mind about what clothes to wear. | YES | NO |
| 37. I do not mind wearing clothes that are out of style. | YES | NO |
| 38. I think I am better dressed than most of my friends. | YES | NO |
| 39. I do not mind if other people tease me about my clothes. | YES | NO |
| 40. I keep wishing I had more clothes. | YES | NO |

APPENDIX E

SOCIAL PARTICIPATION TEST INSTRUMENTS

SOCIAL PARTICIPATION RATING SCALE

Points

- A. Participation in an activity,
without holding an office
(member of a club, team,
band, chorus, etc.) 1
- B. Participation in an activity,
holding a minor office
(home room officer, club
committee chairman, etc.) 2
- C. Participation in an activity,
holding a major office
(student council, club
or class officer, etc.) 3
- D. Participation in an activity,
holding the highest office
(club or class president,
editor, Boy's State, etc.) 4

SOCIAL PARTICIPATION CHECKLIST

Directions: Listed below are various school and non-school clubs and organizations to which you may belong. Please circle those that apply to you. Write in any office you now hold or have held during this school year. In the case of group or team membership, write in the position you held. (For example - football captain, lead in the class play, school choral trio, etc.)

	<u>Member</u>	<u>Office Held</u>
Science Club.....	YES	_____
Library Club.....	YES	_____
Boy Scouts or Eagle Scouts.....	YES	_____
4 - H Club.....	YES	_____
Beta Club.....	YES	_____
National Honor Society.....	YES	_____
Student Council.....	YES	_____
Future Farmers of America.....	YES	_____
Future Teachers of America.....	YES	_____
Future Business Leaders of America.....	YES	_____
D.E.C.A.	YES	_____
Demolay's.....	YES	_____
Glee Club.....	YES	_____
Pep Club.....	YES	_____
Football Team.....	YES	_____
Basketball Team.....	YES	_____
Track and Field Team.....	YES	_____
Wrestling Team.....	YES	_____
Cheerleader.....	YES	_____
Play Cast.....	YES	_____

[illegible]

APPENDIX F

WARDROBE CONTENT INVENTORY

WARDROBE CONTENT INVENTORY

(Outerwear)

Directions: The questions below refer to the clothes you wear. Remember, all questions must be answered, so please make your answers as accurate as you can.

1. How many clothes of each type do you own? (Include both summer and winter clothes)

	<u>Total Number</u>
Shirts:	
School.....	_____
Dress.....	_____
Slacks:	
School.....	_____
Dress.....	_____
Jeans.....	_____
Shorts.....	_____
Jackets:	
School.....	_____
Dress.....	_____
Coats:	
School.....	_____
Dress.....	_____
Raincoats.....	_____
Suits.....	_____
Sweaters:	
School.....	_____
Dress.....	_____
Hats, Caps.....	_____
Shoes:	
School.....	_____
Dress.....	_____
Gym.....	_____
Boots, Rain Shoes.....	_____
Uniforms:	
School.....	_____
Non-School.....	_____

	School Shirts	Dress Shirts	School Slacks	Dress Slacks	Jeans	Shorts	School Jackets	Dress Jackets	School Coats	Dress Coats	Raincoats	Suits	School Sweaters	Dress Sweaters	Hats, Caps	School Shoes	Dress Shoes	Gym Shoes	Boots, Rain	School Uniforms	Non-School Uniforms
2. Where do you get these clothes? (Check all answers that apply.)																					
paid for by you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bought by family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
made at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
shared with family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
borrowed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
handed-down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gifts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other (identify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. How much do you pay for these clothes when you buy them ready-made? (Check all answers that apply.)																					
Less than \$5.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\$ 5.00 - \$ 9.99	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\$10.00 - \$14.99	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\$15.00 - \$19.99	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\$20.00 - \$24.99	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\$25.00 - \$29.99	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\$30.00 - \$34.99	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\$35.00 - \$39.99	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\$40.00 - \$44.99	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\$45.00 - \$49.99	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\$50.00 or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How often do you wear these clothing combinations to class, school social activities, and non-school social activities?

CLASS

	<u>Usually</u>	<u>Sometimes</u>	<u>Never</u>
Shirt, slacks.....	_____	_____	_____
Shirt, slacks, jacket.....	_____	_____	_____
Sweater, slacks.....	_____	_____	_____
Sweater, slacks, jacket.....	_____	_____	_____
Shirt, jeans.....	_____	_____	_____
Shirt, jeans, jacket.....	_____	_____	_____
Sweater, jeans.....	_____	_____	_____
Sweater, jeans, jacket.....	_____	_____	_____
Suit.....	_____	_____	_____

SCHOOL SOCIAL ACTIVITIES

	<u>Usually</u>	<u>Sometimes</u>	<u>Never</u>
Shirt, slacks.....	_____	_____	_____
Shirt, slacks, jacket.....	_____	_____	_____
Sweater, slacks.....	_____	_____	_____
Sweater, slacks, jacket.....	_____	_____	_____
Shirt, jeans.....	_____	_____	_____
Shirt, jeans, jacket.....	_____	_____	_____
Sweater, jeans.....	_____	_____	_____
Sweater, jeans, jacket.....	_____	_____	_____
Suit.....	_____	_____	_____

NON-SCHOOL SOCIAL ACTIVITIES

	<u>Usually</u>	<u>Sometimes</u>	<u>Never</u>
Shirt, slacks.....	_____	_____	_____
Shirt, slacks, jacket.....	_____	_____	_____
Sweater, slacks.....	_____	_____	_____
Sweater, slacks, jacket.....	_____	_____	_____
Shirt, jeans.....	_____	_____	_____
Shirt, jeans, jacket.....	_____	_____	_____
Sweater, jeans.....	_____	_____	_____
Sweater, jeans, jacket.....	_____	_____	_____
Suit.....	_____	_____	_____

APPENDIX G

STATISTICAL RESULTS

STATISTICAL RESULTS

Three hundred "t-tests" of significance were calculated for each category of garments owned by low, middle, and high socio-economic boys in the eighth, tenth, and twelfth grades. All differences in the quantity of apparel were considered to be significant at the .05 level.

Eighth Grade

shirts**
slacks and jeans**
shorts
jackets
coats

suits
sweaters
hats and caps
shoes
uniforms**

Tenth Grade

shirts**
slacks and jeans**
shorts
jackets**
coats

suits
sweaters
hats and caps
shoes
uniforms**

Twelfth Grade

shirts**
slacks and jeans**
shorts**
jackets
coats

suits
sweaters**
hats and caps
shoes**
uniforms

** Significant differences

VITA

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Master of Science

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FOR ADOLESCENT WARDROBE CONTENT

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