CLOTHING-RELATED BEHAVIOR OF EARLY ADOLESCENT GIRLS BASED ON SOCIOECONOMIC LEVEL AND RACIAL AFFILIATION

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CHAPTER I

INTRODUCTION

Man has used a multitude of techniques for decorating and covering his body since the days of Adam and Eve. From the simplest loin skirt of ancient Egypt through the maxi-coat of 1970, clothing has been used by Individuals to satisfy needs for protection, modesty and self decoration. Fine textiles constructed In modish styles were usually reserved for people of wealth and power while utilitarian garments of coarser fabrics were considered appropriate for the working classes. Whatever the norms, adorning oneself in clothing that did not conform to the standards set by one's peer group frequently resulted in social rejection. Feelings of rejection and unhappiness resulting from inappropriate dress must have been sensed throughout the history of costume, however little emphasis was given to theoretical and empirical research on the Importance of clothing to the social psychological self until the 1950's. During the last two decades many studies have been conducted in an attempt to gain insight into how an individual sees himself in his clothing, how others perceive him in those same garments, and the degree of importance these assessments have on the social acceptability of the individual.

Clothing has become a communication medium of the self that others use to identify personality types, socioeconomic level, and possible mood or emotional condition of the wearer in today's fast-paced, urban society with its many-faceted business and social situations. As Compton stated,

> Clothes become closely identified with the body and in fact determine the character of the body we present to the outside world. Thus the body and its extension through clothing occupies a middle position between the external world and the self as the agent of our perceiving, thinking and acting.[1]

A primary focus of behavior theorists and researchers concerned with aspects of clothing has been middle class adult women and college students. Yet, the age when the importance of clothing to the individual is accentuated is during the adolescent years when he is actively searching for self identity and independence from family ties. Peer evaluation of the individual may rest to a large extent on external, visible symbols. The result of this evaluation is group approval or rejection and is largely predicated by the degree of the individual's conformity to standards set by the peer sub-culture. Further explanation of this phenomenon is presented by Horrocks who reported,

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[1]Norma Compton, "Significant Ideas for Textiles and Clothing from Social Psychology," Proceedings: National Meeting of College Teachers of Textiles and Clothing, 1964, p. 35.

> Adolescents typically seem to conform to the opinions, activities, and appearance of other adolescents. . . . If saddle shoes, flats, a particular kind of sweater, mini-skirts, shorts, men's shirts hanging out of blue jeans, insect pins, and a special hair style, or symbolic ribbons are generally worn by adolescent girls, then the girl who wishes to escape the opprobrium of being "different" must wear the clothing and adopt the affectations then in fashion.[2]

Clothing is not the only factor used by adolescents in making sociometric choices. Peer acceptance or rejection of the individual is determined by many aspects including physiological attributes, participation in activities, socioeconomic status of the family, and friendships or clique associations. Clothing has been found to be a source of influence on each of these variables during the early teen years as well as at other ages.

Popularity with one's peers beyond simple group approval and acceptance has been reported to be closely linked to the extent and rightness of one's wardrobe. In a comprehensive study of the adolescent sub-culture conducted by Coleman, being well dressed was reported by the female respondents as the third most important criterion in being accepted by the leading crowd. The first two considerations were personality and good looks, with clothing being closely associated with the latter

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[2] John E. Horrocks, The Psychology of Adolescence: Behavior and Development (Boston: Houghton Mifflin Co., 1969), p. 247.

aspect, or a pleasing appearance.[3]

Silverman and Vener and Hoffer found that the greater the organizational participation and leadership, the more aware teenage girls were of clothing and the hetter their personal appearance.[4,5] Treece and others have suggested that the lack of an adequate wardrobe to meet perceived requirements of dress for special activities might prevent the adolescent from participating in peer group organizations.[6]

Socioeconomic level has been studied as a possible variable in the behavior of the adolescent with regard to clothing. In 1945, Silverman reported that in a conglomerate socioeconomic school, no relationship was found between the economic level of the respondents and the Importance they placed on clothing except in the case of certain luxury items.[7] Roach examined seventh grade girls

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[3]James S. Coleman, The Adolescent Society: The Social Life of the Teenager and Its Impact on Education (New York: The Free Press of Glencoe, 1961), p. 37.

[4]Sylvia Silverman, Clothing and Appearance: Their Psychological Implications for Teen-Age Girls (New York: Bureau of Publications, Teachers College, Columbia University, 1945), p. 77.

[5]Arthur M. Vener and C. R. Hoffer, "Adolescent Orientations to Clothing," Michigan State University Ag. Exp. Sta. Tech. Bulletin, March 1959. p. 18.

[6]Anna Treece, "An Interpretation of Clothing Behavior Based on Social-Psychological Theory" (unpublished Doctoral dissertation, The Ohio State University, 1959), p. 102.

[7]Silverman, op. cit., p. 50.

to determine the effect of social level membership on clothing awareness and feelings of deprivation. She found no association in the heterogeneous socioeconomic-level school.[8] Social level influences were not reported to be a consideration in the clothing awareness of the adolescent boys and girls investigated by Vener and Hoffer in a multi-socioeconomic-strata community.[9] However, in Ryan's research with college girls, the upper socioeconomic class respondents were rated higher on appearance standards and also ranked themselves higher than did the lower group age-mates.[10] Williams and Eicher found that 37 per cent of the girls in their sample who were identified as "not being dressed right" were included in the two lowest level socioeconomic reciprocal friendship structures.[11]

Do early adolescent girls in the lower income stratum use clothing as a basis for accepting or rejecting age-mates to the same extent as girls in the upper level? Is

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[8]Mary Ellen Roach, "The Influence of Social Class on Clothing Practices and Orientation at Early Adolescence: A Study of Clothing-Related Behavior of Seventh Grade Girls," (unpublished Doctoral dissertation, Michigan State University, 1960), p. 81.

[9]Vener and Hoffer, op. oit., p. 14.

[10]Mary S. Ryan, "Psychological Effects of Clothing. Part IV, Perception of Self in Relation to Clothing," Cornell Exp. Sta. Bulletin, No. 905, 1954, p. 13.

[11]Madelyn Williams and Joanne Eicher, "Teenagers: Appearance and Social Acceptance," Journal of Home Economics, Vol. 58, No. 6, p. 461.

there any difference when the respondents are somewhat isolated by their place of residence and the prevalent socioeconomic characteristics of the students attending their school? Few studies were found in which the investigators examined the relationship between socioeconomic level and the degree to which junior high girls used clothing to determine their peer associations. In none of the research were the adolescents separated into homogeneous socioeconomic groups on the basis of area of residence.

Does a relationship exist between a junior high girl's racial background and the importance she places on clothing In making her friendship choices? No studies were found in which the authors reported racial affiliation as a variable In the relationship between being well dressed and social acceptability.

Does a relationship exist between appearance and social acceptance when the ratings are made by peers rather than adults? Adolescents' appearance and clothing have been evaluated primarily by adult investigators or teachers based on adult established criteria. It can be postulated that there would be differences between the standards of dress set by the teenage girls at any point on the socioeconomic continuum and the norms prescribed by adults of a possibly different socioeconomic level.

Purpose of the Study

The purpose for conducting the present research was to investigate the following: (1) the degree to which junior high school girls use clothing in their patterns of social acceptance or rejection of age-mates, (2) the differences hetween social stars and isolates in the use they make of clothing in their interpersonal relationships, (3) the variations in the use made of clothing in social relationships by early adolescent Caucasian girls isolated by affiliation with disparate socioeconomic groups, and (4) the variations in the relationship of clothing assessment and sociometric choices between junior high age Caucasians and Negroes in the low socioeconomic level.

Hypotheses

The following hypotheses were tested by the investigator during the conduct of this study.

HYPOTHESIS I: Differences will be found in the perception early adolescent girls have regarding the quality of dress of peers depending on their social acceptance classification.

Sub-hypothesis A: Stars will be mentioned more frequently in the peer-evaluated best-dressed category than will non-stars.

Sub-hypothesis H: Isolates and mutual pairs will be classified more often in the peer-evaluated poorly-dressed category than will other group members.

HYPOTHESIS II: Differences will be found between social stars, isolates and mutual pairs in the degree and use they make of clothing in their interpersonal relationships.

Sub-hypothesis A: Stars' reciprocal friends will be classified more often in the peer-evaluated best-dressed category than will other group members.

Sub-hypothesis B: Isolates' and mutual pairs' desired friends will be rated more frequently in the peer-evaluated best-dressed category than will other group members.

HYPOTHESIS III: Differences will be found between social stars, isolates and mutual pairs in the attitudes they express concerning the Importance of clothing in social situations.

Sub-hypothesis A: Stars will more often indicate a disassociation of clothing from friendship choices than will other group members.

Sub-hypothesis B: Isolates and mutual pairs will indicate a stronger relationship between clothing and friendship preferences than will other group members.

Sub-hypothesis C: Isolates and mutual pairs will more often indicate a sense of clothing deprivation and group disapproval of their clothing than will other group members.

HYPOTHESIS IV: Differences will be found between girls affiliated with the upper and the lower socioeconomic levels of the Caucasian race in the degree and use they make of clothing in their interpersonal relationships.

HYPOTHESIS V: Differences will be found between girls affiliated with the Negro and Caucasian races within the lower socioeconomic group in the degree and use they make of clothing in their interpersonal relationships.

Definition of Terms

The terms which are used throughout this investigation were defined in the following manner.

1. Stars - girls most frequently mentioned as friends by peers on the social acceptance scale.

2. Isolates - girls who are infrequently, if ever, mentioned as friends on the social acceptance scale.

   a. Pure Isolate - neither chooses nor is chosen by any one in the group
   b. Ignored isolate - receives no choices from other age-mates
   c. Self isolate - chooses no one as a friend but receives some choices from others

d. Confused Isolate - makes choices and receives some, but the responses do not match

3. Mutual pairs - girls who select only one friend and are chosen by the same person in response to the social acceptance scale.

4. Cliques - reciprocal friendship structures consisting of three or more girls who choose and are chosen by each other in response to the social acceptance scale.

5. Quality of dress - assessment by peers of age-mates' clothing in categories of best-, average- and poorly-dressed.

6. Upper socioeconomic group - girls who attend a junior high school located in a suburban community where characteristics exist which would result in the rating of the majority of occupations and house types in Warner, Meeker and Eells' first, second and third classifications for determining social status.[12] (See Appendix A.)

7. Lower socioeconomic group - girls who attend a junior high school located in an inner city area where characteristics exist which result in the school attendance area being assigned a Priority II rating under Title I of the Elementary and Secondary Education Act (ESEA) of 1965.[13]

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[12] W. L. Warner, M. Meeker, and K. Eells, Social Class In America: A Manual of Procedure for the Measurement of Social Status (New York: Stratford Press, Inc., 1949), pp. 136-155.

[13] U.S., Congressional Record, 89th Cong., 1st Sess. (1966), CXI, No. 89-10.

Limitations of the Study

In the opinion of the investigator, a limitation may have been imposed by the school administrators when they required that no personal data requests be included on the instruments. The principal of the inner city school expressed the belief that information given by the junior high girls regarding occupation and income of parents would probably be erroneous. He further denied a request for access to student records in the school. A socioeconomic rating was assigned to the school population based on the Priority II rating under Title I of ESEA at his suggestion.[14]

The superintendent of the suburban schools made a similar requirement that personal data be eliminated.[15] However, student records were made available. After evaluation of the respondents' records It was determined that the information on parental occupations was not suitable for use in this study. Occupation of the parents is noted at the time of the student's first admission to the school system. Consequently, much of the occupational data was five to ten years old. In order to assign a

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[14]Principal, (City) Junior High School, personal Interview, November 29, 1969.

[15]Personal correspondence from Superintendent of (Suburban) Public Schools, October 3, 1969.

socioeconomic rating to the suburban school, demographic statistics were gathered from the city clerk's files which represented the general socioeconomic characteristics of all the residents in the suburban city.

CHAPTER II

REVIEW OF LITERATURE

A considerable amount of interest has been evinced In the socio-psychological motivations underlying man's behavior relative to clothing during the past twenty-five years. Several social and psychological influences of dress may be noted because apparel is viewed as an extension of the self within the social milieu in which the individual operates. However, these aspects have been primarily investigated with reference to the middle class adult or college-age person. Research Is needed to understand behavior relevant to clothing especially in the complex, frequently misunderstood adolescent sub-culture. Further study is necessary to determine the extent to which socioeconomic and racial characteristics influence the behavior of junior high school girls regarding clothing and its place in sociometric choices.

The following review of literature is divided into five categories: Social-Psychological Implications of Clothing-Related Behavior, Adolescent Behavior and Clothing, Implications of Socioeconomic Level Characteristics on Behavior Relating to Clothing, Racial Affiliation and Clothing, and Tests and Measures.

Social-Psychological Implications of Clothing-Related Behavior

A brief overview of social-psychological Implications of behavior pertaining to clothing is important to gain an understanding of the relation between dress and the attitudes and demeanor of adolescent girls. Singularly, the most predominant sociological mode for gaining social acceptance at all ages is conformity to group standards in thought, behavior and dress. In 1964, Compton stated that the majority of people in our society have enough clothing to afford them physical protection. She hypothesized, therefore, that the extra garments purchased are used to satisfy the social-psychological needs of the individual for conformity to culturally prescribed standards and for gaining ego satisfaction.[1]

Hartmann theorized that at all ages there is an intense desire to conform to society's standards of dress. This is accompanied by the need for expression of the personality in an individually significant manner. The latter desire grows increasingly intense with the maturation and sophistication of the personality.[2]

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[1] Compton, op. cit., p. 36.

[2] George W. Hartmann, "Clothing: Personal Problem and Social Issue," Journal of Home Economics, Vol. 41, No. 6, p. 295.

As the personality of the Individual is assessed hy others during social interaction, clothing represents the visible clues to the person's inner characteristics. Stone suggested that certain facets of personality can be noted when an individual's appearance is reviewed by another. He stated, "Identities are placed, values appraised, moods appreciated, and attitudes anticipated" during this evaluative process.[3]

Assessment by others of the personality and appearance of an individual may result in some degree of social acceptance or rejection. During most of the stages of life, social acceptance to some extent is considered by an individual as a desirable and necessary goal. Ryan reported that in her research conducted with college-age girls, the most Important reason they had for desiring to be well dressed was to gain social acceptance.[4]

Adolescent Behavior and Clothing

Group approval is dependent on the individual's adaptation to culturally established criteria, and adolescence is a time of life when social approval or

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[3]Gregory P. Stone, "Appearance and the Self," in Dress, Adornment, and the Social Order, eds. Mary Ellen Roach and Joanne B. Eicher (New York: John Wiley and Sons, Inc., 1965), p. 230.

[4]Ryan, op. cit., Part I, p. 31.

rejection is of prime importance. Conformity in thought, behavior and dress is the principal means of gaining positive peer acceptance. During the teen years, great biological, psychological and sociological changes are taking place. Emancipation from parental authority, self identification, and acceptance by age-mates are the significant socio-psychological motives underlying the behavior of the members of the adolescent sub-culture.

Crow and Crow assessed the psychological state of adolescents as one of great sensitivity, particularly to their own shortcomings. Any real or fancied traits which make them different from their peers gives them a sense of inferiority. Imagined or actual social rejection is often the result of these perceived deficits.[5]

Various levels of social acceptance may be noted in any group of adolescents. Approval may take the form of passive inclusion in peer activities or result in a high degree of popularity or star classification. Horrocks stated that "nonacceptance in the peer group may have extremely bad emotional effects, which present serious problems for children who lack the attributes for acceptance."[6]

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[5]Lester Crow and Alice Crow, Adolescent Development and Adjustment (New York: McGrow-Hill Book Co., Inc., 1956), p. 165.

[6]Horrocks, op. cit., p. 244.

Some degree of social acceptance by peers is assumed to be a major objective of most adolescents and the principal method used to attain this goal appears to be conformity. What is the effect of an individual's behavior regarding clothing in this relationship? Treece theorized that during the adolescent years clothing is often affixed with "demand character" as an important means of gaining peer approval.[7]

An investigation of the factors underlying teenage girls' selection and wearing of clothing was conducted by Silverman. Subjects ranging in age from twelve through eighteen were included. Responses from the students indicated the motivations varied little with the age of the girl. Psychological factors such as self esteem, confidence, and happiness as well as the social needs for approval and acceptance were found to be the inducements underlying clothing selection and wearing.[8]

Significance of personal appearance in social relationships was studied by Cannon, Staples and Carlson. Elementary through high school students were rated by the investigators on personal appearance according to a specially developed scale. Sociometric measures were used to obtain

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[7]Treece, op. cit., p. 102.

[8]Silverman, op. cit., p. 116.

social acceptance ratings. A significant relationship was reported to exist between social acceptance and personal appearance for junior high and senior high age girls. This relationship was not found at the elementary level or for boys at any age.[9]

Williams and Eicher investigated personal appearance and its relationship to social acceptance among teenage girls. A majority of the sample indicated that being well dressed was an attribute of the most popular girl. In the reciprocal friendship structures, determined by a sociometric technique, the girls tended to rank clothing as first in importance for popularity in groups other than the cliques with which they were affiliated. The girls reduced the importance of clothing in relation to popularity in assessing their own group.[10]

A comprehensive study of the adolescent sub-culture was conducted by Coleman in 1961. Being well dressed was considered third in importance as a prerequisite for acceptance by the leading crowd for the female respondents. A good personality and physiological attractiveness were ranked as first and second in importance. Nice clothing was closely linked with physiological attractiveness.

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[9]K. Cannon, R. Staples, and I. Carlson, "Personal Appearance as a Factor in Social Acceptance," Journal of Home Economics, Vol. 44, No. 9, p. 713.

[10]Williams and Eicher, op. cit., pp. 459-460.

Coleman stated,

> . . . whether it is the number of cashmere sweaters a girl owns or simply having olean and attractive dresses, the matter of "having good clothes" is important. The importance of clothes appears to derive partially from the fact that clothes symbolize family status. However, it also appears to stem from the same source that gives importance to "good looks". . .[11]

Sociometrlc devices were used by Evans to group tenth and twelfth grade boys and girls into categories on the basis of popularity. Respondents were then questioned as to their motives for selecting and wearing the garments included in their wardrobes. Very Popular students (Group A) were found to be the most independent in their behavior pertinent to clothing. Group B (Popular) respondents were prompted in their clothing selection and wearing by a need for recognition. Groups C and D (Sometimes Chosen and Seldom Chosen) students tended to rely on conformity to peer criteria in choosing their wardrobes.[12]

Two investigators have reported some disagreement with the concept that being well dressed is significantly related to social acceptance during the adolescent years. Barnes found that among 225 junior high school girls, almost 61 per cent of the eighth graders indicated that nice clothing would make a girl more popular. However, 65 per cent of

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[11] Coleman, op. cit., p. 37.

[12] S. E. Evans, "Motivations Underlying Clothing Selection and Wearing," Journal of Home Economics, Vol. 56, No. 10, p. 743.

the ninth grade pupils reported that attractive wearing apparel would not add to a girl's popularity.[13]

Social acceptance and personal appearance were not related according to the responses of twenty junior high school students studied hy Kittles. The girls were rated on grooming and appearance hy the investigator. A sociometric device was used to determine social acceptance ratings. Kittles interpreted the general level of clothing consciousness for this group as heing quite low in comparison to most adolescent girls.[14]

Little research was found in which the behavior and attitudes toward clothing of social isolates were studied, except in a general way as it related to the larger issue of acceptance-rejection. Crow and Crow stated that isolates frequently perceive themselves as physically unattractive. Also, they often indicate that their clothes are not meeting peer standards.[15]

Kittles, in securing the case histories of two isolates, noted that one of the girls was especially well

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[13]Sara Barnes, "Preferences and Practices in the Purchase, Use and Care of Clothing of 225 Junior High School Students in Zanesville, Ohio," (unpublished Master's thesis, The Ohio State University, 1955), p. 66.

[14]Emma Kittles, "Experimental Use of Techniques for Determining the influence of Clothing Upon Social Acceptance of Junior High School Girls," (unpublished Master's thesis, The Ohio State University, 1956), p. 48.

[15]Crow and Crow, op. cit., p. 180.

dressed and scored high in her degree of clothing awareness. The second isolate was consistently rated as poor in appearance and seemed to have no desire to he considered well dressed by her age-mates. Kittles revealed in the case studies of two stars selected for review that similar discrepancies existed in their regard for a good appearance. One star was consistently evaluated by the investigator as well dressed and the other star was rated as one of the poor-appearance girls.[16]

Isolates from the sample used by Williams and Eicher tended to place greater significance on clothing than did the more socially accepted girls. Isolates more frequently sought parental approval concerning clothing selection and wearing than did other group members. Girls included in reciprocal friendship structures relied on age-mate opinions regarding appropriateness of dress.[17]

Implications of Socioeconomic Level Characteristics on Behavior Relating to Clothing

A possible variable in an individual's dress-related behavior may be socioeconomic status. Certain investigators have found that social class is not a significant factor in

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[16]Kittles, op. cit., pp. 43-47.

[17]Williams and Eicher, op. cit., p. 460.

appearance or in levels of clothing awareness. Silverman reported in her study of adolescent girls that economic factors had little relationship to being well groomed or maintaining a good appearance in a mixed socioeconomic level school. Teachers' evaluations of the girls' appearances were the basis for this conclusion.[18]

Two variables relating to the effect of clothing on adolescent behavior were investigated by Roach. Both clothing deprivation and clothing awareness were found to have no association with the socioeconomic level of the respondents in a multi-level school. Use of clothing by the seventh grade girls was influenced by peer-group criteria rather than socioeconomic status characteristics.[19]

Among the eighth, tenth and twelfth grade boys and girls who participated in the research conducted by Vener and Hoffer, no significant relationship was found between clothing awareness and socioeconomic level. A possible explanation of this phenomenon was presented by the authors:

> Take the case of a lower class individual who expresses sentiments of high clothing deprivation and who does not possess the requisite purchasing power to acquire sufficient clothing to ease this feeling of deprivation. Such a situation would become intolerable if this feeling were intensified by an increasing sensitivity to clothing.
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> Extreme frustration and possible disorganization of the personality might well be the result of too

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[18] Silverman, op. cit., p. 117.

[19] Roach, op. cit., p. 81.

> wide a discrepancy between what one has and what one desires. For the sample group, clothing becomes an area of decreasing interest, at least on the conscious level, to those who tend to express sentiments of high clothing deprivation.[20]

At the adult level, similar results were reported by Bathke. Her subjects were Mexican-American and Anglo-American women who responded to a modified clothing TAT. Social status was found to have no significant relationship to clothing awareness. Different symbolic meanings were attached to the TAT pictures which had been designed to obtain expressions about clothing in certain social settings. Mexican-American women tended to attach meanings of age or authority to the costumes, while Anglo-American women associated the same dress with social level. Bathke concluded that these responses may have been more directly related to ethnic background than to socioeconomic level.[21]

Other researchers have reported that socioeconomic status is a factor in the clothing related behavior of individuals. Eyan investigated self perception of college girls in relation to clothing. She found that when the respondents evaluated their own appearance and that of others in the group, higher level socioeconomic members were rated higher on appearance both in their self

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[20] Vener and Hoffer, op. cit., p. 15.

[21] Carol Bathke, "Ethnic Responses to a Modified Clothing TAT," Journal of Home Economics, Vol. 60, No. 5, p. 351.

evaluation and by the group than was true of the girls in the lower income level.[22]

Awareness of symbols of socioeconomic class such as dwelling area, manners, father's occupation, and clothing was found to occur in children as early as in the fourth grade. In her research, Stendler included fourth, sixth and eighth grade students. She determined that while fourth graders were conscious of indicators of social level, sixth and eighth grade pupils were comparable to adults in their ability to evaluate symbols of class status with considerable accuracy.[23]

Appearance ratings were made by Williams and Eicher who Investigated 154 ninth grade girls. A sociometric device was administered to ascertain the extent of social acceptance of Individuals by their peers. The researchers found that of the girls who were identified as "not being dressed right," 31 per cent were members of a mutual pair social group and 16 per cent were Isolates. Approximately 37 per cent were in the two lowest socioeconomic reciprocal friendship structures.[24]

A longitudinal research project was reported by Hendricks, Kelley and Eicher in 1968. The Investigators

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[22]Ryan, Part IV, op. cit., p. 13.

[23]Celia Stendler, Children of Brasstown: Their Awareness of the Symbols of Social Class (Urbana, Illinois: University of Illinois Press, 1949), pp. 94-95.

[24]Williams and Eicher, op. cit., p. 461.

explored the relationship between appearance and social acceptance with girls as they progressed from the ninth through the twelfth years of school. The sample was selected from a mixed socioeconomic strata community. Isolates from this group ranked lower than did non-isolates in their socioeconomic affiliation. In assessing the respondents who were classified as not being dressed right, the authors noted that 35 per cent were Isolates and 27 per cent were members of the reciprocal friendship structure rated as a low socioeconomic group. The authors reported,

> Even though members of this group were often named as "not dressed right," the members expressed self-satisfaction with clothes, did not desire a change in self, and expressed the opinion that all their friends were well-dressed.[25]

Occupational type is one of the four major sources used by Warner to distinguish socioeconomic characteristics.[26] Form and Stone conducted research with adult males in occupations described as higher prestige and white collar workers and those who were employed as manual laborers. Differences were discovered between the two occupational-type respondents with regard to the importance they placed

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[25] S. Hendricks, E. Kelley, and J. Eicher, "Senior Girls' Appearance and Social Acceptance," Journal of Home Economics, Vol. 60, No. 3, pp. 167-171.

[26] Warner, Meeker, and Eells, op. cit., pp. 136-155.

on clothing. Lower status occupational men placed less emphasis on apparel than did their counterparts in higher prestige positions. White collar workers viewed their manner of dress as a means of influencing others during the performance of their jobs while manual workers tended to be more concerned with the utility of the garments than with appearance or styles. However, over 90 per cent of the entire sample indicated that deviation from expectations of dress would result in an unfavorable effect on their employment prospects now and in the future.[27]

Racial Affiliation and Clothing

No literature was found in which the researchers had used racial background as a possible variable in the relationship between sociometric choices and ratings of dress among teenage girls. However, in two studies Negro adolescents comprised the total samples tested. In a third research report, a comparison was made between both Negro and Caucasian college girls' behavior in relation to clothing. A fourth investigation was conducted to examine attitudes and ownership of clothing of Negro and Caucasian women in the low socioeconomic stratum.

