

C L O T H I N G I N T E R E S T O F T E E N A G E
B O Y S I N R E L A T I O N T O A C A D E M I C
S T A T U S A N D S O C I A L
A D J U S T M E N T

A THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF SCIENCE IN CLOTHING
IN THE GRADUATE SCHOOL OF THE
TEXAS WOMAN'S UNIVERSITY

COLLEGE OF
HOUSEHOLD ARTS AND SCIENCES

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DENTON, TEXAS

AUGUST, 1970

A C K N O W L E D G M E N T S

Sincere gratitude of the author is especially expressed to the following persons who have made the completion of this study possible:

Dr. Jessie W. Bateman, Dean of the College of Household Arts and Sciences, Texas Woman's University, for her counseling and interest in the problem and for the final editing of the manuscript.

Mrs. Clarice Garrett, Assistant Professor of Clothing and Textiles, for her patient guidance and assistance in various aspects of this study.

Dr. Bethel Caster, Associate Professor of Clothing and Costume Design, and Dr. Madeline Ulibarri, Assistant Professor of Child Development and Family Living, for serving as members of the graduate committee.

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CHAPTER I

I N T R O D U C T I O N

Within any group of teenage boys a variety of dress may be observed. There is usually a margin of variance in the educational abilities, the social acceptance of each and the number of extracurricular activities in which these boys participate.

American life appears to be progressing toward greater individualism. Revolutionary changes are presently occurring in menswear. An era of splendor in men's fashion is anticipated (5).

The differences in consumers of yesterday and tomorrow relate to age, education, mobility, increased income and leisure. Psychological drives influenced by these factors are in evidence. One way to express personality is through clothing. According to Bond (1), a person tells others something about himself by the way he dresses.

Due to limited information concerning the relationships between clothing interest and socio-psychological factors of boys at the teenage level, there is a need for more investigation. High school educators are making known their concern

regarding the possible value of Homemaking courses for boys to meet the needs in today's changing world. Does clothing interest have a relation to the educational level, social level, and extracurricular interest of the individual teenage boy? The answer to this question will be of much value in providing for the socio-psychological needs of high school boys.

This study was designed to investigate the clothing interests of teenage boys relative to participation in school and extracurricular activities.

REVIEW OF LITERATURE

Clothing choices have been attributed to many influencing factors. The main theories set forth by early researchers were basically defined in four categories. The first factor was of modesty as revealed in the Bible to cover nakedness and to avoid shame. The second was a complete reversal of the previous theory. This factor was the immodesty theory when clothing was used to emphasize parts of the body by covering. The third factor was for protection against the elements, insects, and enemies or supernatural forces. The fourth theory was based on clothing as esthetic expression. From these four basic theories psychologists have come to apply the words drives or needs as the reasons for wearing clothing.

Clothing is one of the basic needs for protection against the elements; therefore, it is easily understood why early emphasis was upon construction and design of clothing or on the study of textiles instead of the emotional effect on the individual. Not until the late forties was much concern directed toward social-psychological aspects of clothing. Ryan (22) stated that interest in the area of clothing has increased since the seminars on "Development of Studies and Research in the Sociological Aspects of Clothing" were held during the summers of 1949 and 1951 at Michigan State College. Each year reports of research prove that social-psychological aspects of clothing are a vital part of the total field of textiles and clothing.

An exploratory study was conducted by Williams and Eicher (27) to determine the importance of opinions on clothing and appearance as one of the elements which produce cohesiveness in any group. The investigation involved 154 ninth grade girls from a high school in a community with a population of 30,000 and was located in a midwestern state. Findings reflected that clothing is often considered the attribute first in importance as a characteristic of the most popular individual in a group. White collar workers were predominant in the families represented, but there also existed socio-economic extremes due to the incorporation into the school district of a small area of low-income working class families.

From a study designed to observe the part clothing plays in structuring perceptions of persons Douty (4) presented proof that clothing does have a socio-psychological effect on the individual. Four groups of 15 subject-judges and two groups who served as judges for predictive ratings, were randomly selected from women's civic organizations in Tallahassee, Florida. All participants were from the middle socio-economic class, ranged in age from young college graduates to that of Golden Age Club members and had a variety of interests, abilities, and occupations.

In order to provide standard conditions, projected colored slides of photographs of persons were used as pictorial stimuli in a reduced-cue situation. Four white, mature women beyond college age, who were located within the range of the middle socio-economic class, were selected to serve as stimuli for the ratings. Four experimental costumes were worn by each stimuli-person. Each costume had a distinct difference in tone. The difference was achieved through color, fabric, styling or accessories. In addition to these, each stimuli-person wore a control costume, a blue smock. Each group of subject-judges rated all the stimuli-persons but in only one of the stimuli costumes. The judges were informed that they were participating in a study of first impressions of persons. No mention of clothing was made. The judges rated the stimuli-persons on 25 items on an

assessment form. As a check on prediction of results, assessments of the various costumes were made by two other judging groups from the same population with the heads of the persons blocked out. To provide a measure of reliability, a matching sample of 90 undergraduate, university women students was used with replication of the procedure. Significant differences in ratings of social status and personal traits were found to be associated with change in clothing. Correlations of the ranks of stimuli-person scores and costume scores led to the conclusion that clothing therefore does influence the role an individual plays in society.

Results of research conducted by Hamilton and Warden (8) involving 294 students in the junior class of a mid-western high school located near an army base revealed that a relationship existed between acceptable and nonacceptable clothing behavior and the academic achievement of the boys in the sample. Six students and four teachers were interviewed to determine what was considered acceptable and nonacceptable dress for students in that school. Each of 13 junior English classes was visited three times to observe the students' clothing behavior. Four fashion counts were taken to ascertain whether points of nonacceptable dress, brought out in the interviews, were evident in the attire of the student body. A six point check list was formulated from

information obtained from interviews and the fashion counts. Points considered in the girls' dress were: fit and length of skirt, style and care of hair, make-up, and care and neatness of clothes. Points considered in the boys' dress were: fit and type of trousers, style and care of hair, style of shirt and manner worn, and care and neatness of clothes. Acceptable dress was defined as the dress which conformed to that currently worn by the majority of students. Another important point was that nonacceptable clothing behavior can affect the relationship of an adolescent with his peer group. Students with acceptable clothing behavior participated in more extracurricular activities and held more offices than did students with nonacceptable clothing behavior.

In a study conducted by Rosencrantz (19) 67 women in a clothing selection class were asked to respond to a questionnaire designed to measure interest in clothing. From the group answering the questionnaire, six women with very high scores and four women with very low scores were selected for personal interviews. The interview indicated that the high scoring individuals had essentially the same interests. Among the four low scoring individuals, two seemed to have very little interest in any thing. One had an interest in dietetics, and one stated that she was interested in interior decoration but showed more interest in clothing during the interview than the questionnaire indicated.

The questionnaire was then revised and administered to a group of women made up of 32 Home Economics seniors majoring in Vocational Home Economics or in Retailing, 32 business women, 29 factory workers, 28 sorority alumnae, 29 Spartan wives and 30 rural extension women. From this group two high scorers and three low scorers were chosen for an interview. Age, rural or urban background, occupation and income significantly related to total scores on the interest in clothing. Education, marital status, and family membership in organizations seemed to be related but to a lesser degree. General conclusions were that age, rural or urban background, occupation and income were significantly related to the degree of clothing interest of young women. The measure of time, effort, money and attention given to personal clothing can be used as criteria for determining clothing interest among women. However, the range of types of garments in a person's wardrobe seems to be the most sensitive single item of measure of young women's interest in clothing. Does this also hold true for the interest of young men and adolescent boys? Individuals who are closely associated with boys and with selection of clothing for boys believe a similar situation does exist.

In the school where Paul (18) taught, a questionnaire was devised and administered to the eighth and ninth grade boys to obtain information concerning clothing interest in

relation to: activities, importance of appearance, personal appearance, dress-up, self image and current styles. The boys ranged in age from 13 to 17 years, the majority were from middle socio-economic groups, and all participated in some type of activity other than school. From observation of this limited study much the same conclusions were drawn as in other studies of this type. The basic deductions were that boys in the age bracket from 13 to 17 years owned a wide variety of clothing and that a very strong desire to wear clothes much like their friends was in evidence.

A study of boys' clothing conformity and acceptance was made by Eicher and Dillon (6) in a junior high school in a small Indiana city. The investigation involved 83 boys and the purposes were to determine the clothing pattern of a group of eighth grade boys, and to investigate the relationship between the modal style of dress and social acceptance of peers. Employing a technique previously used by Eicher, the group was classified in three main categories: isolates, mutual pairs and members of reciprocal friendship structures. The findings were that a positive relationship between conformity to the modal pattern and group acceptance did exist.

A group of 596 boys in grades nine through twelve in Whitney County, Kentucky answered a questionnaire administered by Morgan (17). Results revealed that adolescent boys in all

grades exhibited an awareness and concern about their clothing. The conclusion of Morgan was that boys in the twelfth grade expressed a greater awareness toward clothing than boys in any other grade. The younger boys showed a tendency to initiate or follow an emergent fad. An increase in the tendency to ignore fads was noted among the ninth, tenth, eleventh, and twelfth grade students when compared to a lower grade level. This attribute was exhibited by a stronger conformity in clothing and the awareness of the importance of grooming, clothes styles and general appearance in problem situations.

The psychological situation in which a person finds himself determines to a great extent the deviation of dress. Kiebler (13) investigated 150 boys enrolled in junior classes of a high school in an attempt to ascertain the significant relationships between anti-social personality traits and deviant forms of dress. Results revealed that the more aggressive boy exhibited more deviant dress than the less aggressive boy. Boys whose parents were separated or divorced showed a greater tendency toward deviant dress. Students who were older than the chronological age for their class level had an inclination to be more deviant in their dress. The findings pointed toward less deviation in dress for those planning to attend college than for those with no such plans.

Also, based on results of the study, that a relationship between academic achievement and the interest one has in his clothing may exist.

Although, in one of the groups tested by Hamilton and Warden (8), boys with nonacceptable clothing behavior who rated 22 percentile points higher than boys with acceptable clothing behavior were detected when given a Differential Aptitude Test. Reasons for such findings have not been established; but it is thought that investigation is necessary from the standpoint of human relationships and family economics as well as from the aspect of clothing. Rosencrantz (19) found that higher education, membership in organizations, and higher verbal intelligence were related to a high clothing awareness of the individual.

Information secured by Huckabay (12) in a study performed in Baton Rouge, Louisiana, revealed that families from higher economic levels as well as higher educational levels favored instruction in clothing related areas for students in high school. Those families in lower economic and lower educational levels were less favorable toward clothing related instruction for high school students. In educational circles there is the belief that clothing influences attendance and participation in extracurricular events. This may result from the conjecture that the attractively dressed individual is

accepted and has therefore learned to enjoy these events or it may be that through the interest in these extra events one has learned to make himself more attractive in appearance.