Kittles experimented with various techniques for

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[27] William Form and Gregory Stone, "The Social Significance of Clothing in Occupational Life," Michigan State College Ag. Exp. Sta. Bulletin, No. 247, 1955, pp. 4-6.

determining the relationship between sociometric choices and appearance. Her sample consisted of 20 Negro junior high school girls in a home economics class who were attending a school in a large midwestern city. Observations, case studies, the Ohio Social Acceptance Scale, the Clothing Judgment Scale and the Leadership Acceptance Scale were used in the research. Kittles reported that she found no significant relationship between social acceptance and a good appearance. She concluded that the clothing awareness of this group was low in comparison to most girls of this age.[28]

In 1964 Taylor conducted research in a small community in New England. This lower-middle stratum socioeconomic area had one combined junior-senior high school. The essential purpose of the investigation was to study fashion leadership among teenage girls. Eighty-five Negro junior and senior high school girls comprised the sample. Taylor reported a significant relationship between low socioeconomic status and students who do not wear fads. No social level differences were found to exist between girls who were classified as leaders and those who were designated as followers.[29]

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[28] Kittles, op. cit., p. 48.

[29] Anne W. Taylor, "An Investigation of Some Aspects of Clothing Fads and Fashions in Junior and Senior High School," (unpublished Master's thesis, Cornell University, 1964), pp. 70-71.

Women in two segregated southern colleges were questioned concerning their demeanor with regard to specific items of clothing which might he considered status symbols. Kittles' sample included 181 Caucasians and 200 Negroes from various levels of the socioeconomic spectrum. She reported a generally lower score for the Negro students on the level of importance they placed on clothing as compared to the white subjects. However, certain of the apparel items were regarded by the Negro students as possessing more significance as high status symbols than were similar garments when evaluated by the Caucasian girls. She further reported that the Negro students affiliated with the low income level possessed a greater number of the apparel items assigned high status ratings than did white respondents of the same income group. Ownership of high status garments decreased for the Negro women as the socioeconomic level increased. The opposite trend was reported for the Caucasian respondents. As a result of her study, Kittles was supported in her assumption "that there is a greater need among Negroes for the acquisition of 'material things' due to their subordinate position in American society."[30]

Braguglia and Rosencranz investigated the importance

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[30]Emma Kittles, "The importance of Clothing as a Status Symbol Among College Students" (unpublished Doctoral dissertation. The Ohio State University, 1961), pp. 126-127.

placed on clothing by 40 Negro and 40 white women. All of the participants were of low socioeconomic status and resided in a small midwestern community. The researchers reported that when the two racial groups were compared, the Negro women placed greater emphasis on clothing and more frequently indicated that they believed they were evaluated by other people based on the clothing they wore than did the other segment of the sample. Negro respondents had purchased more garments during the year preceding the investigation and also listed a greater number of items in their wardrobe inventories than did the white women. A preference to be considered the best dressed in their group was noted more often for the Negro respondents than for the Caucasian women.[31]

Tests and Measures

One of the instruments employed in the present study was the sociometric device. Northway described this technique as one of the simplest to administer in order to determine the degree of social acceptance of an individual within a group. Individuals are given a list of group members and asked to state preferences for associating in some activity with each person on the list. According to

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[31] Marllyn Braguglia and Mary Lou Rosencranz, "A Comparison of Clothing Attitudes and Ownership of Negro and White Women of Low Socio-Economic Status," Journal of Consumer Affairs, Vol. 2, No. 2, pp. 182-187.

the responses ohtained, a sociometric score is assigned to each of the subjects. Sociometric ratings are then recorded in diagramatic form, the soclogram. From this measure, patterns of social acceptance-rejection can be drawn to show reciprocal friendship structures, mutual pairs and isolates.[32]

According to Northway, reciprocal friendship structures or cliques include three or more individuals who name each other as friends on the sociometric instrument. These cliques frequently have one or two stars, or members who act as the nucleus of the group in their social functioning at that particular point in time. Mutual pair members are two persons who reciprocate friendship choices according to the sociometric responses. They either do not choose or are not chosen by any other group member. Isolates of the pure form are very rare. Such a person would neither choose nor be chosen by any other individual in the group.[33]

Williams and Eicher have identified four types of isolates. $Isolate_1$ is the pure form mentioned above. $Isolate_2$, or the ignored person, would receive no choices from others but would make some selections. $Isolate_3$, the self isolate, chooses no one as a friend but receives some choices from others and $isolate_4$, or the confused isolate,

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[32] M. L. Northway, A Primer of Sociometry (Toronto: University of Toronto Press, 1952), p. 1.

[33] Ibid., p. 2.

makes choices and receives some, but the responses do not match.[34]

Northway discussed the validity and reliability of sociometric techniques. Since this type of test is designed to measure a personal preference rather than a capacity, trait, or factor of personality or intelligence, the assumption can be made that the test is both reliable and valid for that individual's choice at that particular time. Northway stated, "Considering all these reasons for not expecting sociometric results to meet the usual measures of reliability and validity, the amazing thing is that when such measures are applied to these data relatively high coefficients are discovered."[35]

Certain characteristics of individuals and families attributable to the socioeconomic levels of society are detailed by Warner, Meeker and Eells. Evaluation of the person or family according to occupational type, source of income, house type, and dwelling area will result in classification of that individual within a specific socioeconomic group. Warner, Meeker and Eells noted that actual income figures are difficult to obtain and they therefore suggested using source of income as a substitute.

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[34]Williams and Eicher, op. cit., p. 460.

[35]Northway, op. oit., pp. 16-17.

According to the authors, only two attributes are actually needed to assess socioeconomic level for an individual, occupation and address.[36]

Under the Elementary and Secondary Education Act of 1965 (ESEA), federal monies were allocated to assist local education agencies in providing special assistance for students who were found to be in the low socioeconomic stratum.[37] Designation of the schools to receive this financial assistance is the responsibility of the local administration and is based on specification established under the provisions of the law. The Director of Special Program Development for the city school system described in a personal interview how the priority ratings are assigned to school attendance areas. The formula used to rate the schools is a ratio of the frequency of children of school age receiving Aid to Dependent Children (ADC) relative to the total school enrollment. This ratio denotes a concentration of welfare recipients within a given school attendance area. Districts with a total number of school age ADC recipients plus area concentration figures falling below the median for the entire city are plotted on a graph. Assignments of priority ratings are

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[36] Warner, Meeker and Eells, op. cit., pp. 136-155.

[37] Congressional Record, loo. cit.

made according to these two criteria. A Priority I school would have the greatest numher of ADC recipients and the greatest concentration per total school enrollment. Priority II schools would he the next highest in concentration and frequency. Five priorities are assigned, all of which fall helow the median level for the entire city.[38]

[38]Director of Special Program Development, (City) Public Schools, personal interview, January 20, 1970.

CHAPTER III

METHODOLOGY

The present research was conducted to determine the degree of social acceptance or rejection of adolescent girls based on peer evaluations of clothing. Two disparate socioeconomic levels of girls were used to ascertain if differences existed in the manner and in the extent they used clothing in selecting friends within each of their relatively homogeneous socioeconomic groups. Included in the low income group were respondents of Caucasian and Negro backgrounds. Thus a comparison was also made on the basis of racial affiliation.

Sample

Junior high age girls residing in a metropolitan area of a large midwestern city comprised the population. A total of 242 respondents were included in the sample: 116 were Negroes affiliated with a low socioeconomic level; 80 Caucasians were in the low status group; and 46 were Caucasians associated with an upper-middle or upper socioeconomic status.

In order to have separate homogeneous socioeconomic groups, two schools were selected on the basis of the

prevalent socioeconomic level of people living in the ecological area encompassed by the school district. The City Clerk provided the following statistics relevant to the suburban community:

> In comparison with the other 129 cities of 10,000 or more population in the state, we find:
> 1. Of (suburban community) 1960 working population, 84.7% were white collar workers - highest.
> 2. 19.7% of male workers were self-employed - 5th.
> 3. Median family income - 2nd.
> 4. Median school year completed is 14 years - highest.
> 5. Median value owner-occupied home - 3rd.[1]

A comparison of these facts with Warner, Meeker and Eells' characteristics of social class (see Appendix A) resulted in the placement of the majority of the population In the upper three positions of the seven point rating scale.

Determination of the socioeconomic level associated with the people residing in the inner city school district was based on the method of assigning priority ratings under Title I of the Elementary and Secondary Education Act of 1965.[2] A Priority II rating had been assigned to the city school by the local administration.[3] The principal of the school defined the population of the district as containing

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[1] History and Government Structure, Functions and Operation of the City of (Suburban Community), Clerk, May 15, 1969, p. 2.

[2] Congressional Record, loc. cit.

[3] Director of Special Program Development, loc. cit.

a 50 per cent plus incidence of school age children who were receiving Aid to Dependent Children.[4]

Copies of the instruments to be used and cover letters were sent to the administrators of the two schools. A request was made for a minimum of 15 girls in each of the three grade levels (seventh, eighth and ninth) of the two junior high schools. Home economics clothing classes were used in all cases, except for the seventh grade respondents in the suburban school. Because home economics is not included in the seventh grade curriculum of that district, the instruments were administered to students during a study period.

Tests and Measures

Sociometric data were secured by means of a revised version of the Ohio Social Acceptance Scale (see Appendix B and a discussion of sociometry in Chapter II, pages 28 through 30) in order to determine social acceptance aspects such as stars, isolates and cliques. Revisions were made in the scale to update the language of the original instrument for use with junior high age girls in today's society since the original measure was intended for use with elementary school boys and girls. Further changes were made by the investigator after evaluation of the

[4]Principal, (City) Junior High School, loc. cit.

pre-test data. These changes are discussed in the following section entitled Pre-test.

Kitties' Clothing Judgment Scale was the basis for the Clothing Evaluation Scale used in the present research.[5] In her recommendations Kittles indicated the need for alterations in wording and for additional items to gain depth in certain areas. Supplementary items added in Part I of the present instrument included peer-evaluated best dressed, average dressed, and not as well dressed categories for group members. For Kittles research, appearance and grooming were rated by the investigator after several observations over a period of time. For the present study evaluation of the clothing worn by the group members was done by peers to eliminate any differences in standards due to the discrepancies in age and socioeconomic status between the respondents and the investigator.

Items designed to gain information about the adolescent's perception of the relationship between clothing and friendship preferences comprised Part II of the present scale. In Part III, the respondent was requested to name a single group member with whom she would like to exchange clothing. Answers to this question were used to acquire additional evidence for the best-dressed category. Questions pertaining to feelings of clothing deprivation and the reasons for these attitudes were included in Part IV.

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[5]Kittles, op. cit., Appendix 2.

Pre-test

A pilot study was conducted in June 1969 at the suburban community junior high school. Testing of the instruments to determine any misunderstanding because of sentence structure or meaning was one of the primary concerns. Resultant changes in the devices are noted in the following paragraphs.

No indication of an individual's identity was requested on the pre-test to allow for complete frankness and anonymity when responding to the Ohio Social Acceptance Scale. Because of this, the investigator could not diagram reciprocal friendship and mutual pair structures from the sociometric responses. Only the general level of social acceptance-rejection could be noted. It was impossible to ascertain who among the chosen friends of an individual had in return chosen her as a friend because of the lack of respondent identification. Therefore, in the final instrument the students were instructed to place a zero in front of their own name on the class list.

The pre-test sample consisted of ninth grade students who had, except in the instance of a new resident, attended the same school for three years. At the time of testing they were included in a small class (16 members) which was taught in an informal laboratory situation. Administration of the devices was done at the end of the school year after

the girls had been together as a formal group for nine months. Despite these circumstances, 9 of the 16 girls used "Don't know them" (the number IV category on the original scale) three or more times in making their sociometric choices. The investigator interpreted these findings as indicative that the respondents were taking the course of action which required the least thoughtful decisions. As a result, the "Don't know them" response was deleted from the sociometric inventory.

The Clothing Evaluation Scale was administered upon completion of the sociometric measure by the girls. After evaluation of the answers to Part II, the researcher determined that additional items were needed in order to differentiate attitudes of the early adolescents in viewing the relationship between clothing and friendship choices. The Investigator requested that the girls indicate how they would prefer other people to view their clothing. This item was divided into two questions in which preferences would be expressed about the opinions of friends and those who are not friends. A third item was included where the students' attitudes concerning the importance she placed on the clothing of her friends could be noted.

Selection of chairmen for committees to plan a social function was included in the pre-test instrument. The respondents indicated that they were hurried in making these choices during the forty minute class time allotted.

Incorporation in the final device of the additional items increased the time required for completing the scales. Therefore, committee leadership selection was eliminated since it was the least pertinent to the primary purposes of the study.

Final Instruments

The final instruments used in the present research are found in Appendix B and Appendix C. Sociometric choices on the Revised Ohio Social Acceptance Scale were limited to five: (1) My very best friend or friends, (2) My other friends, (3) Not friends, but okay, (4) Don't care for them, and (5) Don't like them at all. Each of these social acceptance-rejection categories was accompanied by a descriptive paragraph to complete the definition of the short rating titles. Instructions for the completion of the device were printed at the beginning of each part, but verbal directions preceded the administration of the instruments.

Analysis of the responses given on the social acceptance scale was accomplished by developing a sociogram for each class. Diagrams for the upper socioeconomic group are included in Appendix E. Lower socioeconomic sample segment sociograms are found in Appendix F. Cliques or reciprocal friendship structures and the stars of these, plus mutual pairs and isolates were located on the sociograms.

These segments of the group were compared according to responses given on the Clothing Evaluation Scale.

Administration of the Clothing Evaluation Scale followed the collection of the sociometric data. A system of coding was used to preserve a sense of anonymity. The questionnaires were numbered consecutively and distributed systematically. Each respondent was then Identified with her code number on an attendance list by the classroom teacher. Four parts were Included in this device. Part I was designed to obtain peer-evaluated ratings of the clothing of the group members. Questions in Part II were developed to gain insight into the Importance placed on clothing in social situations by the respondents. Part III was used to acquire additional evidence of the peer assessment of the girls to be classified as best dressed by requesting that the girls select one of their classmates with whom they would like to exchange clothing. Part IV was formulated to ascertain feelings of clothing deprivation and the reasons for them.

Statistical Analysis

Data gathered for this research were analyzed using the t test at the .05 level of probable significance for Hypotheses I, II, IV and V. Chi square was used to test the validity of Hypothesis III. Descriptions of the formulas are found in Appendix D.

Analyses were completed separately for each of the three segments of the sample: upper socioeconomic Caucasian girls, low sccioeconomic Caucasian respondents, and low socioeconomic Negro adolescents. Comparisons were made between the two Caucasian socioeconomic groups and the two racial groups included in the low socioeconomic stratum to discern possible relationships between socioeconomic level affiliation and racial background.

A computer was utilized to compile frequency counts. Nine variables were identified. Each variable was then cross tabulated with every other one for the three segments of the sample. The following is a description of the variables used for analyses.

Variable I: Social acceptance-rejection classification - star, clique member, mutual pairs, pure isolate, confused isolate, self isolate, ignored isolate and those not classified because of absenteeism of two or more of their chosen friends.

Variable 2: Stars' reciprocal friends.

Variable 3: Isolates' and mutual pairs' desired friends.

Variable 4: Frequency count of times a girl was named as best dressed.

Variable 5: Frequency count of times a girl was named as not as well dressed as other classmates or poorly dressed.

Variables 6, 7 and 8: Summary of frequency counts of responses to items in Part II of the Clothing Evaluation Scale which were interpreted as indicating dependency, conformity and independency toward the importance of clothing in social situations.

Variable 9: Responses which were indicative that the student did or did not feel a sense of clothing deprivation.

CHAPTER IV

FINDINGS AND DISCUSSION

Discussion of the findings is divided into four sections: (1) Sample, (2) Revised Ohio Social Acceptance Scale, (3) Clothing Evaluation Scale and (4) Testing the Hypotheses. A comparison of data from the two Instruments was the hasis for testing the validity of the hypotheses. The formula used for assessing the significance of the differences within and between groups is noted dependent on the data being analyzed.

Sample

The sample used in the investigation consisted of 242 early adolescent girls from twelve classes in two junior high schools. Three classes, one in each grade level, were tested in the suburban school. Nine of the student groups were attending the Inner city school: four were in the seventh grade, three were enrolled in the eighth grade and two were in the ninth grade. Respondents in the total sample were divided into three segments: 46 upper socioeconomic level Caucasian girls were called Group A; 80 low socioeconomic Caucasian adolescents were designated as Group B; and 116 low socioeconomic Negro girls were

categorized as Group C. Each of these sample segments was analyzed separately to test the validity of Hypotheses I, II and III within the groups. Differences between Groups A and B were evaluated for Hypothesis IV. Groups B and C were compared to determine the validity of Hypothesis V. Haw data tables are presented in Appendixes E, G, I and K for the upper socioeconomic strata (Group A) and in Appendixes F, H, J and L for the low socioeconomic groups (B and C).

Revised Ohio Social Acceptance Scale

The Revised Ohio Social Acceptance Scale (hereafter referred to as SAS; see Appendix B) was administered prior to the Clothing Evaluation Scale. Respondents were requested to place a single number (ranging from 1 through 5) in front of every name on the class list provided for them. These numbers represented the degree of social acceptance-rejection the Individual student felt toward each of her classmates. The five point scale, ranging from positive to negative, included the following categories: (1) My very best friend or friends; (2) My other friends; (3) Not friends, but okay; (4) Don't care for them; and (5) Don't like them at all. A zero placed in front of the respondent's own name identified which of the group members had made the choices.

From the tahulatlon of responses, the researcher identified the girls who had received the most numher one choices. These members were classified as stars. Girls who indicated reciprocal friendships with stars were designated as clique members. Mutual pairs were those adolescents who reciprocated a number one choice with only one other group member. Four types of isolates were noted: a pure isolate neither chose any other girl in the class as her best friend nor was she chosen by a group member; a confused isolate made choices and received some, but the choices did not match; a self isolate made no number one selections on the class list; and an ignored isolate received no selections as a best friend though she indicated some. No pure isolates were found in any of the 12 classes.

Categorization of some of the respondents into social acceptance segments was difficult when the answers were analyzed. In three instances self isolates had received enough number one choices to be identified as stars. However, because of the definitions established for the research (see Chapter 1, page 9), it was determined that these girls should be classified as isolates.

Two other girls were not classified in any category because two or more of their number-one-choice friends were absent on the day of testing and consequently they did not have an equal chance to be chosen as a best friend.

These special cases were so few in numher and scattered throughout the total sample that the investigator concluded that the results would not he seriously affected. Therefore, these girls were included in the tabulations as "other group members."

A further complication became apparent when the responses of Groups B (low socioeconomic Caucasian girls) and C (low socioeconomic Negro respondents) were diagrammed. The inference had been made by the supervising teacher of the inner city school that sociometric choices would be confined principally to age-mates affiliated with the same race as the individual respondent. This assumption was erroneous as can be seen from the sociograms drawn for the inner city school classes (see Appendix F).

A summary of the number of girls included in the social acceptance-rejection categories within each group according to the three grade levels is presented in Table I. Because the number of adolescents in each of the three isolate categories was small, they were grouped together for the statistical analysis. All responses given on the sociometric instrument were tabulated for each of the 12 classes of students. Only the number one choices, "My very best friend or friends," were used in constructing the sociograms. An attempt was made to include the number two choices in the diagrams but the patterns became so intricate

that they lost their value as a visual record of social acceptance choices. Complete tabulations of all five sociometric ratings and the accompanying sociograms for Group A are Included in Appendix E. The girls comprising Groups B and C were enrolled in the same classes so the SAS data for these respondents are combined in the nine tabulations and diagrams in Appendix F.

TABLE I

Numbers and Totals for Social Acceptance-Rejection Categories by Grade Level for All Sample Segments (N = 242)

Sample Segment	S*	CM*	MP*	CI*	SI*	II*	NC*	TOTAL
GROUP A (N = 46)								
7th Grade	3	9	0	1	0	3	0	16
8th Grade	3	4	2	2	2	2	0	15
9th Grade	4	3	0	3	2	3	0	15
Sub-total	10	16	2	6	4	8	0	
GROUP B (N = 80)								
7th Grade	5	23	7	10	0	0	1	46
8th Grade	3	17	0	4	1	2	0	27
9th Grade	0	1	4	0	1	1	0	7
Sub-total	8	41	11	14	2	3	1	
GROUP C (N = 116)								
7th Grade	11	33	3	4	0	0	0	51
8th Grade	12	18	6	8	3	0	1	48
9th Grade	7	1	2	3	3	1	0	17
Sub-total	30	52	11	15	6	1	1	
TOTAL	48	109	24	35	12	12	2	

*S - stars, CM - clique members, MP - mutual pairs, CI - confused isolates, SI - self isolates, II - ignored Isolates, and NC - not classified.

Clothing Evaluation Scale

Four parts comprised the Clothing Evaluation Scale (also referred to as CES). Each of these segments is discussed separately with a description of the items included in them. The method used for statistical analysis of the data differed according to the variables being tested. Consequently, the type of test used will be explained under each section.

Part I

Respondents were requested in Part I of the CES to list three classmates they considered to be the best dressed in the group, three girls they thought were dressed about average for the group, and three peers who were not as well dressed as most of the other age-mates in the class (see Appendix C). Part III of the CES was used as additional evidence for the best-dressed category. In this section girls were asked to name one classmate with whom they would enjoy exchanging clothing. The instrument was coded so that the researcher could ascertain which respondent had made the clothing evaluations. A summarization was made of the frequency counts of the girls classified in each of the three dress categories by their peers as shown in Table II. A fourth category included those girls who were not mentioned three to five

times, depending on the class size, in any of the dress classifications. In the best-dressed category, 12 were from Group A, 11 from Group B and 23 were Included in Group C. For the poorly-dressed rating, 8 were upper socioeconomic Caucasians, 18 were from the low socioeconomic Caucasian segment, and 7 were low socioeconomic Negroes.

TABLE II

Numbers and Totals of Respondents Included in Each of the Clothing Evaluation Categories by Grade Level for All Sample Segments (N = 242)

Sample Segment	Best Dressed	Average Dressed	Poorly Dressed	Not Classif.	TOTAL
GROUP A (N = 46)					
7th Grade	4	6	3	3	16
8th Grade	4	6	2	3	15
9th Grade	4	5	3	3	15
Sub-total	12	17	8	9	
GROUP B (N = 80)					
7th Grade	6	22	11	8	47
8th Grade	4	9	6	7	26
9th Grade	1	3	1	2	7
Sub-total	11	34	18	17	
GROUP C (N = 116)					
7th Grade	10	30	1	10	51
8th Grade	8	16	3	21	48
9th Grade	5	6	3	3	17
Sub-total	23	52	7	34	
TOTAL	46	103	33	60	

Scores were compiled for the stars and the non-stars according to peer-evaluated ratings of dress In each of

the three sample segments. Ratings assigned in the best-dressed category were compared with sociometric data to discern the relationship between these variables. A t test was used to determine if significant differences existed within the sample segments.

Ten stars were identified in Group A, upper socioeconomic Caucasian girls, as can be seen in Table III. The average number of times they were named as best dressed was 6.0. The mean score for the 36 girls who were categorized as non-stars was 3.4. Difference between the mean scores for this group was not found to be significant when a t test was calculated (d.f. = 44; t = 1.5). The 8 stars in Group B, low socioeconomic Caucasian girls, had an average best-dressed count of 7.9 and the 72 remaining group members were found to have a mean frequency of 2.7. This difference was significant beyond the .01 level (d.f. = 78; t = 3.4). For Group C, low socioeconomic Negro adolescents, the average number of times 30 stars were named as best dressed was 7.6, while 86 non-stars had a mean score of 2.7 for the best-dressed category. Differences between the mean scores for Group C were sighifleant beyond the .01 level of probability (d.f. = 114; t = 5.8).

TABLE III

Stars and Non-Stars Average Scores in Best-Dressed Category for All Sample Segments (N = 242)

SAS Category	GROUP A Number	GROUP A $\bar{X}$	GROUP B Number	GROUP B $\bar{X}$	GROUP C Number	GROUP C $\bar{X}$
Stars	10	6.0	8	7.9	30	7.6
Non-Stars	36	3.4	72	2.7	86	2.7
TOTAL	46		80		116	
t	1.5		3.4		5.8	
p	NS		<.01		<.01	

To evaluate the consistency of responses within groups, an analysis was performed for each participant in the study to determine the relation between her choices of best-dressed peers and the sociometric rating which she assigned to the same age-mates. These data were then tabulated and percentages calculated for each of the three sample groups. It can be noted from Table IV that Group A respondents (upper socioeconomic) tended to spread their best-dressed selections over the total range of sociometric choices more than did the other two groups. However, 70 per cent of the girls In the best-dressed category in Group A were included in the first and second sociometric classifications. In Groups B and C, 85 per cent of the best-dressed girls were also named as first or second choices on the SAS. The social rejection ratings (numbers 4 and 5) included 10 per cent of

Group A's best-dressed girls, 3 per oent of Group B's and less than 6 per cent of Group C's.

TABLE 1V

Numbers, Percentages and Totals for Best-Dressed Categories Based on Sociometric Choices for All Sample Segments (N = 242)

SAS Choices	GROUP A Number	%	GROUP B Number	%	GROUP C Number	%
No. 1	52	39.7	114	50.2	147	48.8
No. 2	40	30.5	78	34.4	110	36.6
No. 3	26	19.9	28	12.3	26	8.7
No. 4	11	8.4	5	2.2	9	2.9
No. 5	2	1.5	2	0.9	9	2.9
TOTAL	131	100.0	227	100.0	301	100.0

To determine the extent of this relationship at the opposite end of the sociometric continuum, isolates and mutual pairs were compared to other group members according to the average number of times the former girls were named as poorly dressed by their peers. A t test was performed to determine if the mean score differences within each sample segment were significant.