Snow (24) investigated the clothing interest of 160 men in four occupational groups. The consensus was that a close relationship existed between salesmen, attorneys and school teachers when clothing interest was compared with wardrobes and memberships in organizations. There was no significant difference between any of the occupational groups when the clothing interest was compared; however, the highest clothing interest mean score was exhibited by the salesmen. There was a decided difference in mean wardrobe scores and organizational membership scores when factory workers were compared with the other three groups. Usually the younger man was found to be more interested in clothing and accepted current fashion more readily than the older man. Men in the highest income bracket had the lowest mean clothing interest score. As income levels increased the number of wardrobe items increased. The greatest acceptance of new fashions was exhibited by the highest and lowest income levels. The more formal education that a participant had acquired the higher was his clothing interest score, wardrobe score and activities score. As education decreased, the wardrobe scores decreased.

Knowing the rules of fashion and having the ability to use good taste in adapting them to his personality produces a well dressed man, according to the editors of the Department Store Economist (15). Marshall (16) conducted a study which investigated leadership in men's fashion among a selected group of 100 fraternity men between the ages of 18 and 25 years. Each participant was requested to list members of the fraternity that were considered Fashion Leaders, Fashion Innovators, and Fashion Information Leaders. Fashion Leaders were those members who were first to wear the newest fashions; Fashion Innovators were those who owned and wore a large number of articles of clothing; Fashion Information Leaders were those who maintained up to date knowledge and information on fashions. A participant who was listed less than five times in any category was designated as a Non-Fashion Leader, Non-Fashion Innovator or Non-Fashion Information Leader. A participation score was also computed for each participant according to the number of organizations to which he belonged and the number of offices held. Results revealed a positive relationship between all three groupings. The Fashion Leaders, Fashion Innovators and Fashion Information Leaders participated in more organizations, held more offices and spent more money on clothing than did the non-fashion group.

Curriculums in textiles and clothing are currently being revised to place greater emphasis on the social-

psychological factors related to clothing for all ages.

Ryan (22) demonstrated this trend by introducing new research methods and techniques related to the social-psychological aspect of clothing which would add a new dimension to the field of textiles and clothing for all ages both male and female. The fact that the social organization had a distinct relationship to pattern of dress was also emphasized by Roach (21).

Much has been said about the revolution in men's and boys' clothing of today. Herskowitz (10) reported that Cassini was of the opinion that the fashion revolution was related to the economic, political, and social changes that are currently observed. This author further stated that Fox, a buyer of men's clothing for Neiman-Marcus stores in Texas, related that selling is now based on an emotional appeal to the individual. Nothing is really new in the fashions for men today. Current fashions for men greatly resemble clothes that were in fashion in 1860. According to Herskowitz, Gordon pointed out that men look more elegant today and the present day man wants to be noticed.

For more than 40 years, teenagers have been fashion innovators according to Head (9). Teenagers bobbed their hair in the twenties and learned the Charleston. In the thirties the teenager lengthened her skirts and danced the Big Apple.

Teen departments in stores had their beginnings in the forties. During the fifties and sixties the Sloppy Look was invented, followed by the Beat Look, the Mod Look, the Chelsea Look and in general the teenager was a definite fashion influence everywhere. Head asserted that boys as well as girls are interested in clothing and that between the ages of 12 and 18 the greatest interest in clothing is exhibited.

Vener and Hoffer (26) collected data from 782 boys and girls enrolled in the eighth, tenth, and twelfth grades of the Lansing School system in order to determine the relationships between clothing awareness and differences in sex, age-grade status, social class status and related variables, and self-concept. Boys and girls in the higher grades expressed a feeling of clothing deprivation less frequently than those in the lower grades. Socially confident boys and girls who belonged to more organizations exhibited sentiments of clothing deprivation less frequently than low participators and those who were not as socially confident. Boys with a low awareness of clothing showed a tendency toward attitudes of high clothing deprivation. Since no group differences were observed among the students in respect to clothing awareness the evidence indicated that by early adolescence the individual has been made conscious of clothing in social life. The researchers suggested that by the time the youth had reached the twelfth grade, approved rules related to dress behavior had become habitual.

Darrin (3) stated that a study of clothing could serve to introduce or strengthen concepts of economics at every grade level in school. He also suggested that not just style, but history, economics and many other factors influence the clothes an individual wears.

OBJECTIVES

The specific objectives of this study were:

- 1) To determine the degree of clothing interest of teenage boys in a junior and senior high school in a town of 3,000 population located in North Central Texas.
- 2) To determine the relationships that may exist between clothing interest and reading level, cumulative academic grade average for the previous semester and extracurricular activities of the participants.

CHAPTER II

P L A N O F P R O C E D U R E

The sample selected for this study consisted of 125 teenage boys currently enrolled in and attending grades eight through twelve in a junior and senior high school located in North Central Texas. Each class was designated as a reference group. The sample was also classified according to age groupings. The town had a population of 3,000. Three manufacturers of leather goods were located in this North Central Texas town; a large number of the families were supported by employment at these factories. Limited agriculture and ranching activities were also evident.

The participants in this study were in attendance at the school during the semester immediately preceding the time the data were collected. Each boy was a regular student enrolled in the normal number of courses for his classification, and all were residents of the town or surrounding area.

A questionnaire was developed to obtain personal information and to determine the degree of clothing interest of teenage boys in the junior and senior high schools. The questionnaire was administered to students present in regularly scheduled English classes on a particular day. The

English classes were selected on the recommendation of the high school principal in order that the questionnaire be administered to all participants on the same day.

In the development of the questionnaire, persons who were closely associated with these boys and were qualified to give an opinion about them were consulted. This group was composed of high school teachers, school principals, counselors, clothing retailers and parents of teenage boys. Contents of the questionnaire were discussed relative to suitable questions which would obtain a valid measure of clothing interest.

A personal data sheet designed by the investigator was used to obtain information regarding the subject's age, classification in school, extracurricular activities and honors. This sheet contained a list of the existing student organizations. Membership in an organization and office if held were indicated by each participant. The organized sports provided by the school were listed and individual sport participation was designated by each member of the sample population. The honors awarded each year to the male students of the schools were listed and were to be checked in a like manner. One point was recorded for each honor award and for each activity in which the student participated.

The permanent records in the school office were used to obtain the cumulative grade average for the student's work completed during the previous semester. The records also provided the reading score as determined by the Science Research Associates Multi-level Achievement Test which had been administered to the eighth and ninth grades, and the Iowa Test of Educational Development administered to the tenth, eleventh, and twelfth grades. The scores reflected the Percentile Ratings of the individual.

The design of "The Clothing Interest Inventory" was divided into three divisions consisting of Part I, Part II, and Part III. Part I was composed of 10 information sources which may be used when planning the wardrobe or purchasing clothing. There were three established rating categories-- Usually, Sometimes, or Never. Values (0 to 2) were assigned to the three categories for computational purposes. A total score of 20 was possible for Part I of the inventory.

Part II consisted of a list of 20 items of clothing which was considered an adequate wardrobe for a teenage boy. Each boy was requested to check those items of clothing on the list which he owned and wore. A value of one was allotted to each item of clothing on the list. A maximum score of 20 points was possible for Part II of the "Clothing Interest Inventory."

The final division consisted of a group of 20 statements concerning the attitude of the participant toward situations regarding the importance placed on clothing in the life of the individual. The participants were instructed to check one of the rating categories--False, Mostly False, Mostly True, or True. Values ranging along a continuum from agreement to disagreement were assigned to the four categories; these values were three, two, one and zero respectively. The highest score obtainable for Part II was 60 points. Individual Clothing Interest Scores could range from 0 to 100.

The "Personal Data Sheet" and the "Clothing Interest Inventory" follow.

P E R S O N A L D A T A S H E E T

Name _____

Age _____

Grade classification _____

Check the following organizations to which you belong and specify any offices held.

Organization	Member	Office (Specify)
Class _____	_____	_____
Annual staff	_____	_____
Arrowhead staff	_____	_____
Band	_____	_____
Future Farmers	_____	_____
Library Club	_____	_____
Mu Alpha Theta	_____	_____
Science Club	_____	_____
Student Council	_____	_____
Other (Specify)	_____	_____

Check the following sports in which you participate.

Football _____

Track _____

Basketball _____

Golf _____

Baseball _____

Tennis _____

Check the honors you have received.

Best Looking in Class_____

Class Favorite_____

F H A Beau_____

Most Athletic in Class_____

Mr. School Spirit_____

National Honor Society_____

C L O T H I N G I N T E R E S T I N V E N T O R Y

PART I

Check the column which best describes how often you use the following sources of information when planning your wardrobe or purchasing clothing.

Source of Information	Degree of Use		
	Usually	Sometimes	Never
Magazines			
Newspapers			
Radio programs			
Television programs			
Window and store displays			
Salespeople in stores			
Information on labels			
Comments from friends			
What others are wearing			
Comments of family members			

PART II

Check the items of clothing which you own and wear.

1. Overcoat or all purpose coat_____
2. Heavy jacket_____
3. Light weight jacket_____

4. Suit (dress)_____
5. Sports jacket_____
6. Trousers (dress or casual)_____
7. Levis, Jeans or Coveralls_____
8. T-shirts (knit)_____
9. Sport shirts_____
10. Dress shirts_____
11. Pullover sweater_____
12. Cardigan sweater_____
13. Sneakers_____
14. Street or dress shoes_____
15. Walking shorts_____
16. White socks_____
17. Colored socks to match clothing_____
18. Belts (dress)_____
19. Belts (sport)_____
20. Ties_____

PART III

Check the appropriate blank at the right that best describes your feeling about the following statements.

Check True if you always agree with the statement.

Check Mostly True if you agree most of the time but not always.

Check Mostly False if you agree a small part of the time only.

Check False if you do not agree with the statement at all.

CHAPTER III

P R E S E N T A T I O N A N D A N A L Y S I S O F D A T A

A "Personal Data Sheet" to obtain personal information and a "Clothing Interest Inventory" to determine the degree of clothing interest were administered to 125 boys in a junior and senior high school. The data were analyzed statistically to determine the significant differences in clothing interest and the relationships that may exist between clothing interest and specified factors. A clothing interest score, an academic grade score, a reading level score and an extracurricular activities score were obtained for each participant. The reading scores and the academic scores were taken from the permanent records in the administrative office of the schools. Participants were grouped according to grade level and age level. These groups were used to determine significant differences between the mean scores of the above groups. The analysis of variance was used to determine the F-ratio for the various groups. When results of the computations revealed a significant difference at the .05 or .01 level the t-test was applied to the mean scores of the groups to determine the exact place of the difference.

CLOTHING INTEREST

The clothing interest scores were determined for each participant based on a possible score of 100. Scores were grouped at 10 point intervals for the different grade and age levels. Table I shows the percentage distribution of the scores for the five grade levels. Individual scores for the participants ranged from 21 to 86 with 69 per cent of the total scores occurring within a range from 51 to 70 which was considered average. This range included: 36 per cent of grade 12, 68 per cent of grade 11, 64 per cent of grade 10, 52 per cent of grade 9 and 64 per cent of grade 8 respectively. Above average clothing interest was noted for 2.4 per cent of all participants whose scores were above 80, while 20 per cent scored below 50 which indicated below average interest in clothing. The least spread in clothing interest scores was found in grade 12 which ranged from 41 to 80. Grades 8 and 9 were the only grades to score above 80.

A comparison of the clothing interest mean scores for the five grade levels revealed little difference in clothing interest as shown below.