As can be seen in Table V, 20 isolates and mutual pairs in Group A received an average of 3.6 mentions as being poorly dressed. The mean number was 1.9 for the 26 other members of this group. The difference between the means

of the two group segments was not found to be significant (d.f. = 44; t = 1.7). In Group B, the 31 socially rejected girls were named an average of 4.5 times as poorly dressed while the remaining 49 group members had a mean score of 2.8. The difference between these means, however, was not found to be significant (d.f. = 78; t = 1.6). Group C's 33 isolates and mutual pairs were named as poorly dressed an average of 2.7 times while the 83 non-isolates and mutual pairs received a mean frequency of 1.2 mentions. The difference between these mean scores was found to be significant (d.f. = 114; t = 3.4; $p < .01$).

TABLE V

Isolates and Mutual Pairs and Other Group Members Average Scores in Poorly-Dressed Category for All Sample Segments (N = 242)

SAS Category	GBOUP A Number	$\bar{X}$	GROUP B Number	$\bar{X}$	GROUP C Number	$\bar{X}$
IMP*	20	3.6	31	4.5	33	2.7
Non-IMP*	26	1.9	49	2.8	83	1.2
TOTAL	46		80		116	
t	1.7		1.6		3.4	
P	NS		NS		<.01	

*IMP - isolates and mutual pairs

A tally was made of the girls who were designated by their peers as poorly dressed on the basis of their sociometric placement. Percentages were then computed for the data.

The same procedure was followed for each of the three groups. When the results were analyzed, it was found that in Group A, 50 per cent of the poorly-dressed girls were also classified in the two lowest sociometric categories while only 15 per cent were placed in the two highest ratings, as indicated in Tahle Vi. Group B placed the highest number of peers, 38 per cent, in the socially-rejected range and the lowest, 31 per cent, in the first two categories of the SAS. Poorly-dressed girls in Group C were most often rated in the fourth or fifth sociometric segments (46 per cent) by their peers. Approximately 27 per cent were in the first and second sociometric categories. Within each of the sample segments, the largest percentage of poorly-dressed girls was included in the third or middle social acceptance classification.

TABLE Vi

Numbers, Percentages and Totals for Poorly-Dressed Categories Based on Sociometric Choices for All Sample Segments (N = 242)

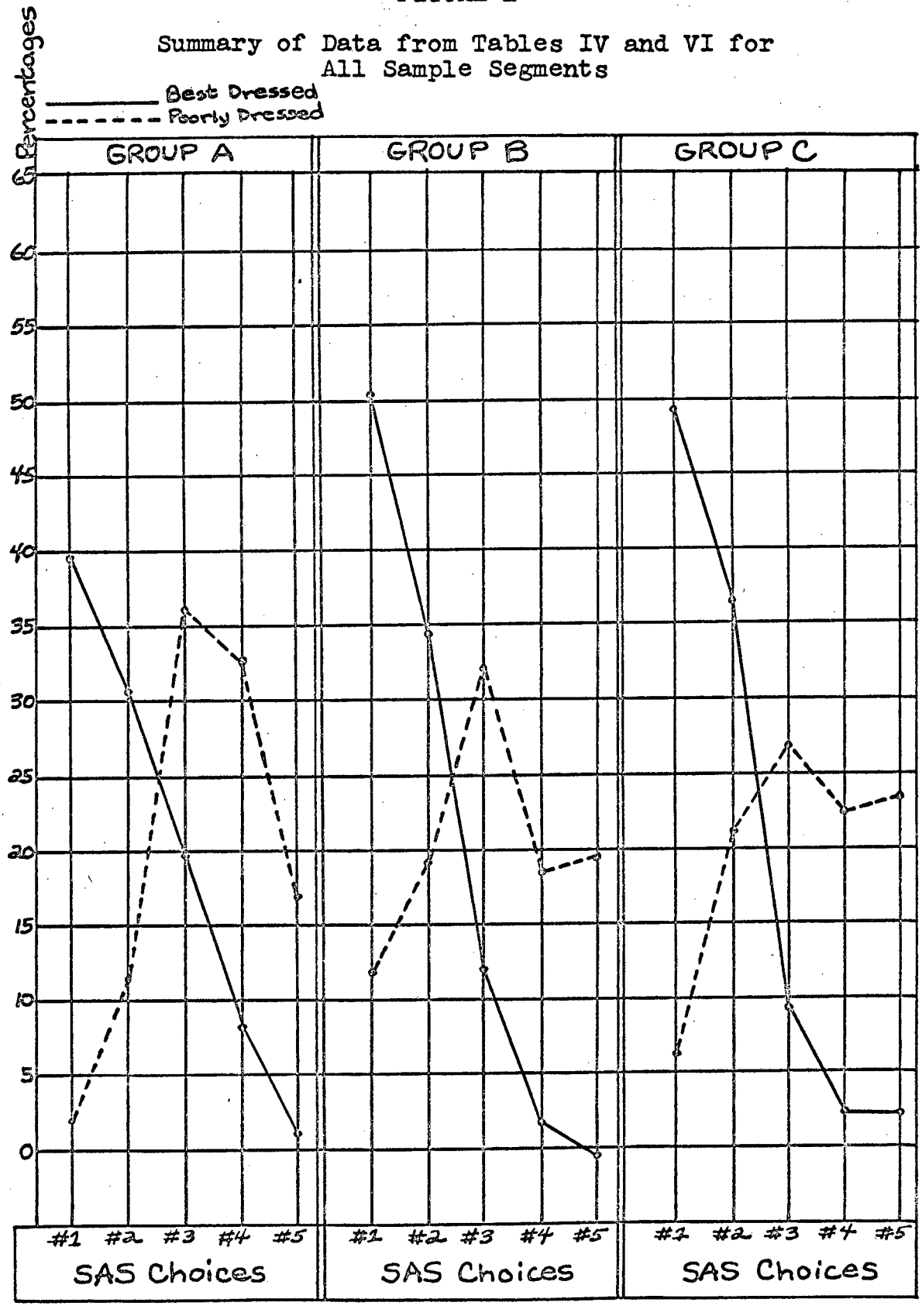
SAS Choices	GROUP A Number	%	GROUP B Number	%	GROUP C Number	%
No. 1	3	2.4	25	12.1	18	5.9
No. 2	14	11.3	39	18.8	64	20.9
No. 3	45	36.3	67	32.4	82	26.9
No. 4	41	33.1	36	17.4	70	22.6
No. 5	21	16.9	40	19.3	72	23.7
TOTAL	124	100.0	207	100.0	306	100.0

A summary of the data was made for the girls designated as best dressed or as poorly dressed along with sociometric ratings within each of the three sample segments. A direct relation was found between social acceptance and peer evaluation of best dressed as evidenced by the slope of the line in Figure 1. The line drops practically straight down from the first sociometric classification through the fifth category of choices in all three sample groups. However, when the percentages from the poorly-dressed category were plotted, a different line resulted. It rose from the social acceptance category No. 1 to No. 3 and then dropped to the points representing social rejection ratings.

Two other sample segments of the SAS were studied in relation to peer-evaluated dress ratings. The first was reciprocal friends of stars. These clique members were identified from the sociograms and were compared to other group members on the basis of a mean frequency of best-dressed ratings. From Table VII, it can be seen that 12 stars' reciprocal friends (SRF) were included in Group A. These girls had an average score of 3.7 in the best-dressed category while 34 other group members were named an average of 4.1 times. No significant difference was found between the mean values within this group when a t test was performed because of results in the opposite direction of that predicted (d.f, = 44; t = 0.5). In Group B, 22 SRF were named best dressed an average of 4.3 times and 58 other

FIGURE 1

Summary of Data from Tables IV and VI for All Sample Segments



peers had a mean frequency of 2.9. The difference between the mean scores within this group was not found to be significant (d.f. = 78; t = 1.28). A mean score in the best-dressed category of 5.6 was recorded for the 49 SRF in Group C. The 67 remaining group members were named an average of 3.0 times. The difference between the mean values within this group was significant at the .01 level in contrast to Groups A and B (d.f. = 114; t = 3.18).

TABLE VII

Stars' Reciprocal Friends and Other Group Members Average Scores in Best-Dressed Category for All Sample Segments (N = 242)

SAS Category	GROUP A Number	$\bar{X}$	GROUP B Number	$\bar{X}$	GROUP C Number	$\bar{X}$
SRF*	12	3.7	22	4.3	49	5.6
Non-SRF*	34	4.1	58	2.9	67	3.0
TOTAL	46		80		116	
t	0.5		1.3		3.2	
P	NS		NS		<.01	

*SRF - stars' reciprocal friends

The last social acceptance category to be compared with peer-evaluated dress ratings included the girls named by isolates or mutual pairs as desired best friends but the friendship preference was not reciprocated. This sample segment was compared to other group members on the basis of mean scores in the best-dressed category. As shown in

Table VIII, 22 desired friends of isolates or mutual pairs in Group A were named best dressed an average of 5.6 times. Remaining members in this sample segment received a mean frequency of 2.4 mentions. In Group B, 49 desired best friends had a mean score of 3.6 for the best-dressed category, while 31 other girls in the class had an average of 2.8. Seventy-one desired best friends of socially rejected girls in Group C had a mean frequency of 4.8 in the best-dressed category and 45 other age-mates in the segment were named an average of 2.9 times. The differences between the mean scores within Group A (d.f. = 44; t = 2.3; $p > .02$) and within Group C (d.f. = 114; t = 2.19; $p < .05$) were found to be significant when a t test was used. This was not true for Group B (d.f. = 78; t = 0.83).

TABLE VIII

Isolates' and Mutual Pairs' Desired Friends and Other Group Members Average Scores in Best-Dressed Category for All Sample Segments (N = 242)

SAS Category	GBOUP A Number	$\bar{X}$	GROUP B Number	$\bar{X}$	GROUP C Number	$\bar{X}$
IMP Desired	22	5.6	49	3.6	71	4.8
Non-IMP Des.	24	2.4	31	2.8	45	2.9
TOTAL	46		80		116	
t	2.3		0.8		2.2	
p	>.02		NS		<.05	

Racial affiliation within the low socioeconomic level (Group B and Group C) was considered as a possible variable In the assessment of the relationship between sociometric data and peer-evaluated dress ratings. As was mentioned previously, this variable was not found to be a factor in the sociometric choices (see sociograms in Appendix F). Part I of the Clothing Evaluation Scale was analyzed to determine the number of times a Caucasian girl rated a Caucasian or Negro classmate as best dressed or poorly dressed. The frequency that a Negro respondent chose a Negro or Caucasian girl as best dressed or poorly dressed was also tabulated.

When naming age-mates as best dressed, Caucasian respondents chose other Caucasians 140 times or 59 per cent of the time and Negro girls 96 times or 41 per cent of the time, as can be seen in Table IX. Group C, Negro adolescents, assigned the best-dressed category to their own race 281 times or 80 per cent of the time and to Caucasian classmates 69 times or 20 per cent of the time.

A similar relation did not occur when the girls rated age-mates as poorly dressed. Group B, Caucasian respondents, named classmates of their own race as least well dressed 136 times or 65 per cent of the time and Negro peers 75 times or 35 per cent of the time. An opposite trend was found for the Negro respondents or

Group C. They mentioned memhers of their race as poorly dressed 131 times or 41 per cent of the time and Caucasian girls were designated in this category 190 times or 59 per cent of the time.

TABLE IX

Numhers and Percentages of Low Socioeconomic Groups' Choices in Best-Dressed and Poorly-Dressed Categories Based on Racial Affiliation for Sample Segments B and C (N = 196)

	GROUP B				GROUP C			
Dress Category	Chose Caucasian No.	%	Chose Negro No.	%	Chose Negro No.	%	Chose Caucasian No.	%
Best Dressed	140	59.3	96	40.7	281	80.3	69	19.7
Poorly Dressed	136	64.6	75	35.4	131	40.8	190	59.2

Part II

Items in Part II of the Clothing Evaluation Scale were designed to gain evidence of the attitudes held by early adolescent girls toward the importance of clothing in social situations. The following items were included in this section:

D. I would rather have my best friends think that my clothes are
   1. ___ nicer than theirs.
   2. ___ about the same as theirs.
   3. ___ I really don't care what my best friends think about my clothing.

E. I would rather have girls who aren't my best friends think that I am
   1. ___ the best dressed in my class.
   2. ___ as well dressed as most of the girls in my class.
   3. ___ I really don't care what other people think about the way I am dressed.

F. I like to think that my best friends are
   1. ___ the best dressed in the class.
   2. ___ as well dressed as most of the girls in the class.
   3. ___ I really don't care how well dressed my friends are.

G. The first time I meet a girl I
   1. ___ notice If she has nice clothes.
   2. ___ notice if she is neat and clean.
   3. ___ don't notice her clothes or neatness at all.

H. If I were to go to a new school, on the first day I would wear
   1. ___ my prettiest dress.
   2. ___ the same kind of clothes that I think the other girls would be wearing.
   3. ___ what I wore to my old school.

For all five items, a No. 1 response was Interpreted as indicating that the adolescent felt a dependency on clothing in social situations. A No. 2 answer was recorded as conformity to peer standards. The third response was evaluated as expressing a disassociation of clothing from interpersonal relationships or Indicative of attitudes of independency.

Group A, upper socioeconomic Caucasian respondents, showed the least amount of dependency or independency of attitude about the place of clothing In social situations. Almost 70 per cent of the responses, as shown in Table X, were in the No. 2 column which was indicative of conformity to peer criteria. Thirty-three per cent of the Item F

answers were found to reflect attitudes of independency. In this item the girls expressed opinions about how important it was to them for their best friends to be well dressed. Assertions of dependency on dress were most frequent for Item H in which the girls checked what type of clothing they would wear on the first day if they were to go to a new school.

Conformity was reflected in 72 per cent of the answers for Group B, low socioeconomic Caucasian adolescents, for the question concerning what the respondents noticed first when meeting another girl. The greatest dependency on clothing was evoked by Item H in Group B. Approximately 22 per cent of the students Indicated they would wear their prettiest dress on the first day In a new school, a No. 1 answer. The most independent responses were given to Item E in which the girls displayed a lack of concern about how well their best friends were dressed. As a whole, Group B expressed a greater sense of independency or disassociation of clothing from Interpersonal relationships than did either of the other two groups.

For Group C, lower socioeconomic Negroes, the girls indicated the greatest conformity in question G with 72 per cent using a No. 2 answer. Again, as in Groups A and B, the greatest number of answers Indicative of dependency were assigned to Item H. Thirty-nine per cent of this segment's responses to Item D were recorded as a reflection

of independency. The girls expressed attitudes about the Importance of how their best friends evaluated their clothing in this item. For the entire sample, this group displayed the largest percentage of dependency responses.

TABLE X

Item Analysis of Responses to Part II of the Clothing Scale for All Sample Segments (N = 242)

CES Item	GROUP A Answers			GROUP B Answers			GROUP C Answers		
	% #1	% #2	% #3	% #1	% #2	% #3	% #1	% #2	% #3
D	0.0	71.7	28.3	1.2	64.6	34.2	3.5	57.7	38.8
E	6.5	76.1	17.4	6.3	66.2	27.5	3.5	71.3	24.2
F	4.3	63.I	32.6	6.3	56.9	36.8	6.0	65.4	28.6
G	2.1	76.5	21.4	6.3	72.2	21.5	12.2	72.2	15.6
H	19.6	60.9	19.5	21.5	60.8	I7.7	31.3	53.0	15.7
$\bar{X}$ %	6.5	69.7	23.8	8.3	64.1	27.6	11.3	63.9	24.8

A comparison was made between stars and non-stars according to the frequency of No. 3 answers indicating independency to items in Part II. Ten stars were identified in Group A. Three of these girls used the No. 3 response one or more times while seven of them did not use the independent answer at all, as can be seen in Table XI. Of the 36 non-stars, 23 used the independent response one or more times; the remaining 13 did not utilize this response at all. A chi square was used to test these findings and

the difference was found to he non-significant (d.f. = 1; $\chi^2 = 3.51$; $p < .10$).

Seven of the 8 stars in Group B used the independent answer one or more times while one star did not use a No. 3 answer at all. Seventy-two non-stars were included in this group. Sixty-one of them used the No. 3 response and 21 of the 82 remaining classmates in this segment did not use it at any time. These findings were not significant when tested with chi square (d.f. = 1; $\chi^2 = 1.0$).

Of the 30 stars in Group C, 19 used the No. 3 answer one or more times. Eleven stars did not use it at any time in answering Part II. Eighty-six non-stars were identified for this group; 56 of these girls used the independent answer one or more times while 30 girls did not use it. These differences were not significant (d.f. = 1; $\chi^2 = 0.05$).

TABLE XI

Numhers of Stars and Non-Stars Responding with Independent Answers to Part II of the Clothing Evaluation Scale for All Sample Segments (N = 242)

SAS Category	GROUP A Did*	GROUP A Did** Not	GROUP A Total	GROUP B Did*	GROUP B Did** Not	GROUP B Total	GROUP C Did*	GROUP C Did** Not	GROUP C Total
Stars	3	7	10	7	1	8	19	11	30
Non-Stars	23	13	36	61	21	72	56	30	86
TOTAL	26	20	46	68	22	80	75	41	116
χ^2	3.5			1.0			0.1		
p	NS			NS			NS		

*Did use a No. 3 answer; **Did not use a No. 3 answer.

Socially rejected girls were compared to other group memhers on the numher of times they responded with a dependent attitude (answer No. 1) to items in Part II. As shown in Tahle XII, 7 of the isolates and mutual pairs (IMP) from a total of 20 in Group A used the No. 1 answer one or more times while 13 of these girls did not use it at all. Of the 26 more socially accepted classmates, 7 used the dependency answer and the remaining 19 did not use it. These findings were not significant when chi square was applied (d.f. = 1; χ^2 = 0.34). Nine of the 31 IMP girls in Group B used the No. 1 answer one or more times, while the other 22 did not use it at all. Of the 49 other group memhers, 18 used dependency answers while 31 did not. These results, however, were not significant (d.f. = 1; χ^2 = 0.79). Thirty-three isolates and mutual pairs were identified for Group C. Twelve of these used the dependency answer at least once and 21 did not use it. Of the 83 more socially accepted girls, 35 checked No. 1 at least once and 48 did not. These differences were not found to he significant (d.f. = 1; χ^2 = 0.29).

Part III

One item was included under Part III of the Clothing Evaluation Scale (CES). The respondent was requested to select one classmate with whom she would enjoy exchanging clothes. Answers to this item were used by the investigator

TABLE XII

Numbers of Isolates ahd Mutual Pairs Responding with Dependent Answers to Part II of the Clothing Evaluation Scale for All Sample Segments (N = 242)

SAS Category	GROUP A Did*	Did** Not	Total	GROUP B Did*	Did** Not	Total	GROUP C Did*	Did** Not	Total
IMP	7	13	20	9	22	31	12	21	33
Non-IMP	7	19	26	18	31	49	35	48	83
TOTAL	14	32	46	27	53	80	47	69	116
χ^2	0.3			0.8			0.3		
P	NS			NS			NS		

*Did use a No. 1 answer; **Did not use a No. 1 answer.

in the previous analyses as additional evidence for the best-dressed category. However, these data are analyzed separately in this section to determine the relationship between peer-admired dress and Individual sociometric choices.

From Table XIII, it can be noted that in Group A, upper socioeconomic Caucasians, the girls desired to exchange clothes with first and second place sociometric choices 70 per cent of the time. No preferences for the dress of any peer who was assigned a number five or social rejection rating were indicated by this group. Eighty-three per cent of Group B, lower socioeconomic Caucasians, selected age-mates with whom they would like to exchange clothes that

were also categorized In the two highest social acceptance segments. Only 4 per cent of the classmates with fourth and fifth place sociometric ratings were named in response to this item. For Group C, low socioeconomic Negroes, 87 per cent of the girls who were preferred for clothes exchange were also named in the first and second SAS categories while 5 per cent were in the last two social ratings.

TABLE XIII

Numhers and Percentages of Exchange Clothes Preferences Based on Social Acceptance Scale Ratings for All Sample Segments (N = 220*)

SAS Choice	GROUP A Number	%	GROUP B Number	%	GROUP C Number	%
No. 1	15	34.9	38	50.7	57	55.9
No. 2	15	34.9	24	32.0	32	31.4
No. 3	8	18.6	10	13.3	8	7.9
No. 4	5	11.6	2	2.7	3	2.9
No. 5	0	0.0	1	1.3	2	1.9
TOTAL	43	100.0	75	100.0	102	100.0

*Three girls in Group A, 5 in Group B and 14 in Group C did not answer the question.

The variable of racial affiliation was used to further examine the responses given to Part III of the CES. A frequency count was made of the number of times a Caucasian respondent chose one of her race or a Negro classmate as a

person with whom she would like to exchange clothes. The same procedure was followed for Group C adolescents. As can be seen in Table XIV, Caucasian girls chose peers from their race with whom they would like to exchange clothes 47 times or 64 per cent of the time and a Negro classmate 27 times or 36 per cent of the time. The Negro respondents named a Negro girl 90 times or 83 per cent of the time and a Caucasian age-mate 19 times or 17 per cent of the time. The difference between Groups B and C was found to be highly significant when chi square was applied (d.f. = 1; $\chi^2 = 40.5$; $p < .001$).

TABLE XIV

Numbers and Percentages of Exchange Clothes Preferences Based on Bacial Affiliation for Sample Segments B and C (N = 183)

	GROUP B				GROUP C					
	Chose Caucasian		Chose Negro		Chose Negro		Chose Caucasian			
Category	No.	%	No.	%	No.	%	No.	%	χ^2	p
Exchange Clothes	47	63.5	27	36.4	90	82.6	19	17.4	40.5	$<.001$

Part IV

The fourth section of the CES included two items designed to gain information about early adolescent girls' feelings of clothing deprivation and the reasons for these feelings. These two items were stated as follows:

I. Most of the time I feel that I have all the clothes I need.
1. ___ Yes
2. ___ No

J. If you checked "No" for the question above, please answer the following. You may check more than one answer.
1. ___ I don't have enough clothing to feel dressed just right some or most of the time.
2. ___ My clothes aren't the right styles for my figure and personality.
3. ___ My clothes aren't the same kinds that the other girls in the class are wearing.
4. ___ I really don't know why but I feel that my clothes aren't right for me.
5. ___ Other reasons _____

Responses to Item I were tabulated within each sample segment. Thirty-three per cent of the girls in Group A reported they felt they did not have all the clothes they needed as indicated in Table XV. In Group B, 50 per cent of the adolescents responded that they felt a sense of clothing deprivation. Sixty-one per cent of Group C members indicated that they did not have all the clothing they needed.

TABLE XV

Numbers and Percentages of Clothing Deprivation Responses for All Sample Segments (N = 242)

CES Item I	GROUP A Number	%	GROUP B Number	%	GROUP C Number	%
YES (felt no clothing dep.)	31	67.4	40	50.0	45	38.8
NO (felt clothing dep.)	15	32.6	40	50.0	71	61.2
TOTAL	46	100.0	80	100.0	116	100.0

A comparison was made between Groups A and B to determine whether socioeconomic level was a factor in the number of times clothing deprivation was indicated. Chi square was applied to test the difference between the two Caucasian sample segments. No significant difference was found, though a trend was indicated (d.f. = 1; χ^2 = 3.48; $p > .05$). Groups B and C were compared to discern the difference between Caucasian and Negro respondents' answers about feelings of clothing deprivation. No significant difference was found between the low socioeconomic sample segments for this variable (d.f. = 1; χ^2 = 2.42).

Next, socially rejected girls were compared to other group members on the number of times they indicated feelings of clothing deprivation. Isolates and mutual pairs (iMP) within each group were charted according to their answers to Part IV, Item I. Frequency counts and percentages of the isolates' and mutual pairs' responses to Item I are presented in Table XVI. Forty per cent of the iMP in Group A replied that they felt some sense of clothing deprivation while 27 per cent of the more socially accepted girls indicated a similar feeling. The difference In frequencies between these sociometric types on the basis of their answers was not significant (d.f. = 1; χ^2 = 0.78). Of the 31 iMP in Group B, 65 per cent indicated they felt they did not have enough clothing for their heeds. Forty-one per cent of the remaining group members responded in

the same way. The difference in frequencies was significant beyond the .05 level of probability (d.f. = 1; $\chi^2 = 4.28$). In Group C, 70 per cent of the socially rejected girls responded that they did not have enough clothing to meet their needs while 58 per cent of the other peers answered in the same manner. These differences within Group C were not significant when tested with a chi square (d.f. = 1; $\chi^2 = 1.39$).

TABLE XVI

Numbers and Percentages of Isolates and Mutual Pairs Compared to Other Group Members on Clothing Deprivation Responses for All Sample Segments (N = 242)

SAS Category	YES* Number	YES* %	NO** Number	NO** %	TOTAL Number	TOTAL %
GROUP A						
IMP	12	60.0	8	40.0	20	100.0
Non-IMP	19	73.1	7	26.9	26	100.0
GROUP B						
IMP	11	35.5	20	64.5	31	100.0
Non-IMP	29	59.2	20	40.8	49	100.0
GROUP C						
IMP	10	30.3	23	69.7	33	100.0
Non-IMP	35	42.2	48	57.8	83	100.0

*Yes - felt no clothing deprivation
**No - felt a sense of clothing deprivation

A tabulation of the answers to Item J was made for each sample segment to determine which of the reasons was most often indicated for feeling a sense of clothing deprivation. More than one reason could be reported by

each girl so total frequencies do not match the numher of "no" responses to Item I.

As seen in Tahle XVII, approximately 67 per cent of the respondents who felt a sense of clothing deprivation in Group A reported that they believed they did not have enough clothing to feel dressed just right some or most of the time. Thirty-two per cent of the reasons given by Group B members were in the category of not having enough clothing as was the case in Group C with 39 per cent giving this same reason. Of those girls responding "Other reasons" (No. 5), only 6 actually wrote in their own explanations and all of these appeared to be restatements of the answers listed for Item J by the investigator.