<u>Grade Level</u> <u>Groups</u>	<u>Number</u>	<u>Mean Score</u>	<u>Standard</u> <u>Deviation</u>
12	25	62.60	10.1
11	25	57.96	11.7
10	25	55.88	14.5
9	25	62.08	13.7
8	25	58.00	13.6

TABLE I
PERCENTAGE DISTRIBUTION OF PARTICIPANTS' CLOTHING INTEREST
SCORES FOR FIVE GRADE LEVELS

Grade Level	Scores									
	21-30	31-40	41-50	51-60	61-70	71-80	81-91	91-100		
Grade 12 N=25			16	32	16	36				
Grade 11 N=25	4	4	12	44	24	12				
Grade 10 N=25	8	12	4	32	32	12				
Grade 9 N=25		8	8	28	24	24	8			
Grade 8 N=25	8		16	32	32	8	4			
Total N = 125	4	4.8	11.2	33.6	25.6	18.4	2.4			

Grade 12 ranked highest in clothing interest, grade 9 second, grade 8 third, and grade 11 fourth. The lowest mean score in clothing interest for the five grades was that for grade 10 which indicated less interest in clothing than was exhibited by the other four grades.

The analysis of variance was employed to determine any significant differences between clothing interest for the five grades. By the use of the F-test, computation yielded an F-ratio value of 2.64 when the clothing interest scores for the five grade levels were compared. A significant difference existed at the .05 level (Table II). Since the probability was established at a level greater than 5.0 per cent, the necessity for applying the t-test to determine the location of the difference was indicated. A slight significance of difference was found in the comparison of grade 10 to grades 9 and 12 as illustrated in Table III and as shown below.

Grades Compared		9	10	11	12
	8				
	9		0		
	10				0
	11				

0=p<.10

TABLE II
 SUMMARY OF THE ANALYSIS OF VARIANCE OF PARTICIPANTS' CLOTHING
 INTEREST SCORES FOR FIVE GRADE LEVELS

Source of Variance	df	Sum of Squares	Mean Squares	F
Between groups	4	1745.31	436.33	* 2.64
Within groups	120	19858.44	165.49	
Total	124	21603.75		

* $p < .05$ and $> .01$

TABLE III
SIGNIFICANT DIFFERENCES BETWEEN PARTICIPANTS' CLOTHING
INTEREST SCORES FOR FIVE GRADE LEVELS

Grade Levels Compared	t-value	Probability
8 - 9	1.12	n.s.
8 - 10	.58	n.s.
8 - 11	.01	n.s.
8 - 12	1.26	n.s.
9 - 10	1.70	.10
9 - 11	1.13	n.s.
9 - 12	.14	n.s.
10 - 11	.57	n.s.
10 - 12	1.84	.10
11 - 12	1.27	n.s.

The relationships between age and clothing interest for the six age levels of the 125 teenage boys in the sample were investigated. The ages of the participants ranged from 13 years to 18 years. The largest number of participants was 16 years of age and the smallest number was 13 years of age. The older students were in the higher grades; the younger students were in the lower grades. Clothing interest scores of the largest number of the 13 year old participants were between 61 and 70. Seventy seven per cent scored above 50. Only the 14 year old group had 9.0 per cent to score above 80 which indicated a very high interest in clothing. None of this group scored below 40. The majority scored between 51 and 70. Most widely distributed scores for clothing interest were found among the 15 year old group. Four per cent scored above 80 and 8.0 per cent scored between 21 and 30. About one-third scored between 61 and 70, which was the largest number in any 10 point range of scores. In the 16 year old group, almost one-half scored between 51 and 60 and about one-fourth scored between 61 and 70. These scores indicated an average interest in clothing. Twenty one per cent scored in the low interest range. The 17 year old group produced more scores between 71 and 80 than in any other 10 point range. The next largest number of scores for this group were between 51 and 60 which is indicative of an average interest in clothing. The smallest range of scores was

observed for the 18 year old group. All scores were between 41 and 80 with the greatest number between 51 and 60. Almost one-half of this group scored above 60 (Table IV). The mean scores for the groups are shown below.

<u>Age Level Groups</u>	<u>Number</u>	<u>Mean Score</u>	<u>Standard Deviation</u>
18 years	15	62.13	8.1
17 years	26	59.65	19.9
16 years	28	55.71	10.8
15 years	25	59.20	15.9
14 years	22	62.00	11.5
13 years	9	58.67	14.3

No significant differences were found between clothing interest and age when the F-ratio test was utilized (Table V). However the F-ratio value revealed a significant difference in clothing interest between the grade levels which indicated that the grade in school exerted a greater influence on clothing interest than did the age of the participant (Table II). This was in accord with the findings of Vener (26).

READING LEVEL

Reading scores for the five grade levels revealed a higher mean score for grade 8 than for all other grades. The descending rank order of the other four grade levels were as follows: grade 9, grade 12, grade 11 and grade 10. Grades 9, 10, 11 and 12 were very closely related in the reading

TABLE IV
PERCENTAGE DISTRIBUTION OF PARTICIPANTS' CLOTHING INTEREST
SCORES FOR SIX AGE LEVELS

Age Level	Scores					
	21-30	31-40	41-50	51-60	61-70	71-80
18 year N=15			13.3	40.0	26.6	20.0
17 year N=26	3.9	3.9	15.4	26.9	11.5	38.4
16 year N=28	3.6	10.7	7.1	46.5	28.5	3.6
15 year N=25	8.0	8.0	4.0	24.0	32.0	20.0
14 year N=22			18.2	36.4	22.7	13.6
13 year N=9	11.1		11.1	22.2	44.4	11.1
Total N=125	4.0 N=5	4.8 N=6	11.2 N=14	33.6 N=42	25.0 N=32	18.4 N=23
						2.4 N=3
						4.0
						9.1

TABLE V
 SUMMARY OF THE ANALYSIS OF VARIANCE OF PARTICIPANTS' CLOTHING
 INTEREST SCORES FOR SIX AGE LEVELS

Source of Variance	df	Sum of Squares	Mean Squares	F
Between groups	5	916.30	183.26	* .84
Within groups	119	25,871.45	217.41	
Total	124	26,787.75		

* $p > .05$

scores as shown below. However, a greater degree of difference was observed between grade 8 and the next grade in rank, grade 9.

<u>Grade Levels</u>	<u>Number</u>	<u>Mean Score</u>	<u>Standard Deviation</u>
12	25	51.08	28.2
11	25	50.40	25.7
10	25	48.12	28.0
9	25	53.40	28.5
8	25	64.56	26.2

When the analysis of variance was applied to the reading scores for the five grade levels no significant difference was noted (Table VI).

The mean reading scores for the six age groups ranged from 44 to 72. The highest mean score was noted for the 13 year old group. The lowest mean score was observed for the 16 year old group. A decrease in the mean scores was observed from the 13 year old group to the 16 year old group; but, there was an increase from the 16 year old group to the 18 year old group.

<u>Age Level Group</u>	<u>Number</u>	<u>Mean Score</u>	<u>Standard Deviation</u>
18 years	15	54.40	28.1
17 years	26	45.00	25.9
16 years	28	44.64	63.6
15 years	25	59.36	24.5
14 years	22	60.00	27.8
13 years	9	72.11	21.6

TABLE VI
SUMMARY OF THE ANALYSIS OF VARIANCE OF PARTICIPANTS' READING
SCORES FOR FIVE GRADE LEVELS

Source of Variance	df	Sum of Squares	Mean Squares	F
Between groups	4	4,195.44	1,048.86	1.36 *
Within groups	120	92,248.11	768.73	
Total	124	96,443.55		

* $p > .05$

Statistical analyses of reading levels for the six age groups were not significantly different (Table VII). This parallels the findings when reading scores were compared according to grade levels.

ACADEMIC GRADES

An academic grade score for each participant was secured by adding all of his academic grades for the previous semester and computing an average. The mean scores for all grade levels were closely related as shown below.

<u>Grade Level</u>	<u>Number</u>	<u>Mean Score</u>	<u>Standard Deviation</u>
12	25	80.84	7.2
11	25	76.96	7.1
10	25	78.80	6.6
9	25	77.12	6.9
8	25	82.36	7.8

Grade 8 ranked highest academically while grade 12 ranked second, grade 10 third, grade 9 fourth and grade 11 fifth. Differences between the grade levels were not significant (Table VIII).

Academic average mean scores appeared to be closely related at the first observation of the age level groups. The highest mean score was calculated for the 13 year old group whose mean score was 85.59. The lowest mean score was

TABLE VII
 SUMMARY OF THE ANALYSIS OF VARIANCE OF PARTICIPANTS' READING
 SCORES FOR SIX AGE LEVELS

Source of Variance	df	Sum of Squares	Mean Squares	F
Between groups	5	9,010.72	1,802.00	* 1.20
Within groups	119	179,116.28	1,505.18	
Total	124	188,127.00		

* $p > .05$

TABLE VIII
SUMMARY OF THE ANALYSIS OF VARIANCE OF PARTICIPANTS' ACADEMIC
SCORES FOR FIVE GRADE LEVELS

Source of Variance	df	Sum of Squares	Mean Squares	F
Between groups	4	475.23	118.81	* .3413
Within groups	120	41771.72	348.10	
Total	124	42246.95		

* $p > .05$

75.54 and was recorded for the 16 year old group. The other four groups had mean scores ranging from 78.14 to 81.31 as follows.

<u>Age Level Groups</u>	<u>Number</u>	<u>Mean Score</u>	<u>Standard Deviation</u>
18 years	15	79.80	6.5
17 years	26	79.64	6.0
16 years	28	75.54	8.3
15 years	25	78.14	8.6
14 years	22	81.31	7.6
13 years	9	85.59	5.5

Results of the F-ratio test revealed a highly significant difference at the .01 level when the academic scores of the six age levels were compared (Table IX). The t-test was then applied to determine the ages at which the differences occurred. The greatest difference (at $p < .001$) was found between the 13 and 16 year olds. A significant difference at the .01 level was found between the 14 and 16 year olds. The differences between the 13 year old group and the 15 and 17 year old groups were significant at the .05 level. A difference at the .10 level was found to exist between the 18 year old group and the 16 and 13 year old groups (Table X). Although this was below the accepted significance level of

TABLE IX
SUMMARY OF THE ANALYSIS OF VARIANCE OF PARTICIPANTS' ACADEMIC
SCORES FOR SIX AGE LEVELS

Source of Variance	df	Sum of Squares	Mean Squares	F
Between groups	5	940.60	188.12	* 3.22
Within groups	119	6,954.20	58.44	
Total	124	7,894.80		

* $p < .01$

TABLE X
SIGNIFICANT DIFFERENCES BETWEEN PARTICIPANTS' ACADEMIC
GRADE SCORES FOR SIX AGE LEVELS

Age Levels Compared	t-value	Probability
13 - 14	1.42	n.s.
13 - 15	2.51	.05
13 - 16	3.43	.001
13 - 17	2.05	.05
13 - 18	1.80	.10
14 - 15	1.42	n.s.
14 - 16	2.65	.01
14 - 17	.75	n.s.
14 - 18	.58	n.s.
15 - 16	1.24	n.s.
15 - 17	.70	n.s.
15 - 18	.66	n.s.
16 - 17	1.97	n.s.
16 - 18	1.75	.10
17 - 18	.96	n.s.

.05 an affinity was evidenced as shown in the diagram below.