TABLE XVII

Numbers and Percentages of Reasons for Feelings of Clothing Deprivation for All Sample Segments

Item J Reasons	GROUP A Number	%	GROUP B Number	%	GROUP C Number	%
No. 1	12	66.7	26	32.1	41	39.0
No. 2	2	11.1	11	13.6	14	13.3
No. 3	2	11.1	19	23.5	24	22.9
No. 4	2	11.1	16	19.7	24	22.9
No. 5	0	0.0	9	11.1	2	1.9
TOTAL*	18	100.0	81	100.0	105	100.0

*Total does not agree with number of respondents answering "No" to Item I because more than one reason could be given.

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Testing the Hypotheses

Five hypotheses were formulated as the hasis of this investigation. Responses from the Revised Ohio Social Acceptance Scale and data compiled from the Clothing Evaluation Scale were analyzed to determine the validity of the propositions.

HYPOTHESIS I: Differences will he found In the perception early adolescent girls have regarding the quality of dress of peers depending on their social acceptance classification.

Sub-hypothesis A: Stars will be mentioned more frequently in the peer-evaluated best-dressed category than will non-stars.

A t test was used to determine if significant differences were present between stars and non-stars based on the average number of times they were named as best dressed by their peers within each sample segment. The mean number of times the stars in Group A, upper socioeconomic Caucasians, were named as best dressed was 6.0; it was 3.4 for the non-stars. In Group B, low socioeconomic Caucasians, the stars were chosen as best dressed 7.9 mean number of times; the average score for the other members in Group B was 2.7. A mean score of 7.6 resulted for the stars in Group C, low socioeconomic Negroes, while for the non-star segment it was 2.7.

Differences between the means of the stars and the non-stars were significant for Group B (d.f. = 78; t = 2.82; $p < .01$) and for Group C (d.f. = 114; t = 4.37; $p < .001$). Mean scores were in the predicted direction for Group A but the difference was not great enough to be significant. In view of these findings, Sub-hypothesis A was only partially substantiated since stars in Group A were not mentioned more frequently than non-stars in the best-dressed category.

> Sub-hypothesis B: Isolates and mutual pairs will be classified more often in the peer-evaluated poorly-dressed category than will other group members.

Isolates and mutual pairs in Group A were named as poorly dressed by peers an average of 3.6 times and the other group members had a mean score of 1.9 in this dress category. In Group B, isolates and mutual pairs had an average frequency of 4.5 compared to the remaining classmates' average of 2.8. The mean score for socially rejected girls in Group C was 2.7 while other age-mates in this sample segment were rated as poorly dressed an average of 1.2 times.

When a t test was used to analyze data within groups it was found that only the differences for Group C, low socioeconomic Negro girls, was significant (d.f. = 114; t = 3.66; $p < .001$). For Group A (d.f. = 44; t = 1.7) and

Group B (d.f. = 78; t = 1.61) differences between the mean scores were in the predicted direction hut not sufficient enough to he significant. These findings were interpreted as partial support for Sub-hypothesis B since within the Caucasian groups isolates and mutual pairs were not named more frequently than other age-mates in the poorly-dressed category.

Hypothesis I was fully confirmed only for the low socioeconomic Negro respondents (Group C). Support was found for Sub-hypothesis A within the low socioeconomic Caucasian group (Group B), but not for Sub-hypothesis B. Neither Sub-hypothesis A nor B was valid for Group A, upper socioeconomic Caucasians. However, in the latter three instances results were in the predicted direction.

HYPOTHESIS lI: Differences will be found between social stars, isolates and mutual pairs in the degree and use they make of clothing in their interpersonal relationships.

Sub-hypothesis A: Stars' reciprocal friends will be classified more often in the peer-evaluated best-dressed category than will other group members.

The mean number of times stars' reciprocal friends were named as best dressed in Group A (upper socioeconomic Caucasians) by their peers was 3.7; the average score for the other group members was 4.1. For Group B (low

socioeconomic Caucasians) the mean score was 4.3 for SBF and 2.9 for the remaining girls. Stars' reciprocal friends in Group C were named as best dressed an average of 5.6 times and the remainder of the segment had a mean score of 3.0 In this dress dategory.

Sub-hypothesis A was valid only for Group C (d.f. = 114; $t = 3.18$; $p < .001$). Results were in the predicted direction for Group B (d.f. = 78; $t = 1.28$; $p > .20$) but not for Group A. Therefore, Sub-hypothesis A could not be accepted for the total sample because stars' reciprocal friends were not classified as best dressed more frequently than other classmates in the two Caucasian group segments.

> Sub-hypothesis B: Isolates' and mutual pairs' desired friends will be rated more frequently in the peer-evaluated best-dressed category than will other group members.

Isolates' and mutual pairs' (IMP) desired friends were rated as best dressed an average of 5.6 times while the other group members had a mean score of 2.4 In Group A, upper socioeconomic Caucasians. In Group B, low stratum Caucasians, the IMP desired friends had a mean frequency of 3.6 and the remainder of the segment was named an average of 2.8 times in this dress category. Of the girls in Group C, low socioeconomic Negroes, IMP desired friends were named best dressed an average of 4.8 times while the other peers had a mean score of 2.9.

Differences between the group segments were found to be significant for Group A (d.f. = 44; t = 2.3; $p > .02$) and Group C (d.f. = 114; t = 2.19; $p > .02$) but not for Group B (d.f. = 78; t = 0.83). As a result, Sub-hypothesis B could not be accepted in its entirety since the desired friends of socially rejected girls in the low socioeconomic Caucasian sample segment were not named as best dressed more often than other classmates.

In Hypothesis II, it was proposed that early adolescent girls in two sociometric categories would reflect differing degrees of use of clothing in Interpersonal relationships. This hypothesis was fully supported for low socioeconomic Negro girls (Group C). For Group A, upper stratum Caucasians, the major hypothesis was valid only for the less socially accepted girls in their choice of friends (Sub-hypothesis B). For Group B, low socioeconomic Caucasians, a tendency toward support was found for both of the sub-hypotheses.

HYPOTHESIS III: Differences will be found between social stars, isolates and mutual pairs in the attitudes they express concerning the importance of clothing in social situations.

Sub-hypothesis A: Stars will more often indicate a disassociation of clothing from friendship choices than will other group members.

Chi square was used to determine if the differences were significant between stars and non-stars on the basis of their responses to five items in Part II of the Clothing Evaluation Scale (see pages 61 and 62). Of the 10 stars in Group A, 3 of them used an Independent answer one or more times. Twenty-three of the remaining 36 group members responded in the same manner. For Group B, 7 of the 8 stars and 61 of the 72 non-stars used an independent answer at least once. Nineteen stars of the 30 in Group C responded with independent answers one or more times while 56 of the 86 non-stars also checked similar answers.

For the upper socioeconomic Caucasians (Group A), the difference between group segments was not significant though a trend was found in the predicted direction (d.f. = 1; $\chi^2 = 3.51$; $p > .05$). No significant differences resulted in Group B, low socioeconomic Caucasians (d.f. = 1; $\chi^2 = 1.0$) or Group C, low socioeconomic Negroes (d.f. = 1; $\chi^2 = 0.4$). Therefore, Sub-hypothesis A was not valid since differences between stars and non-stars attitudes of independency were not significant for all three sample segments.

> Sub-hypothesis B: Isolates and mutual pairs will indicate a stronger relationship between clothing and friendship preferences than will other group members.

Data were used from Part II of the Clothing Evaluation Scale (see Appendix C) to test this hypothesis. Seven isolates and mutual pairs (IMP) out of a total of 20 in Group A indicated a direct relation hetween clothing and friendship preferences; 7 of the 26 non-IMP classmates also responded in a similar manner. For Group B, 9 of the 31 IMP checked the dependent responses; this was true of 18 of the 49 remaining age-mates. A dependency on clothing for friendship preferences was exhibited by 12 of the 33 socially rejected girls in Group C and by 35 of the 83 non-IMP in this segment. When a chi square was used differences were not found to be significant for any of the sample segments: Group A (d.f. = 1; $\chi^2 = 0.34$), Group B (d.f. = 1; $\chi^2 = 0.79$) nor Group C (d.f. = 1; $\chi^2 = 0.07$). Therefore, Sub-hypothesis B was rejected since isolates and mutual pairs did not indicate a stronger relation between clothing and friendship preferences than did other group members.

Sub-hypothesis C: Isolates and mutual pairs will more often indicate a sense of clothing deprivation and group disapproval of their clothing than will other group members.

A total of 20 isolates and mutual pairs (IMP) were included in Group A and 8 of them indicated they felt a sense of clothing deprivation. Seven of the 19 other group members also responded in this way. Of the 31 IMP in

Group B, 20 sensed some lack of clothing while 20 of the 49 other classmates also indicate a similar feeling. Twenty-three of the total of 33 IMP in Group C responded that they felt they did not have enough clothing and 48 of the remaining 83 age-mates reported they felt this way also.

Only the difference hetween segments in Group B, low socioeconomic Caucasians, was found to he significant (d.f. = 1; χ^2 = 4.28; $p < .05$). No significance was found for differences In Group A, upper socioeconomic Caucasians (d.f. = 1; χ^2 = 0.78) or for Group B, low socioeconomic Negroes (d.f. = 1; χ^2 = 1.39), though results were in the predicted direction. Sub-hypothesis C was only partially supported in that for Groups A and C isolates and mutual pairs did not indicate a sense of clothing deprivation more often than other group members.

The investigator proposed in Hypothesis III that girls included in the various acceptance-rejection categories would express differing attitudes concerning the importance of clothing in social situations. This hypothesis was not fully supported for the total sample. To summarize, for the upper socioeconomic Caucasian segment, tendencies toward support were found for Sub-hypotheses A and C. Only the third sub-hypothesis was substantiated for the low socioeconomic Caucasian group, while results in the direction predicted were noted for the first two sub-

hypotheses. A tendency in the direction of support was found for Sub-hypothesis C but not for either of the first two sub-hypotheses for the low socioeconomic Negro segment.

HYPOTHESIS IV: Differences will be found between girls affiliated with the upper and the lower socioeconomic levels of the Caucasian race in the degree and use they make of clothing in their interpersonal relationships.

Findings for Group A (upper socioeconomic Caucasians) and Group B (low socioeconomic Caucasians) were compared to determine if differences existed in the degree and use made of clothing in social situations by early adolescent girls on the basis of socioeconomic level affiliation. In Hypothesis I, Sub-hypothesis A, the differences between mean scores for stars and non-stars within the two sample segments were not the same. Support was not obtained for this sub-hypothesis for Group A when a t test was computed (d.f. = 44; t = 1.53). In Group B, stars were mentioned more frequently in the peer-evaluated best-dressed category than were non-stars and the difference was significant beyond the .01 level of probability (d.f. = 78; t = 2.82). Isolates and mutual pairs in both groups were classified more often in the peer-evaluated poorly-dressed category than were other group members as had been stated in Sub-hypothesis B. However, the differences were not

significant for either sample segment (Group A: d.f. = 44; t = 1.7 and Group B: d.f. = 78; t = 1.61).

A comparison of results relative to Hypothesis II was made to discern differences between the disparate socioeconomic groups based on the degree and use made of clothing In choosing friends by stars and socially rejected girls. A t test was used to determine if stars' reciprocal friends were named more often in the best-dressed category than were other girls in the group as was proposed in Hypothesis II B. No significant difference was found for Group A, upper stratum adolescents; further the trend was actually in the opposite direction of prediction (d.f. = 44; t = 0.05). For Group B, low socioeconomic Caucasians, results were in the predicted direction but the difference was not significant (d.f. = 78; t = 1.28; $p > .10$). To test Sub-hypothesis B isolates' and mutual pairs' desired friends were compared to other group members on the basis of mean scores in the best-dressed category. The difference within Group A was significant at the .05 level of probability (d.f. = 44; t = 2.3). No significant difference was found within Group B, low status Caucasians (d.f. = 78; t = 0.83).

It was proposed in Hypothesis IV that socioeconomic level affiliation would be a factor in the degree and use early adolescent girls make of clothing in social situations.

In summary, results for this hypothesis were as follows: Hypothesis I A was supported for the low socioeconomic Caucasians hut was not valid for the upper level segment; for Hypothesis II A a trend toward support was found for the low status group while the results for the upper stratum segment were in the opposite direction of that predicted; and Hypothesis II B was valid for the upper socioeconomic Caucasians hut not the low socioeconomic group. Therefore, Hypothesis IV was valid since the two socioeconomic groups did not use clothing to the same degree when making sociometric decisions.

HYPOTHESIS V: Differences will he found hetween girls affiliated with the Negro and Caucasian races within the lower socioeconomic group in the degree and use they make of clothing in their interpersonal relationships.

An evaluation was made of the findings relative to Hypothesis I to determine if differences existed between Group B (low socioeconomic Caucasians) and Group C (low socioeconomic Negroes) in the use made of clothing in social situations. For Sub-hypothesis A, stars' and non-stars' mean scores in the best-dressed category were evaluated by means of a t test. This proposition was supported within both sample segments (Group B: d.f. = 78; t = 2.82 and Group C: d.f. = 114; t = 4.37). Isolates

and mutual pairs' mean frequency in the poorly-dressed category was compared to other group members to test Sub-hypothesis B to determine if the socially rejected girls were mentioned more frequently as being inappropriately dressed. The difference within Group C was significant beyond the .01 level of probability (d.f. = 114; t = 3.66) but the difference between these sociometric classifications in Group B was nonsignificant (d.f. = 78; t = 1.61).

Findings for the two lower socioeconomic sample segments for Hypothesis II were reexamined. It was proposed in Sub-hypothesis A that stars' reciprocal friends would be mentioned more frequently in the best-dressed category than would other group members. When a t test was performed, the difference within Group C, Negro girls, was significant (d.f. = 114; t = 3.18) but not within Group B, Caucasian respondents (d.f. = 78; t = 1.28). For Sub-hypothesis B, the desired friends of Isolates and mutual pairs were compared to other group members on the basis of mean scores in the best-dressed category to discern if one group was mentioned more frequently as being well dressed than the other sociometric segment. The difference within Group C was significant (d.f. = 114; t = 2.19). No significant difference was found for Group B, low stratum Caucasians (d.f. = 78; t = 0.83).

It was proposed in Hypothesis V that there would be differences between Caucasian and Negro respondents in the

degree and use they made of clothing in interpersonal relationships. In summary, this hypothesis was supported by the following observed differences: for Group C, Negro girls, support was obtained for all four of the sub-hypotheses under the two major propositions. However, only Hypothesis I A was valid for Group B, Caucasian adolescents. Therefore, Hypothesis V was substantiated in all but one instance since differences did exist in the degree and use made of clothing in social situations by the two racial groups.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose for conducting the research was to investigate the following: (1) the degree to which junior high school girls use clothing in their patterns of social acceptance or rejection of age-mates, (2) the differences hetween social stars and isolates in the use they make of clothing in their interpersonal relationships, (3) the variations in the use made of clothing in social relations by early adolescent Caucasian girls affiliated with disparate socioeconomic groups, and (4) the variations In the relationship of clothing assessment and sociometric choices between junior high age Caucasians and Negroes in the low socioeconomic level.

Five major hypotheses were formulated as the basis of the study. Differences were anticipated within and between groups in regard to the following variables: degree of social acceptance-rejection, reciprocal friendships, desired friendships, peer-evaluated quality of dress, attitudes concerning the importance of clothing and expressed feelings of clothing deprivation. Combinations of these variables were evaluated to determine the validity of the hypotheses.

Sample and Procedure

Junior high age girls residing in a metropolitan area of a large midwestern city comprised the population. A total of 242 respondents were included in the sample: 46 were Caucasians associated with an upper socioeconomic status; 80 were Caucasians included in a low socioeconomic level; and 116 were Negroes affiliated with the low socioeconomic stratum. Three classes, one in each grade level (seventh, eighth and ninth), were tested in the suburban school. Nine student groups (four from the seventh, three from the eighth and two in the ninth grades) were evaluated in the inner city school.

The Revised Ohio Social Acceptance Scale was administered to determine the degree of social acceptance-rejection for each respondent. Tabulations of all sociometric responses were made for each class and a sociogram was drawn using the number one choices of all respondents. The Clothing Evaluation Scale was next administered to ascertain peer-evaluated quality of dress for each girl and attitudes concerning the importance of clothing in social situations. A computer was utilized to make frequency counts of the answers given on this measure. Nine variables were identified and appropriate ones were cross tabulated to evaluate the hypotheses. Either chi square or a t test was calculated to determine if

differences were significant both within and between sample segments.

Hypothesis I

Differences will be found in the perception early adolescent girls have regarding the quality of dress of peers depending on their social acceptance classification.

Sub-hypothesis A: Stars will be mentioned more frequently in the peer-evaluated best-dressed category than will non-stars.

The difference between mean scores in the best-dressed category for stars ($\bar{X} = 6.0$) and non-stars ($\bar{X} = 3.4$) in the upper socioeconomic Caucasian group was not significant (d.f. = 44; t = 1.5) though a trend in the predicted direction was indicated when a t test was performed. Within the low socioeconomic Caucasian group, the difference between average scores (stars, $\bar{X} = 7.9$; non-stars, $\bar{X} = 2.7$) was sufficient to result in a probability level of .01 (d.f. = 78; t = 2.82). Low socioeconomic Negro stars' ($\bar{X} = 7.6$) and non-stars' ($\bar{X} = 2.7$) mean frequencies in the best-dressed category were significantly different at the .001 level (d.f. = 114; t = 4.37). Consequently, Sub-hypothesis A was only partially substantiated for the total sample.

Sub-hypothesis B: Isolates and mutual pairs will be classified more often in the peer-evaluated

poorly-dressed category than will other group nembers.

Isolates' and mutual pairs' average score ($\bar{X}$ = 3.6) in the peer ratings of poorly-dressed girls was compared to other upper socioeconomic Caucasians ($\bar{X}$ = 1.9) and found to be not significantly different when a t test was calculated (d.f. = 44; t = 1.7). Low socioeconomic Caucasian socially rejected girls' mean frequency ($\bar{X}$ = 4.5) in this dress category and the remaining classmates average score ($\bar{X}$ = 2.8) were not sufficiently different to meet the .05 level of significance criterion (d.f. = 78; t = 1.61). However, both of the above differences within sample groups were in the direction predicted. Within the low socioeconomic Negro segment, differences between isolates and mutual pairs' mean score ($\bar{X}$ = 2.7) in the poorly-dressed category was significantly different from other age-mates ($\bar{X}$ = 1.2) beyond the .001 level of probability (d.f. = 114; t = 3.66). These results were indicative of partial support for Sub-hypothesis B.

In summary, Hypothesis I was fully substantiated for the low socioeconomic Negro group. The low socioeconomic Caucasian segment supported Sub-hypothesis A, but only a trend in the predicted direction was found for Sub-hypothesis B. Neither of the sub-hypotheses was valid for upper socioeconomic Caucasians since no relation was found

between social acceptance-rejection and quality of dress. However, trends toward support were indicated for the upper status group.

Hypothesis II

Differences will he found between social stars, isolates and mutual pairs in the degree and use they make of clothing in their interpersonal relationships.

Sub-hypothesis A: Stars' reciprocal friends will be classified more often in the peer-evaluated best-dressed category than will other group members.

Within the upper socioeconomic Caucasian group, the difference between mean scores for reciprocal friends of stars ($\bar{X}$ = 3.7) and other group members ($\bar{X}$ = 4.1) based on peer ratings of best-dressed classmates was in the opposite direction of that predicted (d.f. = 44; t = 0.5). Stars' reciprocal friends in the low socioeconomic Caucasian segment had a mean frequency ($\bar{X}$ = 4.3) difference from remaining classmates ($\bar{X}$ = 2.9) which, when analyzed using a t test, was sufficient to indicate a trend toward support (d.f. = 78; t = 1.28). Differences within the low socioeconomic Negro group were significant at the .001 level of probability when reciprocal friends' average best-dressed score ($\bar{X}$ = 5.6) was compared to that of other group members' ($\bar{X}$ = 3.0). Sub-hypothesis A was valid for the Negro sample segment but not for the two Caucasian groups.

Sub-hypothesis B: Isolates' and mutual pairs' desired friends will be rated more frequently in the peer-evaluated best-dressed category than will other group members.

A t test was used to determine if significant differences existed between average scores in the best-dressed category for desired friends of isolates and mutual pairs (IMP) compared to other group members. Por the upper socioeconomic Caucasians, IMP desired friends' mean frequency ($\bar{X}$ = 5.6) was found to be significantly different from the remaining classmates' average score ($\bar{X}$ = 2.4) when analyzed (d.f. = 44; t = 2.3). Within the low socioeconomic Caucasian group, the difference between IMP desired friends' mean score ($\bar{X}$ = 3,6) and other peers ($\bar{X}$ = 2.8) was not sufficient to be significant at the established .05 level of probability (d.f. = 78; t = 0.83). The difference in the low socioeconomic Negro segment between sociometric categories (IMP desired friends, $\bar{X}$ = 4.8; non-IMP desired friends, $\bar{X}$ = 2.9) was found to be significant (d.f. = 114; t = 2.19). In view of these findings. Sub-hypothesis B was partially supported.

Hypothesis II was fully substantiated for the Negro segment. Sub-hypothesis B was supported for the upper socioeconomic Caucasian group, but not Sub-hypothesis A. Por the low socioeconomic Caucasian sample segment, only trends in the direction predicted were indicated for both

of the sub-hypotheses when It was found that stars and socially rejected girls only tend to express friendship choices from those classmates evaluated as best dressed.

Hypothesis III

Differences will be found between social stars, isolates and mutual pairs in the attitudes they express concerning the importance of clothing in social situations.

Sub-hypothesis A: Stars will more often indicate a disassociation of clothing from friendship choices than will other group members.

Chi square was used to determine if the differences were significant between stars and non-stars according to independent attitudes (No. 3 answers) expressed to five items in Part II of the Clothing Evaluation Scale (CES). Three of the 10 stars in the upper socioeconomic Caucasian segment checked the independent answer at least once while 23 of the 36 other group members responded in the same manner. Within the low socioeconomic Caucasian group, 7 of the 8 stars expressed attitudes of independence or a disassociation of clothing from friendship choices, while 61 of the 72 non-stars also answered No. 3 one or more times. Of the 30 low socioeconomic Negro stars, 19 responded with at least one independent answer and 56 of the 86 remaining classmates expressed the same attitude. No significant differences were found to exist between these sociometric

categories based on the frequency of independent attitudes expressed on items in Part II of the CES in any of the sample groups (d.f. = 1; Group A χ^2 = 3.51; Group B χ^2 = 1.0; Group C χ^2 = 0.4). As a result, Sub-hypothesis A was not substantiated for the total sample in that stars do not express attitudes of independency or a disassociation of clothing from friendship choices more than do other age-mates.

Sub-hypothesis B: Isolates and mutual pairs will Indicate a stronger relationship between clothing and friendship preferences than will other group members.

Isolates and mutual pairs (IMP) were compared to other age-mates based on the use of a No. 1 response to the five items in Part II of the CES. This answer was recorded as expressing attitudes of dependency on clothing In social situations. Of the 20 upper socioeconomic Caucasian IMP, 7 checked a No. 1 response at least once and 7 of the 26 non-IMP age-mates also used the dependent answer. Of the total of 31 IMP in the low socioeconomic Caucasian group, 9 responded with dependency one or more times while 18 of the 49 remaining group members checked this answer. Twelve of the 33 IMP included in the low socioeconomic Negro segment answered at least one of the five items with a dependent attitude and 35 of the 83 other peers also used the No. 1 response. Chi square was used to test the

differences within groups and it was found that none were significant (d.f. = 1; Group A χ^2 = 0.34; Group B χ^2 = 0.79; Group C χ^2 = 0.07). Therefore, Sub-hypothesis B was not confirmed for any of the sample segments because socially rejected girls do not express attitudes of dependency on clothing in social situations more frequently than other group members.

Sub-hypothesis C: Isolates and mutual pairs will more often Indicate a sense of clothing deprivation and group disapproval of their clothing than will other group members.

Differences between socially rejected girls and other age-mates according to the frequency of responses indicative of clothing deprivation were tested with chi square to determine significance. Of the 20 IMP in the upper socioeconomic Caucasian group, 8 indicated they did not have enough clothing to meet their needs and 7 of the 19 other group members expressed the same attitude. Twenty of the 31 low socioeconomic Caucasian IMP felt a sense of clothing deprivation while 20 of the remaining classmates concurred. A total of 33 IMP were included in the low socioeconomic Negro segment and 23 of them felt they did not have enough clothing. Only the difference between sociometric categories within the low stratum Caucasian group were found to be significant (d.f. = I; χ^2 = 4.28).

Results were in the predicted direction for the other two sample segments (d.f. = 1; Group A χ^2 = 0.78; Group B χ^2 = 1.39). Thus, Sub-hypothesis C was only partially supported for the total sample in that isolates and mutual pairs tend to express feelings of clothing deprivation more often than other age-mates.

Hypothesis III was not fully substantiated for any of the sample groups since differences were not significant between girls classified in various sociometric categories when expressing attitudes concerning the importance of clothing in social situations. Results for the upper Caucasian group were in the predicted direction for Sub-hypotheses A and C, but not for Sub-hypothesis B. Only the third sub-hypothesis was valid for the low socioeconomic Caucasian segment, though tendencies toward support were found for the first two sub-hypotheses. The low socioeconomic Negro sample segment did not substantiate any of the sub-hypotheses.

Hypothesis IV

Differences will be found between girls affiliated with the upper and the lower socioeconomic levels of the Caucasian race in the degree and use they make of clothing in their interpersonal relationships.

Data relative to Hypotheses I and II were summarized to determine if Hypothesis IV was valid. Hypothesis I,

Sub-hypothesis A was supported for the low socioeconomic Caucasian group but was not valid for the upper status segment since in this instance stars were not mentioned more frequently in the best-dressed category than were remaining group members. Within both sample segments mean scores in the poorly-dressed category for socially rejected girls were not significantly different from other group members as predicted in Sub-hypothesis B. For Hypothesis II, Sub-hypothesis A, a trend toward support was found for the low stratum members but the results for the upper socioeconomic adolescents were in the opposite direction of that predicted when other group members were named more often in the best-dressed category than were stars' reciprocal friends. Hypothesis II B was valid for the upper status group when isolates' and mutual pairs' desired friends were mentioned more frequently in the best-dressed category than were remaining classmates. However, this proposition was rejected for the low socioeconomic Caucasian segment. Therefore, Hypothesis IV was accepted as a result of the differences between the two sample segments in the degree and use they made of clothing in social situations.