Age Groups Compared		14	15	16	17	18
13			*	X	*	0
14				+		
15						
16						0
17						

0 = $p < .10$
 * = $p < .05$
 + = $p < .01$
 X = $p < .001$

EXTRACURRICULAR ACTIVITIES

The mean scores for extracurricular activities for each of the five grade levels were compiled. The results revealed a wide span of scores. Grade 12 had a mean score of well above the other four grade levels. Grades 8 and 11 ranked second and third with very closely related scores. Grades 9 and 10 received the two lowest scores as may be seen below.

<u>Grade Level</u>	<u>Number</u>	<u>Mean Score</u>	<u>Standard Deviation</u>
12	25	6.98	3.9
11	25	4.08	2.8
10	25	3.56	1.8
9	25	3.24	1.2
8	25	4.16	1.3

Statistical analysis of the scores for extracurricular activities for the five grade levels revealed highly significant differences at the $p < .01$ level (Table XI). This value signified the need for the application of the t-test to the results of the variance ratio in order to pinpoint where the differences occurred. A comparison of each grade level to all other grade levels revealed highly significant differences in four of the comparisons. A highly significant difference at $p < .001$ was noted between grade 12 and the other four grade levels. No significant difference was found in comparisons between the other grades (Table XII). A summary follows.

Grades	9	10	11	12
8				+
9				+
10				+
11				+

+ = $p < .01$

Extracurricular activity scores were calculated for each of the six age groups. The 18 year old group had the highest mean score. Second in rank with a mean score of 5.96 was the 17 year old group. The third highest score of 4.67

TABLE XI
SUMMARY OF THE ANALYSIS OF VARIANCE OF PARTICIPANTS' EXTRACURRICULAR
ACTIVITIES SCORES FOR FIVE GRADE LEVELS

Source of Variance	df	Sum of Squares	Mean Squares	F
Between groups	4	219.25	54.81	* 8.28
Within groups	120	794.79	6.62	
Total	124	1,004.00		

* $p < .01$

TABLE XII
SIGNIFICANT DIFFERENCES BETWEEN PARTICIPANTS' SCORES
OF PARTICIPATION IN EXTRACURRICULAR ACTIVITIES
FOR FIVE GRADE LEVELS

Grade Levels Compared	t-value	Probability
8 - 9	1.26	n.s.
8 - 10	.82	n.s.
8 - 11	.11	n.s.
8 - 12	3.80	.01
9 - 10	.44	n.s.
9 - 11	1.15	n.s.
9 - 12	5.10	.01
10 - 11	.71	n.s.
10 - 12	4.66	.01
11 - 12	3.95	.01

was registered by the 13 year old group. A 3.11 mean score, the lowest of all, was calculated for the 16 year old group. The average for the six age groups was 4.37.

<u>Age Levels</u>	<u>Number</u>	<u>Mean Score</u>	<u>Standard Deviation</u>
18 years	15	6.27	4.4
17 years	26	5.96	3.6
16 years	28	3.11	1.4
15 years	25	3.40	1.6
14 years	22	3.77	1.1
13 years	9	4.67	1.3

A significant difference between the scores was obtained through the application of the F-test to results of the analysis of variance (Table XIII). This significance indicated the desirability of applying the t-test. In comparisons of the age groups one with another, the findings showed no significant difference between the 13 year old group and all other groups. No significant difference was observed when the 14 year old group was compared to the 15 and 16 year old groups. A significant difference at the .01 level resulted from the comparison of the 14 year old group with the 17 and 18 year old groups. The 15 year old group was not significantly different from the 16 year old group; but a significant difference was found when this group was compared to the 17 and 18 year old group. A highly significant difference

TABLE XIII
SUMMARY OF THE ANALYSIS OF VARIANCE OF PARTICIPANTS' EXTRACURRICULAR
SCORES FOR SIX AGE LEVELS

Source of Variance	df	Sum of Squares	Mean Squares	F
Between groups	5	194.34	38.87	*
Within groups	119	822.16		
Total	124	1,016.50		

* $p < .01$

was detected between the 16 year old group and the 17 and 18 year old groups. The 17 year old group was not significantly different from the 18 year old group (Table XIV). A summary follows below.

Age groups Compared		14	15	16	17	18
	13					
	14				+	+
+	15				X	X
X	16				X	X
	17					

+ = $p < .01$

X = $p < .001$

CLOTHING INTEREST SCORES COMPARED
TO OTHER VARIABLES

After each of the variables were analyzed individually and results were tabulated, the question whether the Clothing Interest score was related to the other three variables remained to be answered. Since the variables had been scored numerically and were deemed normally distributed, the method of the product moment was used to determine the association of Clothing Interest scores with either of the other three variable scores.

TABLE XIV
SIGNIFICANT DIFFERENCES BETWEEN PARTICIPANTS'
EXTRACURRICULAR ACTIVITY SCORES
FOR SIX AGE LEVELS

Age Levels Compared	t-value	Probability
13 - 14 years	.87	n.s.
13 - 15 years	1.23	n.s.
13 - 16 years	1.45	n.s.
13 - 17 years	1.27	n.s.
13 - 18 years	1.44	n.s.
14 - 15 years	.48	n.s.
14 - 16 years	.88	n.s.
14 - 17 years	2.87	.01
14 - 18 years	2.84	.01
15 - 16 years	.40	n.s.
15 - 17 years	3.47	.001
15 - 18 years	3.34	.001
16 - 17 years	3.98	.001
16 - 18 years	3.75	.001
17 - 18 years	.36	n.s.