Hypothesis V

Differences will be found between girls affiliated with the Negro and Caucasian races within the lower socioeconomic group in the degree and use they make of clothing in their interpersonal relationships.

This proposition was partially supported hy the differences found between the results pertinent to Hypotheses I and II. For Group C stars were mentioned more frequently in the peer-evaluated best-dressed category than were non-stars (Hypothesis I, Sub-hypothesis A); isolates and mutual pairs were classified more often in the poorly-dressed category than were more socially accepted girls (Hypothesis I, Sub-hypothesis B); and stars' reciprocal friends as well as isolates and mutual pairs' desired friends were named more frequently in the best-dressed category than were remaining group members (Hypothesis II, Sub-hypotheses A and B). Only Hypothesis I, Sub-hypothesis A was valid for the low socioeconomic Caucasians (Group B). Therefore, Hypothesis V was substantiated except that equal emphasis was placed on the categorization of stars in the best-dressed classification within both sample segments.

Conclusions and Implications

The following conclusions were made by the investigator based on the results obtained in the research:

In general, quality of dress is an important factor to junior high age girls when making sociometric decisions. However, the degree to which clothing is used in social situations is influenced by affiliation with a socioeconomic level and different racial backgrounds. Upper stratum

Caucasian girls displayed the least amount of association between clothing and friendship choices. The relationship between peer-evaluated quality of dress and social acceptance-rejection was stronger in the low socioeconomic Caucasian group than it was for the upper status segment. The most intense relationship between the variables of clothing and sociometric preference was exhibited within the low socioeconomic Negro group. This segment utilized their assessments of appropriateness of dress as a factor in both acceptance and rejection of classmates. Further, Negro girls name members of their own race as being well dressed and Caucasians as least well dressed more frequently than the low socioeconomic Caucasians base their ratings of dress on racial affiliation.

When expressing attitudes concerning the importance of clothing in social situations, early adolescents most often respond with answers indicative of conformity. No significant differences were found between the sample segments, but tendencies toward dependent and independent opinions were noted. The upper socioeconomic Caucasian group displayed the strongest sense of conformity of attitudes. A tendency toward attitudes of independency concerning the importance of clothing in sociometric decisions was expressed within the low stratum Caucasian segment. The low socioeconomic Negro girls displayed

the most dependent attitudes and strongest association between clothing and interpersonal relationships.

Though differences were not significant, the upper stratum group indicated the least sense of clothing deprivation. Low socioeconomic Caucasians expressed a lack of appropriate dress more often than did their upper level counterparts. However, the greatest amount of clothing deprivation was exhibited within the low status Negro segment.

Recommendations for Further Study

Additional empirical research is needed to substantiate the evidence presented in this investigation that disparate socioeconomic and racial groups use clothing to different degrees in their interpersonal relationships. The investigator recommends that:

1. A sample drawn from a pure Caucasian low socioeconomic residential area plus a segment living in a separate Negro neighborhood would eliminate the possible influences on behavior resulting from enrollment in a racially-mixed school,

2. No attempt was made in this study to analyze the data according to age or grade level. This variable needs to be investigated for all of the sample segments through the high school years.

3. A study of adolescent boys affiliated with the two races enrolled in secondary schools could provide additional evidence for the variable of racial affiliation as well as socioeconomic level in the relationship between social acceptance and being considered well dressed by peers.

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APPENDIXES

APPENDIX A

Socioeconomic Characteristics Scales

WARNER'S REVISED SCALE FOR RATING OCCUPATIONS

Rating	Description
I.	Professional: lawyers, doctors, dentists, engineers, judges, high school superintendents, veternarians, seminary graduates, chemists, etc. with post-graduate training, architects. Proprieters and Managers: businesses valued at $75,000 and over Business Men: regional and divisional managers of large financial and industrial enterprises Clerks and Kindred Workers: certified public accountants Farmers: gentlemen farmers
II.	Professional: high school teachers, trained nurses, chiropodists, chiropractors, undertakers, ministers with some training, newspaper editors, librarians Proprieters and Managers: businesses valued at $20,000 to $75,000 Business Men: assistant managers and office and department managers of large businesses, assistants to executives, etc. Clerks and Kindred Workers: accountants, salesmen of real estate, insurance and postmasters Farmers: large farm owners
III.	Professional: social workers, grade school teachers, optometrists, librarians (not grad.), undertaker's assistants, ministers (no training) Proprieters and Managers: businesses valued at $5,000 to $20,000 Business Men: all minor officials of businesses Clerks and Kindred Workers: auto salesmen, bank clerks and cashiers, postal clerks, secretaries to executives, supervisors of railroad, telephone, etc., justices of the peace Manual Workers: contractors
IV.	Proprieters and Managers: businesses valued at $2,000 to $5,000 Clerks and Kindred Workers; stenographers, book-keepers, rural mail clerks, ticket agents, sales people in dry goods Manual Workers: factory foremen, electricians, plumbers, carpenters, watchmakers who own business Protective and Social Workers: dry cleaners, butchers, sheriffs, railroad engineers, and conductors

Rating	Description
V.	Proprieters and Managers: businesses valued at $500 to $2,000 Clerks and Kindred Workers: dime store clerks, hardware salesmen, beauty operators, telephone operators Manual Workers: carpenters, plumbers, electricians who are semi-skilled, timekeepers, linemen, repairmen Protective and Social Workers: barkers, firemen, butchers apprentices, practical nurses, policemen, seamstresses, cooks, bartenders Farmers: tenant farmers
VI.	Proprieters and Managers: businesses valued at less than $500 Manual Workers: moulders, semi-skilled workers Protective and Social Workers: baggage men, night policemen, taxi and truck drivers, gas station attendants, waitresses Farmers: small tenant farmers
VII.	Manual Workers: heavy labor, migrant workers, odd job men, miners Protective and Social Workers: janitors, scrubwomen, newsboys Farmers: migrant farm workers

WARNER'S REVISED HOUSING SCALE

Rating	Description
I.	Excellent houses. This Includes only houses which are very large single-family dwellings in good repair and surrounded hy large lawns and yards which are landscaped and well cared for. These houses have an element of ostentation with respect to size, architectural style, and general condition of yards and lawn.
II.	Very good houses. Roughly, this includes all houses which do not quite measure up to the first category. The primary difference is one of size. They are slightly smaller, but still larger than utility demands for the average family.
III.	Good houses. In many cases they are only slightly larger than utility demands. They are more conventional and less ostentatious than the two higher categories.
IV.	Average houses. One and one-half to two-story wood frame and brick single-family dwellings. Conventional style, with lawns well cared for but not landscaped.
V.	Fair houses. In general, this includes houses whose condition is not quite as good as those houses given a IV rating. It also includes smaller houses in excellent condition.
VI.	Poor houses. In thls, and the category below, size is less important than condition in determining evaluation. Houses in this category are badly run-down but have not deteriorated sufficiently that they cannot be repaired. They suffer from lack of care but do not have the profusion of debris which surrounds houses in the lowest category.
VII.	Very poor houses. All houses which have deteriorated so far that they cannot be repaired. They are considered unhealthy and unsafe to live in. All buildings not originally intended for dwellings, shacks and over-crowded buildings. The halls and yards are littered with junk, and many have an extremely bad odor.

Apartments and multiple dwellings are rated on the same scale, but evaluated one point lower than a comparable single-family dwelling.

APPENDIX B

Revised Ohio Social Acceptance Scale

REVISED OHIO SOCIAL ACCEPTANCE SCALE

DIRECTIONS: You have a list of the girls in this class. Read the paragraphs on this page. Then in front of each name put the number of the paragraph (1, 2, 3, 4 or 5) which tells how you feel about each girl. Use only one number before each name. Put a 0 (zero) in front of your name.

"My very best friend or friends"	1	I would like to have this girl as one of my very best friends. I would like to spend a lot of time with her and share secrets and ideas. I would do everything I could to help her if she needed help.
"My other friends"	2	It would be fun to work with this girl and I would invite her to any party I might give. It would be nice to have this girl as a friend.
"Not friends, but okay"	3	It would be all right to work in a group with this girl or play on the same team with her. I would not always ask her to my parties. She is okay, but I would not want her as a best friend.
"Don't care for them"	4	I might speak to this girl if I met her at school or on the street, but I really don't like being with her. If she played on the same team with me I guess it would be okay, but I would rather be with someone else.
"Don't like them at all"	5	This girl is someone I really don't like at all, I would rather hot even play on the same team or work in the same group with her.

REMEMBER, EVERY NAME SHOULD HAVE A NUMBER IN FRONT OF IT!

APPENDIX C

Clothing Evaluation Scale

CLOTHING EVALUATION SCALE

PART I: First read A, B and C under Part I before you fill in the answers. Then write in the first and last names of the girls in this class that you think best fit the statements. You may use your own name under A. B or C. Please fill in every blank.

A. The three best dressed girls in this class are
   1.
   2.
   3.

B. The three girls dressed about average for this class are
   1.
   2.
   3.

C. The three girls who are not as well dressed as most of the class are
   1.
   2.
   3.

PART II: Read each of the following carefully and check the answer that best tells your feelings.

D. I would rather have my best friends think that my clothes are
   1. ___ nicer than theirs.
   2. ___ about the same as theirs.
   3. ___ I really don't care what my best friends think about my clothing.

E. I would rather have girls who aren't my best friends think that I am
   1. ___ the best dressed in my class.
   2. ___ as well dressed as most of the girls in my class.
   3. ___ I really don't care what other people think about the way I am dressed.

F. I like to think that my best friends are
   1. ___ the best dressed in the class.
   2. ___ as well dressed as most of the girls in the class.
   3. ___ I really don't care how well dressed my friends are.

G. The first time I meet a girl I
   1. ___ notice if she has nice clothes.
   2. ___ notice if she is neat and clean.
   3. ___ don't notice her clothes or neatness at all.

H. If I were to go to a new school, on the first day I would wear
   1. ___ my prettiest dress.
   2. ___ the same kind of clothes that I think the other girls would be wearing.
   3. ___ what I wore to my old school.

PART III: Think about all of the girls in this class and answer the following question with one name (first and last).

If all of the girls in this class were the same size and could trade clothes, the one girl whose clothing I would like to wear would be _____.

PART IV: Think about your own clothes and your feelings about the things you have to wear for all your activities. Check the answer that tells your feelings best.

I. Most of the time I feel that I have all the clothes I need.
   1. ___ Yes
   2. ___ No

J. If you checked "No" for the question above, please answer the following. You may check more than one answer.
   1. ___ I don't have enough clothing to feel dressed just right some or most of the time.
   2. ___ My clothes aren't the right styles for my figure and personality.
   3. ___ My clothes aren't the same kinds that the other girls in the class are wearing.
   4. ___ I really don't know why, but I feel that my clothes aren't right for me.
   5. ___ Other reasons _____
      _____
      _____

THANK YOU VERY MUCH FOR ANSWERING THIS QUESTIONNAIRE

APPENDIX D

Formulas Used for Statistical Analysis

The t Test

$$\hat{\sigma} = \sqrt{\frac{d_a^2 + d_{t-a}^2}{n_t - 2}}$$

$$t = \frac{\bar{X}_a - \bar{X}_{t-a}}{\hat{\sigma}\sqrt{\frac{1}{a} + \frac{1}{t-a}}}$$

where

$\hat{\sigma}$ = estimated standard deviation for the whole population

$\Sigma d_a^2 + \Sigma d_{t-a}^2$ = the sum of the sqaured deviations from their mean for the group segment being tested plus the sum of the squared deviations from their mean for the remainder of the group

$\bar{X}_a - \bar{X}_{t-a}$ = the mean for the segment being tested minus the mean for the remainder of the group

The Chi Square

$$\chi^2 = \Sigma\left[\frac{(f_o - f)^2}{f}\right]$$

where

f_o = observed or actual frequencies

f = theoretical or expected frequencies

APPENDIX E

Upper Socioeconomic Group A Social Acceptance Scale Tabulations and Sociograms

Social Acceptance Scale Abbreviations

S - star, rated most often as a No. 1 choice

CM - clique member, affiliated with a group of friends who choose each other as friends

MP - mutual pair member, choose only one friend and are chosen by the same person

CI - confused isolate, makes some No. 1 choices and receives some but they do not match

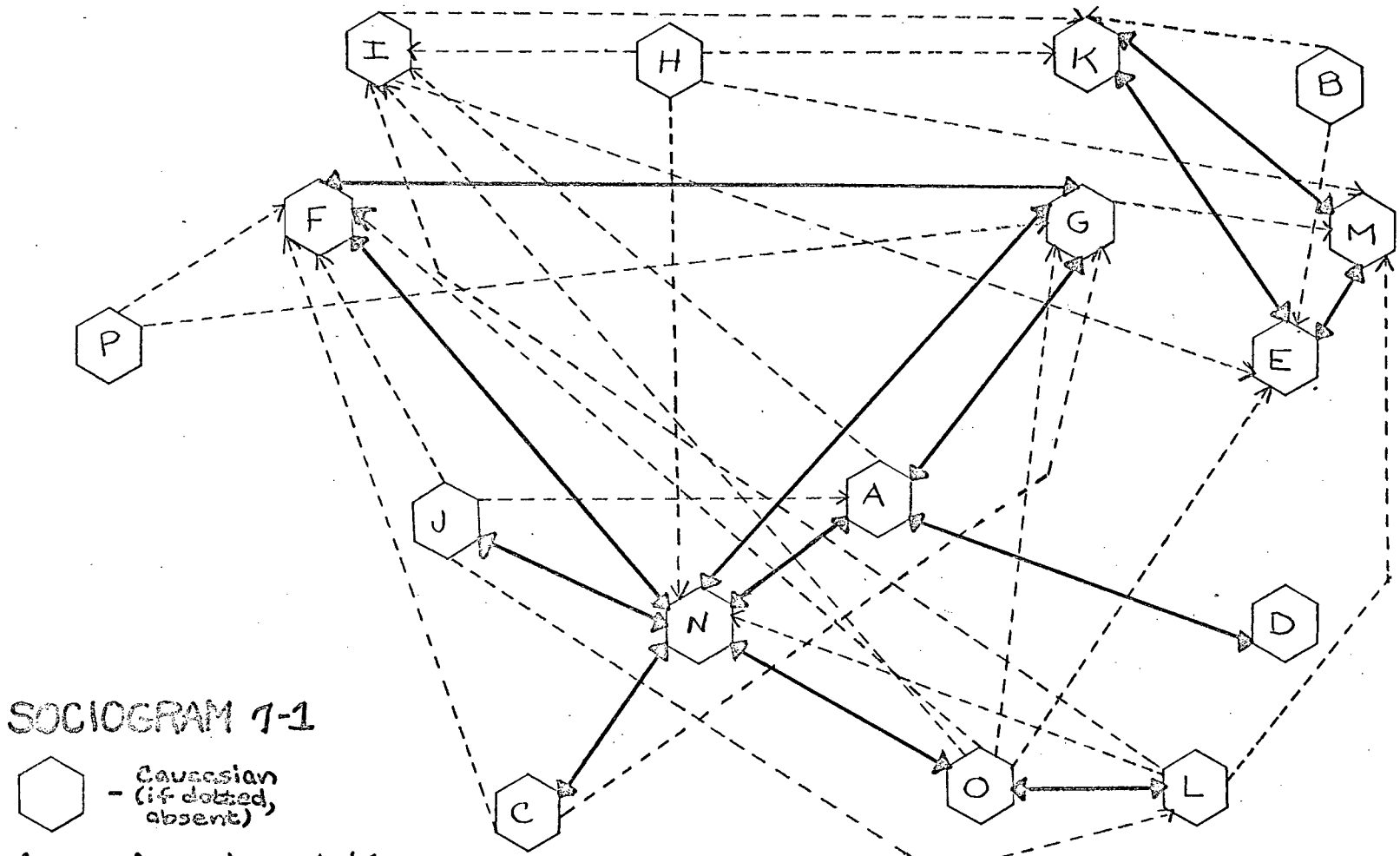
SI - self isolate, rated no one in the class as a No. 1 choice friend

II - ignored isolate, was not chosen by any member of the class as a best friend

0 - not classified due to absenteeism or void instrument

SOCIAL ACCEPTANCE SCALE
TABULATION 7-1

Resp.	Choices															
	A	B	C	D	E	F	G	H	1	J	K	L	M	N	O	P
A	0	3	4	1	2	3	1	3	1	2	2	3	2	1	2	4
B	3	0	5	3	1	4	4	5	4	4	1	4	2	3	4	5
C	2	4	0	3	3	1	1	4	2	2	4	3	2	1	3	5
D	1	3	4	0	2	3	2	4	4	4	2	4	2	2	3	4
E	2	3	4	3	0	2	3	3	2	4	1	3	1	3	3	4
F	2	4	4	3	2	0	1	3	3	3	2	3	2	1	3	2
G	1	3	2	2	2	1	0	2	2	2	2	2	1	1	2	2
H	4	2	5	3	2	2	2	0	1	4	1	4	1	1	4	5
I	2	5	4	3	1	4	2	3	0	3	1	3	2	3	4	5
J	1	3	2	3	3	1	3	3	3	0	2	1	2	1	4	5
K	3	2	4	3	1	3	3	3	2	3	0	3	1	2	3	4
L	2	5	2	3	2	2	2	3	1	3	2	0	1	1	1	3
M	3	3	4	4	1	3	3	3	2	3	1	3	0	2	3	4
N	1	3	1	2	2	1	1	2	2	1	2	2	2	0	1	3
O	2	3	2	2	1	1	1	3	1	3	2	1	3	1	0	4
P	3	3	5	5	2	1	1	2	2	5	2	2	2	3	3	0
Total																
# 1	4	0	1	1	5	6	6	0	4	1	5	2	5	8	2	0
# 2	6	2	4	3	8	3	4	3	7	3	9	3	9	3	2	2
# 3	4	9	0	9	2	4	4	9	2	6	0	7	1	4	7	2
# 4	1	2	7	1	0	2	1	2	2	4	1	3	0	0	4	6
# 5	0	2	3	1	0	0	0	1	0	1	0	0	0	0	0	5
SAS Classifications																
	CM	II	CM	CM	CM	S	S	II	CI	CM	CM	CM	CM	S	CM	II

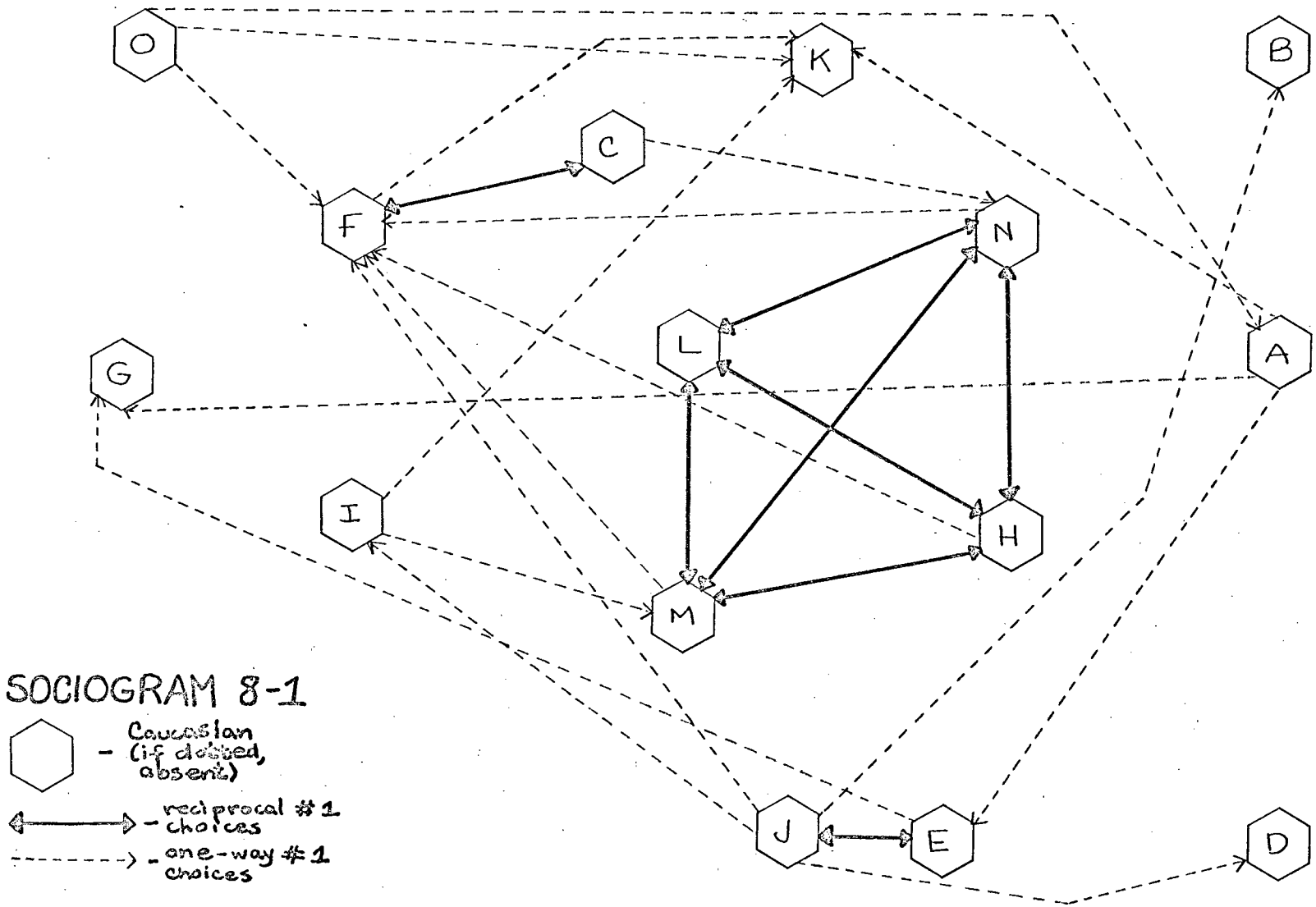


SOCIOGRAM 7-1

- Caucasian (if dotted, absent)
- reciprocal #1 choices
- one-way #1 choices

SOCIAL ACCEPTANCE SCALE
TABULATION 8-1

Resp.	Choices														
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
A	0	2	3	4	1	2	1	2	2	2	1	2	2	2	3
B	4	0	2	4	3	2	3	4	5	2	5	4	3	3	3
C	3	2	0	3	4	1	2	3	2	3	3	2	2	1	3
D	2	3	3	0	4	3	3	3	3	4	2	3	3	3	2
E	3	2	3	5	0	2	1	3	3	1	4	3	3	3	4
F	3	2	1	4	3	0	2	2	2	2	1	2	2	2	2
G	(absent)														
H	3	3	3	4	2	1	2	0	3	3	3	1	1	1	3
I	4	3	2	4	4	2	2	2	0	2	1	2	1	2	3
J	2	1	2	1	1	1	2	3	1	0	2	3	3	3	2
K	2	4	4	5	4	3	4	4	2	4	0	4	4	5	3
L	3	3	3	3	3	3	3	1	3	3	3	0	1	1	3
M	2	2	2	2	2	1	2	1	2	2	2	1	0	1	2
N	3	3	2	3	3	1	2	1	4	3	3	1	1	0	3
O	1	2	2	5	3	1	4	4	2	3	1	4	4	3	0
Total															
# 1	1	1	1	1	2	6	2	3	1	1	4	3	4	4	0
# 2	4	5	6	2	2	4	7	3	6	5	3	4	3	3	4
# 3	6	5	5	3	5	3	3	4	4	5	4	3	4	5	8
# 4	2	1	1	5	4	0	2	3	1	2	1	3	2	0	1
# 5	0	0	0	3	0	0	0	0	1	0	1	0	0	1	0
SAS Classifications															
	Cl	SI	CM	Sl	MP	S	0	CM	CI	MP	SI	CM	S	S	II

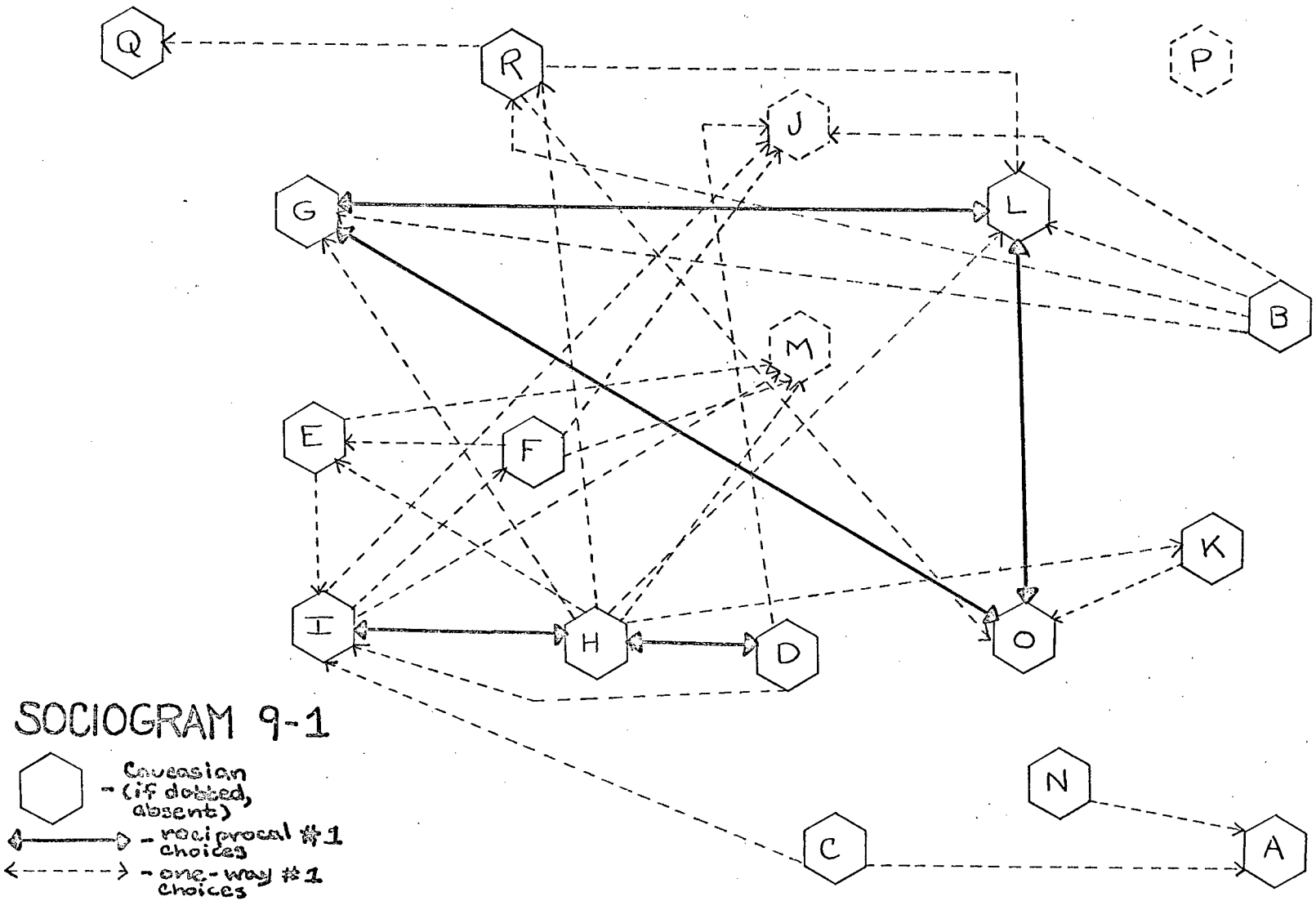


SOCIOGRAM 8-1

- Caucasian (if dabbed, absent)
- reciprocal #1 choices
- one-way #1 choices

SOCIAL ACCEPTANCE SCALE
TABULATION 9-1

Resp.	Choices																	
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
A	0	3	2	2	2	2	4	3	3	5	3	4	4	4	2	2	2	3
B	3	0	3	2	2	2	1	3	3	1	2	1	2	5	2	3	2	1
C	1	3	0	2	4	4	2	3	1	2	3	5	5	4	2	3	2	2
D	4	3	3	0	2	4	3	1	1	1	3	3	2	5	3	5	2	3
E	4	2	5	2	0	4	5	3	1	2	4	4	1	5	5	3	2	3
F	4	4	5	3	1	0	2	3	2	1	2	2	1	5	2	5	3	3
G	3	3	4	4	4	3	0	3	3	2	4	1	5	3	1	3	3	3
H	4	2	5	1	1	2	1	0	1	2	1	1	1	5	4	4	2	1
I	4	2	4	2	2	1	2	1	0	1	2	2	1	5	4	5	2	3
J	(absent)																	
K	3	3	3	3	4	2	5	2	2	2	0	2	3	5	1	3	2	2
L	3	2	4	3	3	2	1	3	3	2	2	0	4	4	1	3	2	3
M	(absent)																	
N	1	3	2	3	3	5	5	2	4	4	5	4	5	0	3	3	3	4
O	4	3	3	4	4	3	1	3	2	2	2	1	4	5	0	4	3	2
P	(absent)																	
Q	4	3	4	3	3	3	3	4	3	3	3	3	2	3	3	3	0	3
R	5	4	5	3	4	2	4	4	3	3	5	1	4	5	1	5	1	0
Total																		
# 1	2	0	0	1	2	1	4	2	4	4	1	5	4	0	4	0	1	2
# 2	0	4	2	5	4	6	3	2	3	7	5	3	3	0	4	1	9	3
# 3	4	8	4	6	3	3	2	8	6	2	4	2	1	2	3	8	4	8
# 4	7	2	4	2	5	3	2	2	1	1	2	3	4	3	2	2	0	1
# 5	1	0	4	0	0	1	3	0	0	1	2	1	3	9	1	4	0	0
SAS Classifications																		
	SI	II	II	CM	CI	CM	S	CM	S	0	CI	S	0	II	S	0	SI	CI



SOCIOGRAM 9-1

Caucasian - (if dotted, absent)

- reciprocal #1 choices

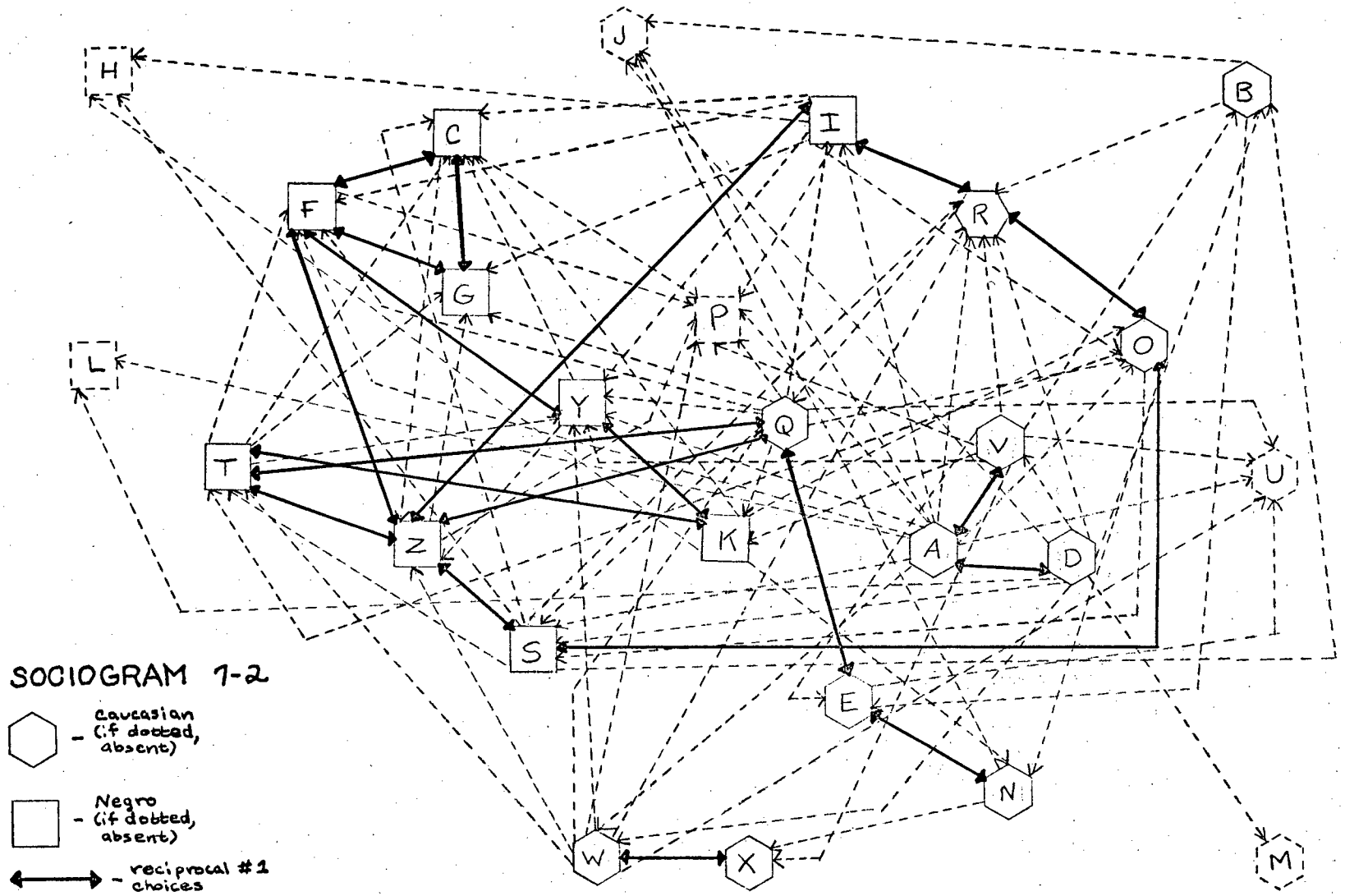
- one-way #1 choices

APPENDIX F

Lower Socioeconomic Groups B and C Social Acceptance Scale Tabulations and Sociograms

SOCIAL ACCEPTANCE SCALE
TABULATION 7-2

	Choices																								
Resp.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	H	S	T	U	V	W	X	Y	Z
A	0	3	4	1	4	1	5	3	1	1	5	1	4	5	1	1	5	1	1	5	1	1	1	5	1	5
B	3	0	2	4	1	2	3	5	3	1	3	3	2	3	4	5	3	1	2	3	3	3	3	3	3	3
C	3	4	0	2	3	1	1	4	5	3	2	2	3	4	2	1	3	4	3	3	3	4	3	5	3	1
D	1	1	2	0	3	3	3	3	3	1	2	1	1	2	2	2	2	1	1	2	2	1	1	2	2	2
E	3	2	3	3	0	3	3	3	4	4	4	4	3	1	3	4	1	4	4	4	1	4	5	5	4	4
F	4	2	1	2	2	0	1	3	3	4	4	5	4	2	2	1	3	2	2	2	5	3	3	2	1	1
G	4	5	1	4	3	1	0	3	3	5	2	4	4	3	3	4	2	4	2	2	3	4	3	4	2	2
H	(absent)																									
I	3	2	1	3	2	1	1	1	0	3	2	4	4	2	1	1	3	1	2	2	2	3	2	2	1	1
J	(absent)																									
K	3	5	1	4	5	2	3	1	2	4	0	5	5	1	1	2	2	3	3	1	2	4	2	4	1	3
L	(absent)																									
M	(absent)																									
N	3	2	4	2	1	2	3	2	2	1	3	3	5	0	2	4	2	2	2	2	4	4	4	1	4	4
O	3	3	2	3	3	2	3	3	2	3	3	4	3	1	0	2	3	1	1	1	3	3	2	2	2	3
P	(absent)																									
Q	4	4	2	2	1	1	1	4	1	5	1	4	5	5	1	1	0	4	1	1	1	4	4	4	1	1
R	2	2	3	3	3	3	3	3	1	2	2	3	3	3	1	3	1	0	2	3	2	3	2	2	3	3
S	5	1	1	3	3	3	5	1	2	5	5	2	2	2	1	3	2	1	0	1	2	5	2	4	5	1
T	3	3	1	4	4	1	1	2	2	4	1	4	4	4	2	3	1	2	2	0	3	5	3	4	1	1
U	(absent)																									
V	1	1	2	2	1	3	2	4	3	4	1	4	2	3	2	1	2	1	2	2	1	0	2	1	1	5
W	4	2	3	4	2	3	3	2	3	2	2	5	2	3	2	1	1	1	3	1	1	4	0	1	1	1
X	3	4	3	3	3	4	4	3	4	4	3	5	4	2	2	3	4	3	2	3	3	3	1	0	2	3
Y	3	2	1	3	4	1	3	4	2	4	1	5	3	4	3	2	3	4	3	2	4	3	3	2	0	1
Z	5	4	2	5	2	1	1	3	1	5	3	5	4	4	2	1	1	3	1	1	3	5	3	3	2	0
Total																										
# 1	2	3	7	1	4	8	6	3	4	4	4	2	1	3	6	8	5	8	5	6	5	2	3	3	8	8
# 2	1	7	6	5	4	4	1	3	6	2	6	2	4	5	9	4	6	3	9	7	5	0	6	6	5	2
# 3	10	3	4	7	7	6	9	9	6	3	5	3	5	5	3	4	6	3	4	4	7	7	7	2	3	5
# 4	4	4	2	5	3	1	1	4	2	7	2	7	7	4	1	3	1	5	1	1	2	7	2	5	2	2
# 5	2	2	0	1	1	0	2	1	1	4	2	6	3	2	0	1	1	0	0	1	1	3	1	3	1	2
SAS Classification																										
	CM	CI	CM	CM	CM	S	CM	O	CM	O	CM	O	O	CM	CM	O	CM	S	CM	CM	O	CM	MP	MP	S	S

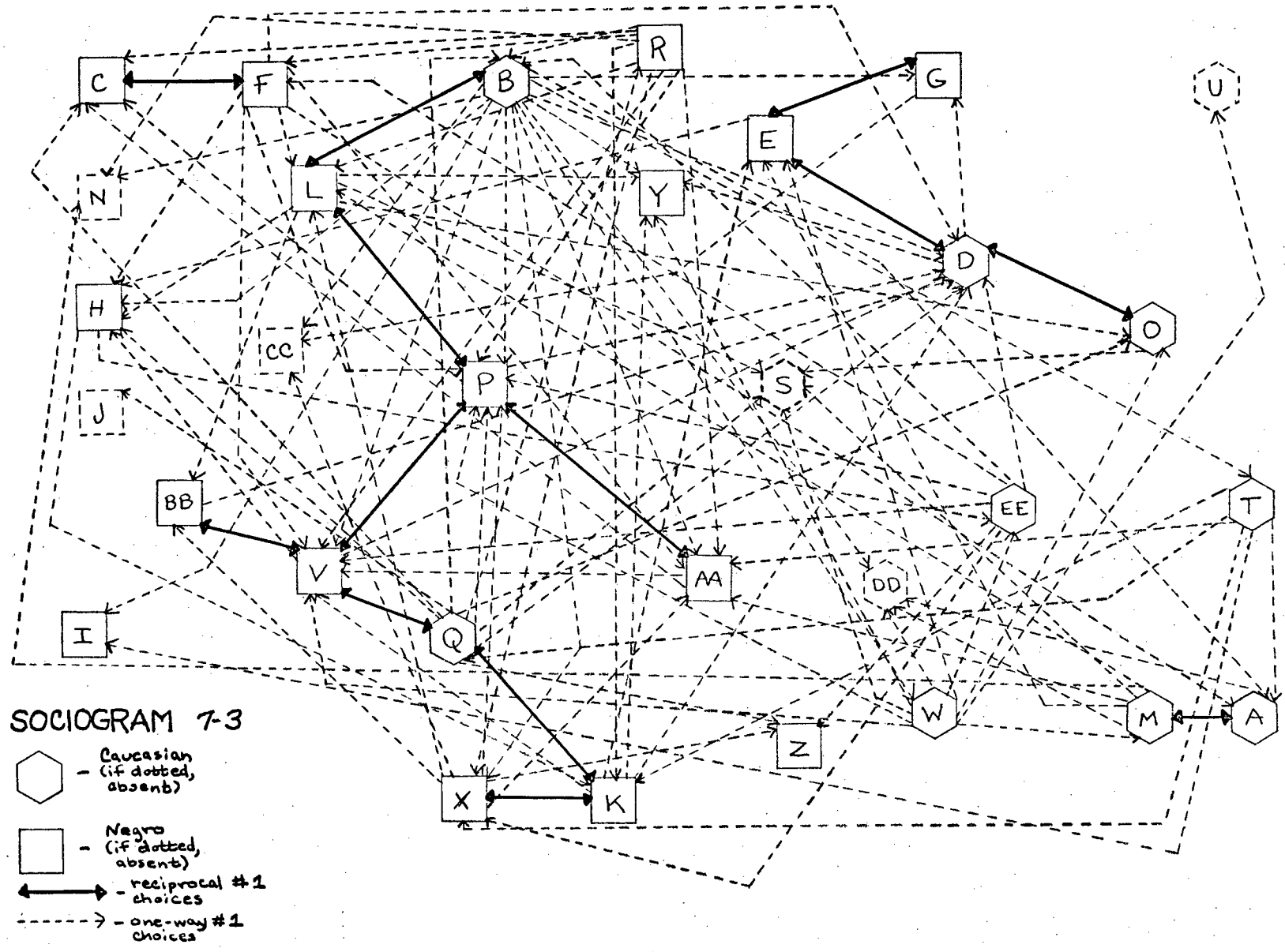


SOCIOGRAM 1-2

- Caucasian (if dotted, absent)
- Negro (if dotted, absent)
- reciprocal #1 choices
- one-way #1 choices

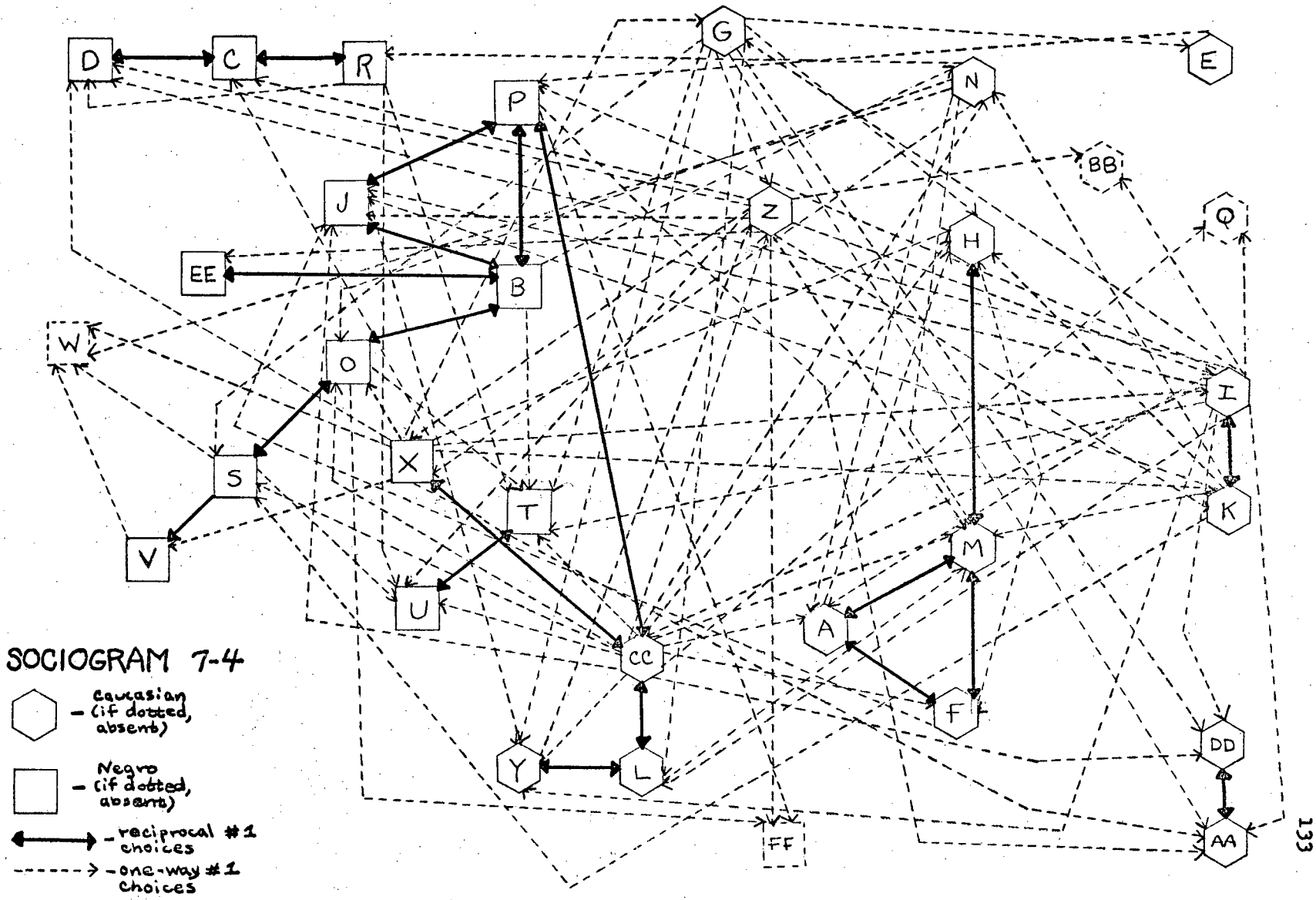
SOCIAL ACCEPTANCE SCALE
TABULATION 7-3

Resp.	Choices																															
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD	EE	
A	0	4	4	4	3	5	3	3	5	4	3	3	1	3	3	5	5	5	2	4	4	5	5	3	5	3	4	4	4	1	2	
B	1	0	5	1	2	3	1	1	1	3	4	1	3	1	5	1	3	5	2	1	3	1	1	1	1	3	1	3	1	1	3	
C	3	4	0	2	5	1	5	2	4	4	3	3	4	3	4	2	4	3	4	5	4	2	4	2	5	4	2	4	4	4	3	
D	2	3	2	0	1	3	1	4	2	2	4	2	3	5	1	2	2	3	5	2	4	2	2	2	1	3	2	2	2	2	2	
E	4	3	3	1	0	4	1	1	3	4	3	2	4	4	4	3	4	4	2	4	4	3	3	2	4	4	3	4	3	3	3	
F	1	2	1	1	3	0	3	1	5	3	3	1	5	3	4	1	4	4	3	5	3	1	5	2	5	2	1	5	4	4	3	
G	3	4	3	2	1	3	0	2	3	5	2	2	3	3	2	2	3	3	3	5	5	2	2	3	2	2	3	3	1	2	3	
H	4	3	3	2	3	2	4	0	2	4	1	2	5	5	4	3	3	2	5	4	3	2	4	5	2	5	3	5	3	2	1	
I	(void)																															
J	(absent)																															
K	3	2	4	1	1	2	2	2	5	3	0	3	3	5	2	4	1	4	4	3	3	1	2	1	1	2	2	2	2	2	3	
L	3	1	2	2	2	3	2	1	4	3	4	0	5	2	1	1	2	5	1	4	5	2	5	3	1	2	1	2	5	5	3	
M	1	3	2	2	1	4	3	2	3	4	3	1	0	1	5	3	5	5	1	5	3	2	4	5	3	3	1	5	5	1	2	
N	(absent)																															
O	5	4	3	1	4	4	3	3	3	3	3	4	4	4	0	2	2	4	1	4	4	2	2	4	2	3	4	3	4	3	3	
P	4	5	1	1	3	3	2	2	2	3	2	1	4	5	2	0	3	4	5	5	4	1	4	4	2	2	1	3	4	4	2	
Q	3	1	1	1	3	5	3	1	2	1	1	3	3	3	1	1	0	1	1	4	4	1	4	2	5	1	2	4	3	2	3	
R	3	1	1	2	3	1	2	3	4	5	1	1	5	1	5	1	5	0	2	5	4	1	2	1	4	2	1	2	3	2	3	
S	(absent)																															
T	1	3	4	2	2	3	3	2	1	3	1	4	2	3	4	4	1	3	2	0	5	5	3	1	5	5	1	4	2	3	3	
U	(absent)																															
V	2	2	4	1	2	2	2	1	3	3	2	2	3	3	2	1	1	3	3	4	2	0	2	3	3	2	2	1	3	3	3	
W	5	2	3	2	1	5	2	5	2	3	2	2	1	5	1	1	3	2	1	3	1	1	0	4	1	4	3	5	2	1	1	
X	5	5	2	2	3	5	5	5	4	2	1	1	5	3	5	1	2	5	3	5	3	2	5	0	5	1	1	5	1	5	3	
Y	(void)																															
Z	(void)																															
AA	4	5	1	4	4	3	3	3	2	3	3	2	4	3	4	1	4	4	4	5	5	1	5	2	5	3	0	4	4	3	2	
BB	2	2	2	1	2	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	2	0	2	2	2	
CC	(absent)																															
DD	(absent)																															
EE	5	1	3	1	2	1	5	4	3	3	5	5	3	2	2	1	3	4	5	3	2	1	4	1	4	1	4	1	5	4	0	
Total																																
# 1	4	4	5	10	5	3	3	6	2	1	5	6	2	3	4	10	3	1	5	1	1	10	1	5	5	3	8	2	3	4	2	
# 2	3	5	5	9	6	3	7	7	7	3	5	8	2	3	6	5	5	3	6	2	3	8	7	7	5	8	6	4	5	7	6	
# 3	6	5	6	0	7	7	7	4	6	11	7	4	7	9	1	3	6	5	4	3	6	1	2	4	2	6	4	4	5	5	13	
# 4	4	4	4	2	2	4	1	2	4	5	3	2	5	2	6	2	4	7	3	7	8	0	6	3	3	3	3	6	6	4	0	
# 5	4	3	1	0	1	4	3	2	3	2	1	1	5	5	4	1	3	5	4	8	4	2	5	2	7	2	0	5	3	2	0	
SAS Classifications																																
	MP	CM	MP	SC	MM	PC	MC	I	CM	OC	M	SM	P	OC	M	SC	MC	I	OC	I	O	SC	I	CM	CM	CM	SC	M	O	OC	I	


C
F
B
R
G
U
E
N
L
Y
D
H
CC
P
S
O
J
BB
EE
T
V
AA
DD
I
Q
W
M
A
Z
X
K
SOCIOGRAM 7-3
Caucasian - (if dotted, absent)
Negro - (if dotted, absent)
reciprocal #1 choices
one-way #1 choices