CLOTHING INTEREST SCORES COMPARED TO
ACADEMIC GRADE SCORES

The Clothing Interest score was paired with the Academic Grade score for each subject. Each of the five grades was considered as a group and the coefficient of correlation was computed for each group. The total sample population was also appraised as one to determine an overall correlation (Table XV). Results of the product moment correlation of Clothing Interest scores and Academic Grade scores showed a significant relationship for grade level 12. A positive value for the correlation coefficient was derived indicating that a high Clothing Interest score was associated with a high Academic Grade score for grade 12. No significant relationship between Clothing Interest scores and Academic Grade scores was revealed for the other grades. However a positive relationship was observed for four of the five grade levels. Only grade 11 showed a negative relationship. When the Clothing Interest scores and the Academic Grade scores for all grade levels were combined and the coefficient of correlation was computed, the value was not significant but was located in the positive range. The results pointed toward a tendency for high Clothing Interest scores to parallel high Academic Grade scores. This was in accord with findings of Kiebler (13).

TABLE XV
COEFFICIENT OF CORRELATION FOR PARTICIPANTS' CLOTHING INTEREST AND OTHER VARIABLES

Grade	Number	Clothing Interest Academic Grade		Clothing Interest Reading		Clothing Interest Extracurricular	
		r-value	Level of Significance	r-value	Level of Significance	r-value	Level of Significance
12	25	0.705	.005	0.111	n.s.	0.343	.05
11	25	-0.072	n.s.	-0.757	.005	0.372	.05
10	25	0.172	n.s.	-0.063	n.s.	0.115	n.s.
9	25	0.196	n.s.	0.223	n.s.	0.125	n.s.
8	25	0.110	n.s.	-0.040	n.s.	0.210	n.s.
Total	125	0.110	n.s.	-0.080	n.s.	0.240	.01

CLOTHING INTEREST SCORES COMPARED
TO READING SCORES

Computation of the coefficient of correlation for the Clothing Interest scores and the Reading scores revealed a significant value for grade 11. The coefficient of correlation for grades 11, 10, and 8 resulted in a negative value which suggested that high Clothing Interest scores were related to low Reading scores. Critical values of the coefficient of correlation for grades 9 and 12 revealed no significance but high Clothing Interest scores were associated with high Reading scores in the two grades. When the total number of subjects were evaluated as one group the value of the coefficient correlation revealed no significant relationship between Clothing Interest scores and Reading scores.

CLOTHING INTEREST SCORES COMPARED TO
EXTRACURRICULAR SCORES

The correlation values for Clothing Interest scores and Extracurricular scores provided some interesting results. All grades received correlation values in the positive range although only two grades affirmed a significance. The values for the coefficient of correlation obtained for grades 11 and 12 approached a value of plus one more closely than grades 9 and 10 which signified a tendency toward a closer relationship of the two variables as the subjects gained more

education and became older. Grade 8 showed a closer relationship between Clothing Interest and Extracurricular Activities than grades 9 and 10. The appraisal of the total sample population as a whole disclosed a significant relationship between Clothing Interest scores and Extracurricular Activities scores. The relationships noted between Clothing Interest and Extracurricular Activities and Academic Achievement is in accord with findings of Hamilton (8), Eicher (6), Morgan (17), Kiebler (13), and Vener (26).

CHAPTER IV

S U M M A R Y A N D C O N C L U S I O N S

The purpose of this study was to investigate the clothing interest of teenage boys and the relationships between clothing interest, reading level, academic grade average and participation in extracurricular activities. In order to measure the clothing interest a clothing interest inventory was devised and administered to 125 teenage boys enrolled in grades 8 through 12 of a public school in a town of 3,000 population located in North Central Texas. The subjects were regular students enrolled in the normal number of classes for their classification in the school. Personal information concerning age, classification, extracurricular activities and honors was secured from the "Personal Data Sheet." The reading score and the academic grade score for each participant were obtained from the permanent records in the school office.

A clothing interest score, a reading level score, an academic grade score and an extracurricular activities score were calculated for each member of the sample. Participants were grouped according to grade level and age level.

Each of the variables was considered individually for all groups before any attempt was made to determine a relationship between variables. The grade level scores revealed that more than two-thirds of the sample obtained scores that showed an average interest in clothing while about one-fifth displayed below average interest in clothing. Differences in clothing interest between the grade levels was very slight. A significant difference was pinpointed between grades 9 and 10 and between grades 10 and 12. No significant difference was determined when the sample was compared according to age groups.

Comparisons of the reading scores revealed no significant differences among the subjects whether grouped according to grade or age level. When the correlation of reading scores to clothing interest scores was performed no significant relationship resulted except within grade 11.

Grade level comparisons of the academic grade scores revealed no significant difference but when compared according to age level groups a significance at a higher level than .01 was ascertained. A significant difference was noted for comparisons between the 13 year old group and all other groups with the exception of the 14 year old group. Findings also disclosed a significant difference between the 16 year old group and 14 year old group, and between the 16 year old

group and the 18 year old group. The higher academic grades accompanied the higher clothing interest scores.

Scores obtained for grade 12 relative to participation in extracurricular activities were much higher than those for any other grade. The boys scored progressively higher on extracurricular participation as age increased. Grade placement of the individual asserted more influence on his clothing interest than did the age factor. The greatest difference in academic grade scores was noted within the 16 year old group which corresponded closely to the scores of grade 10 which showed the greatest difference in clothing interest.

As age increased extracurricular activities participation increased as did the clothing interest. A significant relationship was established between extracurricular activities participation and clothing interest. These findings appeared to agree with Hamilton and Warden (8) in their findings that higher participation in extracurricular activities was associated with acceptable clothing behavior.

Throughout this study a definite trend toward greater interest in clothing among teenage boys was evident. The association of high extracurricular and high academic scores to high clothing interest scores for a substantial number of the subjects agrees with results of similar investigations (8, 13, 16, 26).

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