SOCIAL ACCEPTANCE SCALE
TABULATION 7-4

Resp.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD	EE	FF
	Choices																															
A	0	2	2	2	3	1	2	1	3	2	2	2	1	2	2	2	2	2	2	2	3	2	3	2	3	3	2	2	2	2	2	2
B	2	0	2	3	3	2	3	2	4	1	2	4	2	1	1	1	3	3	3	1	3	2	3	3	2	3	3	2	3	3	1	3
C	2	3	0	1	4	3	3	3	5	3	3	3	4	2	3	2	3	1	2	2	2	2	2	2	3	4	3	2	3	3	3	2
D	2	3	1	0	5	4	5	4	5	5	4	3	4	3	3	4	5	2	2	3	3	2	2	4	3	3	3	3	5	5	2	4
E	4	3	3	2	0	3	3	3	2	2	3	2	3	3	2	1	2	2	2	3	3	5	2	2	3	3	4	2	3	3	2	2
F	1	2	3	3	3	0	3	1	2	1	2	3	1	3	2	2	3	3	3	2	2	2	2	2	2	3	3	2	2	2	2	2
G	2	2	5	3	1	2	0	1	2	3	3	1	2	5	5	3	5	5	1	1	2	3	2	3	1	1	1	4	4	1	4	4
H	2	3	4	4	4	2	3	0	3	3	3	4	1	2	2	4	3	3	4	4	4	4	4	4	4	3	3	4	2	3	3	4
I	1	3	3	1	3	4	1	2	0	1	1	1	2	2	2	1	1	5	2	1	2	4	3	4	1	2	1	1	1	1	4	3
J	3	1	4	5	2	2	4	4	3	0	2	2	4	4	2	1	5	2	4	2	2	5	5	5	1	3	4	4	4	3	3	4
K	2	2	2	2	3	3	3	1	1	1	0	3	1	1	2	2	2	3	1	3	3	3	3	3	3	4	3	3	2	3	3	3
L	3	3	2	3	4	2	2	4	2	2	2	0	1	2	2	3	3	2	2	2	2	2	2	2	1	3	2	2	1	2	2	2
M	1	2	2	2	3	1	3	1	3	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	2	3	2	2
N	1	2	2	2	4	3	3	3	3	2	2	3	1	0	1	2	4	1	2	3	3	2	1	1	2	4	3	3	2	3	2	2
O	2	1	2	2	3	3	5	4	4	3	2	5	2	3	0	2	5	2	1	1	2	2	2	2	5	5	5	4	3	3	2	1
P	2	1	3	3	3	2	3	3	2	1	2	2	2	2	2	0	4	3	2	3	2	2	2	2	3	5	1	2	1	2	2	1
Q	(absent)																															
R	2	3	1	1	4	3	3	2	5	3	3	3	2	2	3	3	3	0	2	1	1	2	2	2	4	4	4	3	3	3	3	2
S	4	3	2	2	4	3	3	4	4	5	2	4	4	4	1	3	5	2	0	2	1	1	1	2	3	4	4	4	3	3	2	4
T	3	3	3	4	4	3	4	4	4	3	4	4	4	5	4	5	5	4	5	0	1	5	5	5	5	5	4	4	3	4	4	4
U	4	4	4	4	4	4	4	4	4	3	4	4	3	3	4	4	5	4	5	1	0	4	2	4	4	4	4	4	3	3	3	3
V	3	3	2	5	3	3	3	2	5	2	2	5	3	4	2	3	5	4	1	2	3	0	1	2	3	5	2	5	4	2	5	5
W	(absent)																															
X	2	3	1	1	2	2	1	1	I	2	1	3	2	2	1	3	2	2	2	2	2	1	1	0	2	2	1	3	1	2	2	2
Y	4	5	5	2	5	2	3	4	2	3	3	1	2	3	5	2	5	5	5	5	5	5	5	5	0	1	5	5	2	3	5	4
Z	2	2	1	1	3	2	3	2	1	1	1	2	1	2	2	2	2	2	2	2	1	2	2	1	2	0	2	1	2	2	1	1
AA	2	3	2	2	5	3	5	2	3	3	3	2	2	2	3	3	2	5	4	2	2	2	4	2	2	3	0	3	3	1	2	3
BB	(absent)																															
CC	1	2	2	2	3	1	3	1	4	1	2	1	1	1	1	1	1	2	1	1	1	3	3	1	1	1	3	3	0	1	3	3
DD	2	3	2	2	5	3	5	2	2	3	3	2	2	2	3	3	2	5	4	2	2	2	4	2	2	3	1	3	3	0	2	3
EE	3	1	3	3	4	3	3	3	4	4	4	3	2	4	2	3	4	4	3	3	3	3	3	4	4	3	3	5	3	3	0	5
FF	(absent)																															
Total																																
# 1	5	4	4	5	1	3	2	7	3	7	3	4	8	3	5	5	2	2	5	7	5	2	4	3	5	3	5	2	4	4	2	3
# 2	13	8	12	10	2	9	2	7	6	6	12	9	11	12	12	9	7	10	11	12	12	14	12	12	8	2	4	6	8	7	12	8
# 3	5	12	5	6	11	11	15	4	6	10	7	8	2	5	5	9	6	5	3	5	7	4	6	3	7	11	10	9	11	13	7	7
# 4	4	1	3	3	9	3	3	8	7	1	4	5	5	4	2	3	3	4	4	1	1	3	3	5	4	6	5	7	3	1	3	7
# 5	0	1	2	2	4	0	4	0	4	2	0	2	0	2	2	1	9	5	3	1	1	4	3	3	2	4	2	3	1	1	2	2
SAS Classifications	CM	CM	CM	CM	CI	CM	CI	S	MP	S	MP	CM	S	CI	CM	CM	O	CM	CM	S	CM	CM	O	CI	CM	CI	MP	O	CM	MP	CM	O


D
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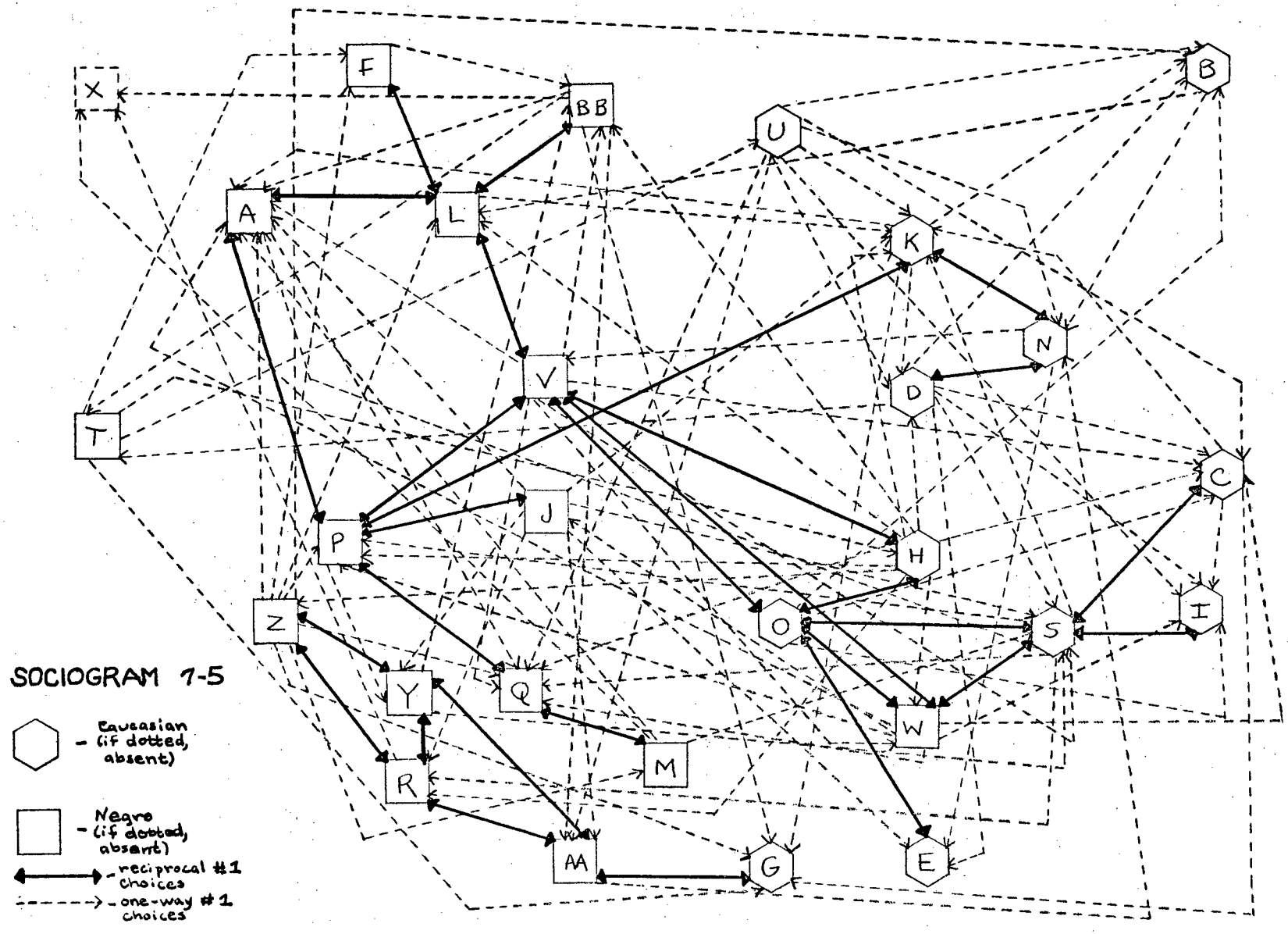
A
CC
F
DD
Y
L
FF
AA
SOCIOGRAM 7-4
Caucasian - (if dotted, absent)
Negro - (if dotted, absent)
- reciprocal #1 choices
- one-way #1 choices

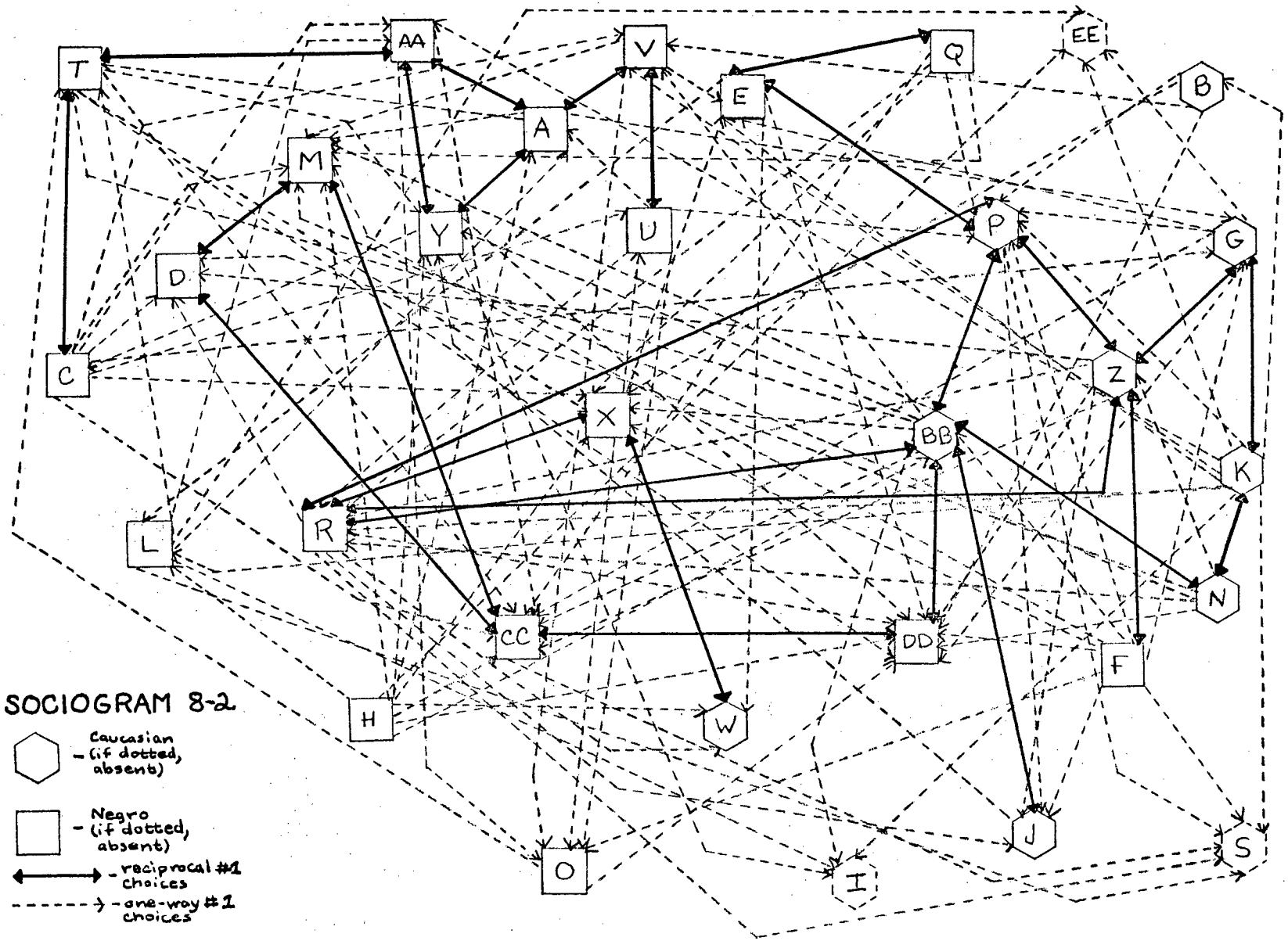
SOCIAL ACCEPTANCE SCALE
TABULATION 7-5

Resp.	Choices																											
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB
A	0	5	4	5	3	4	3	5	3	2	5	1	4	4	5	1	1	2	2	5	5	3	3	2	2	3	2	2
B	3	0	3	3	3	2	3	3	3	3	2	1	3	1	2	4	3	4	4	3	3	4	4	2	4	4	2	3
C	2	2	0	2	2	2	1	2	1	2	1	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2
D	5	1	1	0	1	5	5	2	1	5	2	3	2	1	5	2	2	5	1	1	3	4	3	4	5	5	5	3
E	2	2	2	5	0	2	2	2	4	2	3	3	5	2	1	2	2	2	2	2	5	2	5	5	2	2	2	2
F	2	4	2	5	2	0	2	2	2	5	2	1	2	2	5	5	2	5	2	5	4	3	3	5	3	3	2	1
G	2	3	2	5	2	3	0	5	4	4	3	2	4	3	2	2	2	2	3	3	3	2	2	3	5	3	1	3
H	3	4	1	1	3	2	4	0	4	2	1	1	3	4	1	1	1	1	5	3	2	1	1	3	4	1	3	1
I	3	3	2	3	4	3	3	3	0	3	2	3	3	2	2	3	2	4	1	3	3	3	2	3	5	5	4	4
J	1	2	2	5	1	2	2	5	2	0	1	2	2	5	3	1	1	1	1	4	5	2	2	5	1	3	1	2
K	1	1	4	1	3	2	1	4	2	3	0	5	4	1	5	1	4	3	3	2	3	5	5	5	4	5	2	2
L	1	5	5	5	3	1	3	3	3	3	1	0	2	3	4	4	2	2	3	3	4	1	4	5	2	3	3	1
M	1	3	2	3	2	2	3	2	4	2	2	5	0	2	5	5	1	5	1	3	4	5	4	1	5	2	2	5
N	4	3	4	1	1	2	2	3	2	4	1	4	3	0	3	2	2	2	5	5	5	1	2	4	4	4	2	5
O	3	1	1	3	1	3	2	1	1	3	2	2	3	2	0	2	2	4	1	2	2	1	1	3	3	3	2	2
P	1	3	2	5	5	2	2	3	3	1	1	3	5	5	5	0	1	5	2	5	5	1	3	2	1	2	2	2
Q	2	3	3	4	4	4	4	4	2	2	4	3	1	5	3	1	0	5	2	3	4	3	3	2	3	4	3	4
R	2	3	3	3	2	3	2	4	3	2	2	3	2	3	4	3	2	0	2	3	4	3	2	1	1	1	1	2
S	1	4	1	2	5	4	5	5	1	2	1	2	2	5	1	1	1	1	0	4	5	2	1	4	2	2	3	3
T	5	2	2	2	2	1	1	1	5	5	3	2	5	2	4	3	2	3	5	0	1	4	4	5	4	3	2	2
U	5	1	1	1	3	3	2	4	1	4	1	4	3	1	2	3	1	5	3	2	0	4	5	4	5	3	1	3
V	1	5	1	4	2	3	3	1	2	3	2	1	4	4	1	1	1	4	1	2	4	0	1	4	4	5	5	1
W	1	3	1	2	3	3	5	2	1	1	2	2	2	3	1	1	1	2	1	4	5	1	0	3	4	2	3	3
X	(absent)																											
Y	4	3	4	4	5	2	3	2	4	2	4	2	2	4	4	2	4	1	1	3	3	2	4	3	0	1	1	1
Z	1	1	3	4	5	1	1	5	3	3	5	1	1	5	5	1	1	1	2	5	5	2	5	2	1	0	5	2
AA	2	2	2	5	2	3	1	4	5	3	2	2	2	1	4	2	2	1	2	2	3	2	2	2	1	2	0	2
BB	1	3	4	4	3	2	1	4	5	3	4	1	2	5	3	2	3	4	4	1	5	2	5	1	2	2	1	0
Total																												
# 1	10	5	7	4	4	3	6	3	6	2	8	7	2	5	5	9	10	6	9	2	1	6	4	3	5	3	6	5
# 2	7	5	9	4	8	11	8	7	6	9	10	9	11	7	5	9	12	7	8	7	3	9	7	7	6	8	11	11
# 3	4	10	4	5	8	8	7	5	6	9	3	6	6	4	4	4	2	2	4	9	8	5	5	6	3	8	5	6
# 4	2	3	5	5	2	3	2	6	5	3	3	2	4	4	5	2	2	5	2	3	6	4	5	5	7	3	1	2
# 5	3	3	1	8	4	1	3	5	3	3	2	2	3	6	7	2	0	6	3	4	9	2	5	6	5	4	3	2
SAS Classifications																												
	S	C	I	C	M	C	M	C	M	C	M	C	M	S	C	M	C	M	C	M	S	S	C	M	S	C	I	C	I	C	M	C	M	O	C	M	C	M	C	M


SOCIOGRAM 1-5
Caucasian - (if dotted, absent)
Negro - (if dotted, absent)
- reciprocal #1 choices
- one-way #1 choices
X
F
BB
B
U
A
L
K
N
V
D
T
C
J
P
H
Z
O
S
I
Y
Q
W
M
R
AA
G
E

SOCIAL ACCEPTANCE SCALE
TABULATION 8-2

Resp.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD	EE
	Choices																														
A	0	2	4	2	2	5	1	2	4	4	2	2	1	4	5	5	3	5	3	1	2	1	2	5	1	5	1	3	3	3	3
B	3	0	2	2	2	4	2	2	3	3	2	4	2	4	2	1	4	2	5	2	2	1	4	1	2	3	4	5	5	1	5
C	2	2	0	1	2	4	1	4	3	3	3	5	1	3	2	2	2	3	4	1	1	1	5	1	3	4	1	4	1	2	4
D	4	3	3	0	2	3	3	3	3	3	3	3	1	3	5	3	4	2	3	2	2	3	3	3	5	3	3	3	1	2	5
E	2	2	2	2	0	2	2	2	2	2	3	1	2	2	2	1	1	2	3	2	2	2	1	2	2	3	2	3	2	1	3
F	5	2	3	3	2	0	1	2	3	1	3	3	1	3	1	1	4	2	1	3	2	2	4	1	2	1	2	1	4	1	2
G	2	3	2	3	1	2	0	5	4	4	1	5	2	2	4	1	2	2	2	5	4	4	2	3	3	1	3	3	1	1	1
H	1	4	4	2	2	4	4	0	4	4	4	1	1	4	2	5	5	5	4	5	5	5	1	1	1	2	5	1	1	1	1
I	(absent)																														
J	4	4	3	3	3	3	3	3	2	0	3	3	3	2	3	2	4	2	2	3	3	3	2	3	1	2	3	1	3	3	2
K	2	1	2	2	1	2	1	3	1	2	0	1	2	1	3	1	5	1	1	3	2	1	3	2	3	2	1	2	3	2	1
L	1	5	4	3	2	3	2	3	1	5	4	0	5	3	2	2	3	4	1	1	4	5	5	4	4	3	1	2	2	5	1
M	5	2	2	1	2	5	3	3	3	2	3	3	0	2	5	2	2	5	3	3	3	2	3	3	3	5	3	3	1	3	5
N	4	2	3	1	2	4	3	2	2	2	1	3	1	0	2	2	5	1	2	2	2	4	2	4	2	1	4	1	2	1	3
O	4	3	2	3	4	5	3	5	5	5	5	5	2	2	0	3	5	4	3	1	3	4	3	2	5	3	2	5	2	1	5
P	4	3	4	4	1	4	3	4	3	1	2	3	2	2	3	0	3	1	1	4	3	2	4	3	4	1	2	1	4	2	4
Q	4	2	4	5	1	2	3	5	4	5	5	3	1	5	2	1	0	1	3	2	2	3	5	1	3	3	2	3	1	2	5
R	5	2	2	1	2	4	3	5	5	1	3	4	3	2	2	1	2	0	1	3	3	3	1	1	4	1	3	1	4	1	2
S	(absent)																														
T	3	2	1	2	5	5	3	3	4	3	5	2	2	5	2	5	2	3	4	0	3	3	4	1	1	4	1	4	1	1	4
U	1	3	5	3	3	5	5	3	5	5	5	5	2	5	1	1	5	1	5	2	0	1	5	5	5	5	2	5	3	3	5
V	1	2	2	2	1	2	2	2	2	2	2	5	1	2	1	2	2	2	2	2	1	0	2	2	2	2	2	3	2	2	2
W	5	3	2	2	2	4	2	3	2	2	2	2	2	2	2	2	3	2	2	2	2	2	0	1	2	2	3	2	2	2	2
X	3	3	3	3	1	3	3	3	3	3	3	5	3	3	1	3	4	1	3	2	1	3	1	0	3	4	3	3	3	2	4
Y	1	3	1	3	3	4	3	3	1	3	3	3	3	3	2	4	3	3	3	3	3	3	3	3	0	3	1	2	3	1	3
Z	4	2	4	1	3	1	1	3	3	1	3	4	4	2	4	1	4	1	3	4	5	4	3	2	3	0	4	2	1	1	2
AA	1	4	2	2	4	4	4	2	2	2	2	4	2	4	1	2	2	2	3	1	2	2	4	2	1	4	0	2	1	2	5
BB	4	3	2	2	2	4	3	3	1	1	3	2	1	1	2	1	5	1	3	1	3	1	3	1	1	2	2	0	1	1	3
CC	2	2	2	1	2	3	2	3	4	3	3	3	1	4	5	3	2	2	1	2	2	2	4	2	4	2	3	4	0	1	3
DD	2	2	2	2	2	2	2	2	3	3	2	2	2	2	2	2	2	4	2	2	2	2	3	2	2	2	2	1	1	0	3
EE	(absent)																														
Total																															
# 1	6	1	2	6	6	1	5	1	4	5	2	4	10	2	5	10	1	8	6	6	3	6	4	9	6	5	6	7	11	13	4
# 2	6	13	13	11	14	6	7	7	5	7	7	4	11	11	13	9	9	10	6	11	12	8	5	8	7	8	9	6	6	9	6
# 3	3	9	5	8	4	5	12	13	9	8	12	9	4	6	3	4	5	3	11	6	8	7	8	6	7	7	8	8	6	4	7
# 4	8	3	6	1	2	10	2	2	6	3	2	4	1	5	2	1	6	3	3	2	2	4	6	2	4	4	3	3	3	0	4
# 5	4	1	1	1	1	5	1	4	3	4	4	6	1	3	4	3	6	3	2	2	2	2	4	2	3	3	1	3	1	1	7
SAS Classifications																															
	CM	CI	CM	CM	CM	CM	CM	CI	O	CM	CM	CI	S	CM	CI	S	CM	S	O	CM	CM	CM	CM	S	CM	CM	CM	CM	S	S	O



SOCIOGRAM 8-2

Caucasian - (if dotted, absent)

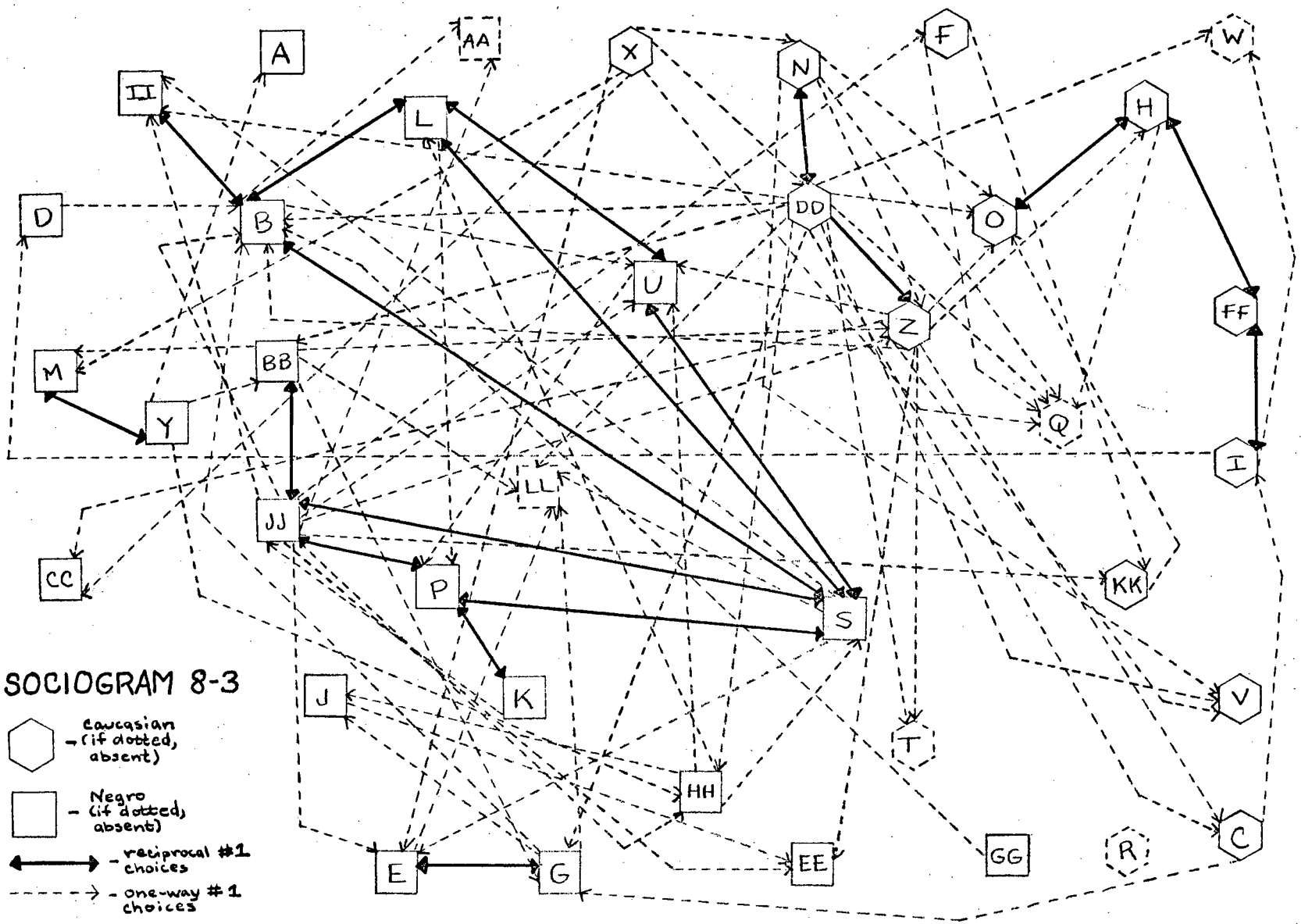
Negro - (if dotted, absent)

⟷ - reciprocal #1 choices

- - - - → - one-way #1 choices

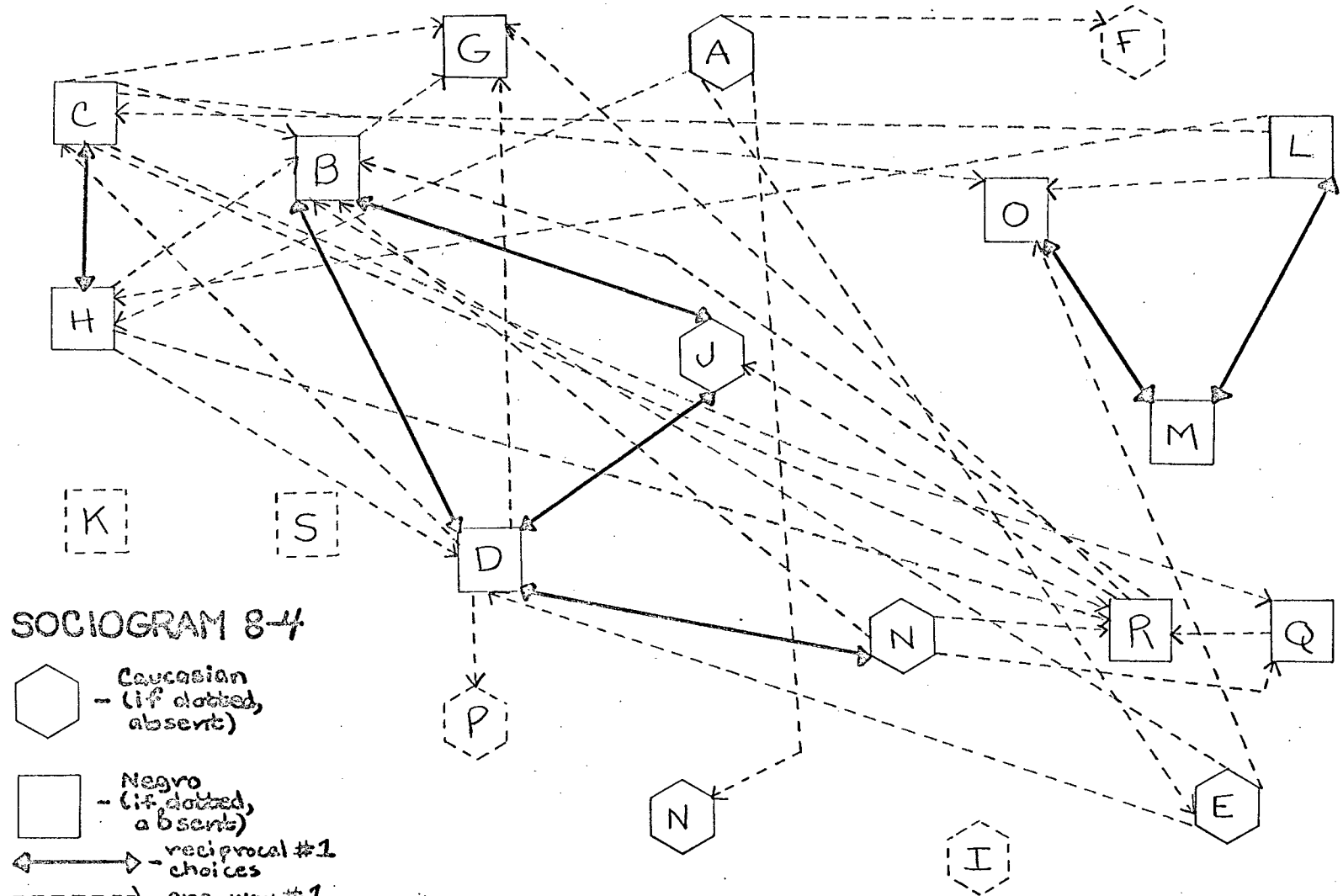
SOCIAL ACCEPTANCE SCALE
TABULATION 8-3

	Choices																																					
Resp.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD	EE	FF	GG	HH	II	JJ	KK	LL
A	(void)																																					
B	3	0	3	5	2	5	3	5	5	2	3	1	5	5	4	1	5	5	1	5	1	3	5	5	4	5	1	3	5	5	2	5	2	5	1	2	5	2
C	3	4	0	2	3	3	1	2	1	4	4	3	3	4	5	4	4	4	2	3	3	3	3	4	3	2	2	2	3	2	3	5	3	3	2	2	3	4
D	5	1	2	0	2	5	2	5	2	2	2	2	2	5	2	2	2	2	3	4	3	2	2	5	2	2	2	5	2	2	2	2	2	2	2	2	3	3
E	4	3	4	4	0	4	1	4	4	2	4	2	4	4	4	4	4	4	2	4	4	4	4	4	4	4	4	4	3	4	2	4	3	4	4	3	4	1
F	3	3	3	4	5	0	3	2	4	5	4	4	5	4	2	3	1	5	4	2	5	4	4	5	2	2	3	3	4	4	3	5	5	4	4	5	1	4
G	2	1	3	2	1	3	0	3	2	1	2	3	3	3	3	2	3	3	3	2	2	2	2	3	2	3	2	2	2	3	3	2	2	3	3	3	2	1
H	3	3	3	4	3	3	4	0	2	3	3	3	3	4	1	3	1	3	3	3	3	3	3	5	3	2	3	4	3	3	3	1	3	3	3	2	2	2
I	3	2	2	1	3	2	2	3	0	3	3	3	3	3	2	4	2	2	3	2	3	4	1	3	3	2	2	2	4	5	3	1	3	3	3	2	3	4
J	5	2	5	3	2	5	2	5	5	0	2	2	5	4	3	3	4	4	4	4	2	4	4	4	2	4	2	3	3	4	1	3	4	3	5	2	4	4
K	3	2	3	2	4	3	3	3	4	2	0	2	4	3	4	1	4	4	3	4	4	4	4	3	2	3	2	4	3	3	2	4	4	4	2	1	4	4
L	5	1	4	4	2	4	4	4	4	2	2	0	4	3	5	1	2	4	1	3	1	2	4	5	4	3	4	5	4	5	3	4	5	2	2	2	4	3
M	3	3	3	2	3	3	3	3	3	3	3	2	0	3	3	3	3	3	3	2	2	3	3	3	1	3	2	2	2	3	3	2	3	3	3	3	3	4
N	4	4	4	4	4	3	4	2	5	2	4	2	5	0	1	3	1	5	4	5	5	1	4	3	3	1	4	4	5	1	5	5	3	3	5	5	5	2
O	3	3	3	3	3	3	3	1	3	3	3	2	2	3	0	3	2	2	3	2	3	2	2	5	3	2	3	3	3	2	3	2	3	3	3	3	3	3
P	3	2	5	5	3	5	2	5	5	4	1	2	4	3	2	0	3	3	1	3	2	4	4	5	4	2	3	2	3	3	3	3	2	2	3	1	2	3
Q	(absent)																																					
R	(absent)																																					
S	5	1	4	4	1	4	4	4	4	3	4	1	4	4	3	1	5	4	0	3	1	2	4	5	4	4	3	3	2	5	3	3	3	2	1	1	3	1
T	(absent)																																					
U	4	2	4	5	4	4	4	4	4	2	4	1	4	4	5	1	4	4	1	4	0	5	4	5	4	2	3	4	3	5	3	4	4	4	2	3	4	4
V	3	3	3	3	2	4	3	3	4	3	3	2	3	2	2	2	3	3	2	3	2	0	3	5	3	2	3	3	3	3	3	3	2	2	2	3	3	2
W	(absent)																																					
X	5	3	4	2	1	3	4	5	5	4	3	2	1	1	4	4	1	4	3	2	3	2	5	0	5	2	5	2	1	1	3	5	5	5	3	2	2	5
Y	1	2	4	2	5	4	2	4	4	2	3	4	1	4	3	3	3	3	3	3	3	3	3	3	0	4	2	1	2	3	2	3	2	1	4	3	5	5
Z	2	1	1	2	2	4	2	1	2	2	2	2	2	2	1	2	3	2	2	1	1	1	2	5	2	0	2	2	1	1	1	2	2	2	2	2	2	2
AA	(absent)																																					
BB	3	3	2	4	3	2	1	2	2	2	4	2	1	3	2	2	3	3	2	3	2	2	3	5	2	1	2	0	2	3	2	2	4	2	2	1	2	1
CC	3	4	3	4	3	5	4	3	4	3	5	3	2	3	3	3	3	3	4	3	4	5	3	3	3	3	5	3	0	4	3	3	5	3	3	5	3	3
DD	2	1	1	2	2	2	1	3	2	2	2	3	2	1	1	2	1	2	2	1	2	1	1	4	5	1	2	1	2	0	2	2	2	1	1	2	2	1
EE	3	4	4	3	2	4	4	4	3	2	3	4	4	4	4	4	4	3	4	4	3	3	4	5	4	3	2	3	2	3	0	4	3	3	3	2	3	2
FF	3	4	3	2	4	5	2	1	1	2	2	2	2	5	2	2	2	3	2	3	3	4	2	5	5	3	3	3	3	3	2	0	5	4	3	4	3	3
GG	3	1	3	2	2	3	2	5	5	2	2	2	5	4	3	2	4	3	2	4	2	3	5	4	4	3	2	3	4	5	2	2	0	3	2	2	3	2
HH	2	2	2	2	4	2	2	2	2	1	2	1	2	2	3	2	2	2	1	2	1	2	3	4	3	3	3	2	2	3	3	4	3	0	4	3	3	3
II	4	1	3	4	2	3	3	3	3	2	2	2	3	3	4	3	3	3	2	3	2	2	3	4	3	3	2	2	2	2	3	3	3	5	0	2	3	2
JJ	3	1	2	2	1	1	3	2	4	2	2	2	3	2	2	1	3	2	1	3	1	4	3	2	3	1	1	1	3	2	1	2	3	1	1	0	1	3
KK	4	4	4	4	4	4	4	4	4	4	4	4	4	4	1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4
LL	(absent)																																					
Total																																						
# 1	1	9	2	1	4	1	4	3	2	2	1	4	3	2	5	6	5	0	6	2	6	3	2	0	1	4	2	3	2	3	3	2	0	3	4	4	2	5
# 2	4	7	5	12	10	4	9	6	7	16	11	16	7	4	8	9	6	7	9	7	9	9	4	1	7	10	14	9	10	5	9	9	8	7	9	13	7	8
# 3	16	8	12	4	8	10	8	8	4	7	9	6	7	9	8	9	10	12	9	12	9	7	10	7	10	10	9	10	11	11	16	7	12	11	10	8	13	8
# 4	5	6	9	10	6	9	9	7	11	4	8	4	8	11	6	6	8	9	6	8	4	9	11	8	9	5	4	6	5	5	1	7	5	6	5	2	5	8
# 5	5	0	2	3	2	6	0	6	6	1	1	0	5	4	4	0	2	3	0	2	2	2	3	13	3	1	2	2	2	6	1	5	5	3	2	3	3	1
SAS Classifications	O	S	CI	CI	MP	CM	MP	CM	CM	CI	CM	CM	MP	CM	S	S	O	O	S	O	S	SI	O	II	MP	CM	O	CM	SI	CM	SI	CM	II	CI	CM	CM	CI	O


SOCIOGRAM 8-3
Caucasian - (if dotted, absent)
Negro - (if dotted, absent)
- reciprocal #1 choices
- one-way #1 choices
A
AA
II
L
X
N
F
W
H
D
B
DD
O
U
Z
FF
M
BB
Y
Q
I
LL
JJ
CC
P
KK
S
J
K
V
T
HH
C
E
G
EE
GG
R

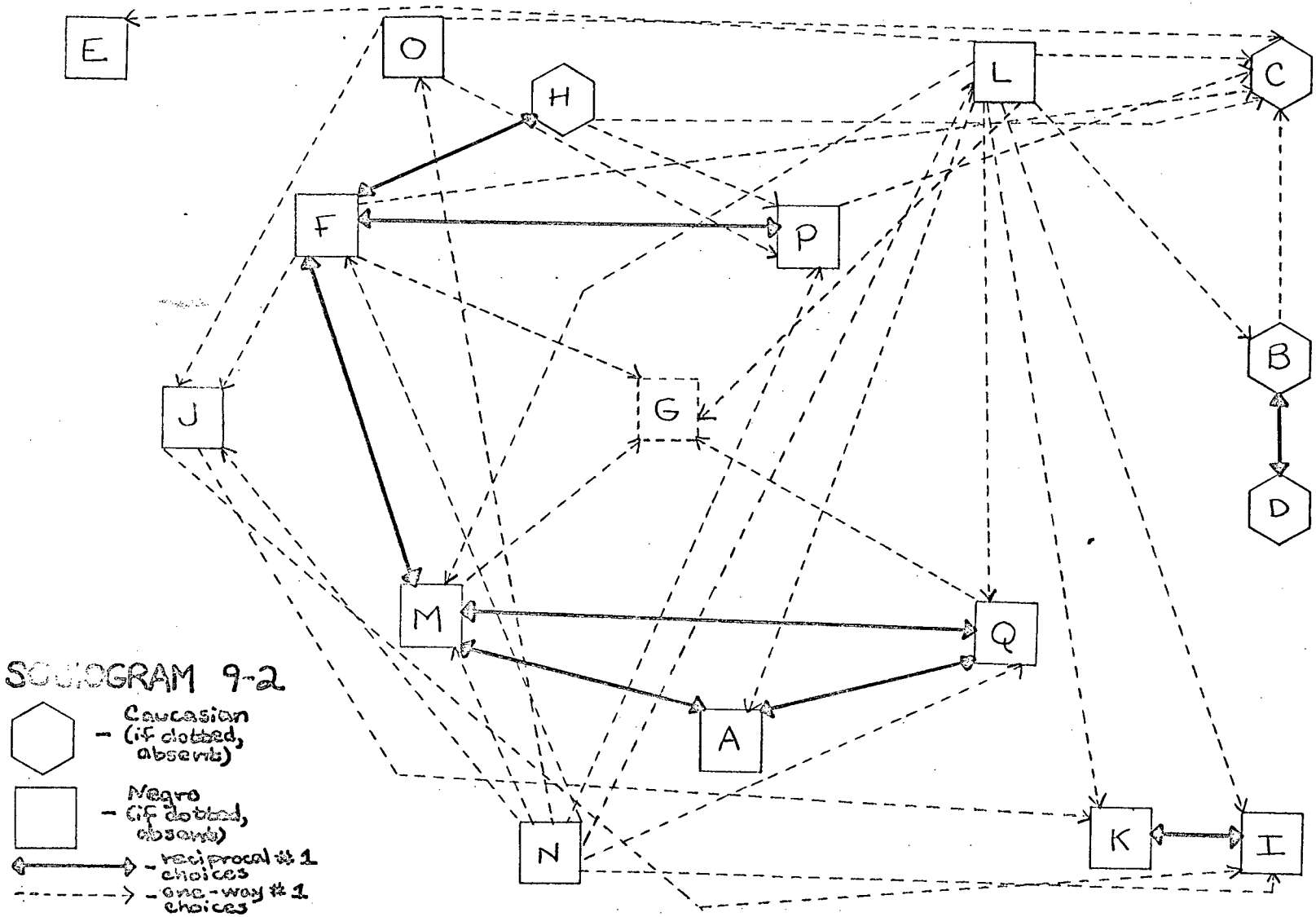
SOCIAL ACCEPTANCE SCALE
TABULATION 8-4

	Choices																		
Resp.	A	B	0	D	E	F	G	H	1	J	K	L	M	N	0	P	Q	B	S
A	0	3	3	3	1	I	2	1	3	2	3	2	3	1	3	3	3	2	3
B	5	0	2	1	2	3	1	2	5	2	5	4	3	4	3	3	3	3	4
C	5	1	0	5	5	5	1	1	5	5	5	3	4	5	1	2	1	1	5
D	3	I	1	0	4	3	1	2	5	1	5	2	2	5	2	1	3	4	5
E	4	1	3	1	0	4	2	2	4	3	4	3	4	2	1	3	2	4	5
F	(absent)																		
G	2	2	2	2	2	2	0	4	3	2	4	2	2	3	4	3	5	2	5
H	4	1	1	1	2	4	4	0	4	4	4	2	3	4	2	4	2	1	4
I	(absent)																		
J	3	3	5	1	3	3	2	5	5	0	5	3	3	3	5	5	4	2	5
K	(absent)																		
L	2	2	1	2	5	3	2	1	5	2	3	0	1	3	1	3	3	2	3
M	3	5	5	3	4	4	3	3	4	3	5	1	0	3	1	4	5	3	5
N	3	1	2	1	3	4	2	3	4	3	4	2	2	0	2	5	1	1	5
0	3	2	2	2	3	3	2	2	2	2	3	2	1	4	0	3	2	2	2
P	(absent)																		
Q	2	2	2	4	4	2	5	2	3	4	2	3	3	4	2	4	0	1	5
R	4	1	2	5	5	3	1	5	2	1	4	3	2	5	2	5	2	0	5
S	(absent)																		
Total																			
# 1	0	6	3	5	1	1	4	3	0	2	0	1	2	1	4	1	2	4	0
# 2	3	4	6	3	3	2	6	5	2	5	1	6	4	1	5	1	4	5	1
# 3	5	2	2	2	3	6	1	2	3	3	3	5	5	4	2	6	4	2	2
# 4	3	0	0	1	3	4	1	1	4	2	5	1	2	4	1	3	1	2	2
# 5	2	1	2	2	3	1	1	2	5	1	5	0	0	3	1	3	2	0	9
SAS Classifications																			
	II	S	MP	S	Cl	0	SI	MP	0	CM	0	CM	CM	CM	S	0	CI	CI	0


G
A
F
C
B
L
O
H
J
M
K
S
D
N
R
Q
P
N
E
I
SOCIOGRAM 8-4
Caucasian - (if dotted, absent)
Negro - (if dotted, absent)
- reciprocal #1 choices
- one-way #1 choices

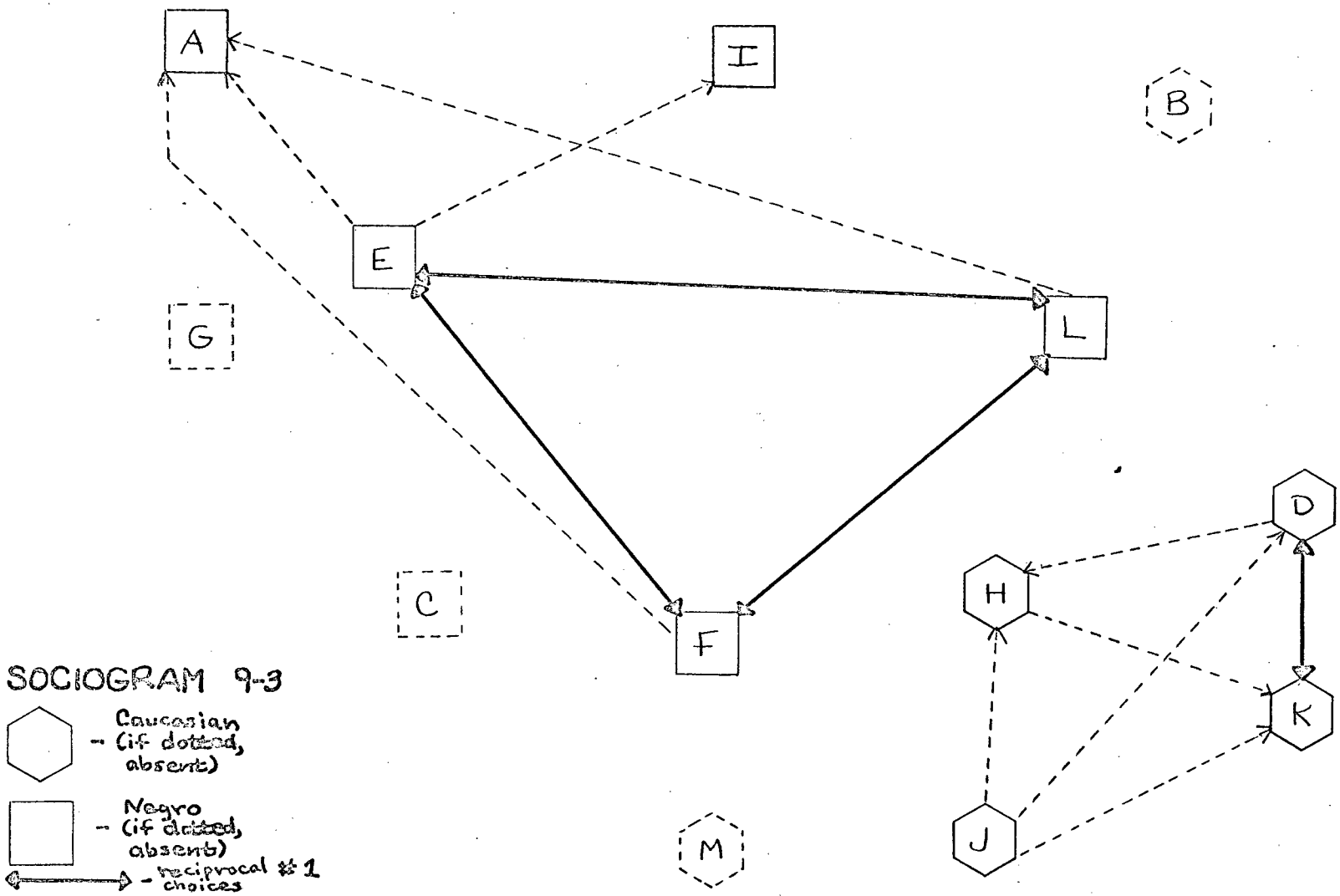
SOCIAL ACCEPTANCE SCALE
TABULATION 9-2

Resp.	Choices																
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
A	0	3	2	5	3	3	2	3	2	4	2	2	1	4	3	3	1
B	2	0	1	1	2	3	5	4	5	2	5	2	2	5	2	2	2
C	3	3	0	3	3	2	3	2	4	2	4	2	2	5	2	2	3
D	3	1	2	0	2	3	5	3	4	3	5	3	3	5	2	3	3
E	3	2	2	2	0	2	3	3	2	2	2	3	2	3	2	2	3
F	2	3	1	3	2	0	1	1	3	1	3	2	1	3	3	1	2
G	(absent)																
H	3	3	1	3	3	1	3	0	4	3	4	2	2	5	3	1	2
I	2	3	2	4	3	2	2	3	0	3	1	2	2	2	2	2	2
J	4	5	5	5	4	4	3	4	1	0	1	4	5	2	5	4	4
K	2	2	2	5	2	2	2	2	1	2	0	2	2	3	2	2	2
L	1	1	1	2	1	2	1	2	1	2	1	0	1	2	2	2	1
M	1	3	3	3	2	1	1	3	2	2	2	2	0	4	3	2	1
N	2	2	2	2	2	1	3	2	1	1	3	1	1	0	1	1	1
O	2	2	1	2	2	2	4	2	4	1	4	2	2	4	0	1	2
P	2	2	1	2	2	1	2	2	2	2	2	2	2	3	2	0	2
Q	1	3	3	4	5	2	1	5	2	5	2	2	1	4	3	2	0
Total																	
# 1	3	2	6	1	1	4	4	1	4	3	3	1	5	0	1	4	4
# 2	7	5	6	5	8	7	4	6	5	7	5	11	8	3	8	8	7
# 3	4	7	2	4	4	3	5	5	1	3	2	2	1	4	5	2	3
# 4	1	0	0	2	1	1	1	2	4	1	3	1	0	4	0	1	1
# 5	0	1	1	3	1	0	2	1	1	1	2	0	1	4	1	0	0
SAS Classifications																	
	CM	MP	SI	MP	SI	S	O	CM	MP	CI	MP	CI	S	II	CI	S	S


E
O
H
L
C
F
P
B
J
G
D
M
Q
A
N
K
I
SOCIOGRAM 9-2
Caucasian (if dotted, absent)
Negro (if dotted, absent)
- reciprocal #1 choices
- one-way #1 choices

SOCIAL ACCEPTANCE SCALE
TABULATION 9-3

Resp.	Choices												
	A	B	C	D	E	F	G	H	I	J	K	L	M
A	0	4	4	3	2	2	3	3	3	3	3	2	3
B	(absent)												
C	(absent)												
D	3	4	3	0	3	2	3	1	2	3	1	3	5
E	1	3	2	3	0	1	2	3	1	3	3	1	4
F	1	4	4	3	1	0	2	3	4	3	3	1	4
G	(absent)												
H	3	3	3	1	3	2	3	0	2	2	1	3	3
I	2	3	2	2	2	2	3	3	0	3	2	3	3
J	5	2	3	1	4	4	3	1	4	0	1	3	3
K	3	3	3	1	3	3	3	2	3	3	0	3	4
L	1	3	2	3	1	1	2	3	5	3	3	0	4
M	(absent)												
Total													
# 1	3	0	0	3	2	2	0	2	1	0	3	2	0
# 2	1	1	3	1	2	4	3	1	2	1	1	1	0
# 3	3	5	4	4	3	1	6	5	2	7	4	5	4
# 4	0	3	2	0	1	1	0	0	2	0	0	0	4
# 5	1	0	0	0	0	0	0	0	1	0	0	0	1
SAS Classifications													
	SI	0	0	MP	S	S	0	Cl	SI	11	MP	S	0



SOCIOGRAM 9-3

- Caucasian (if dotted, absent)
- Negro (if dotted, absent)
- reciprocal #1 choices
- one-way choices

APPENDIX G

Upper Socioeconomic Group A Responses to Part I of the Clothing Evaluation Scale (Peer-Evaluated Quality of Dress)

PEER-EVALUATED QUALITY OF DRESS
TABULATION 7-1

Respondent	SAS* Class.	Frequency Counts: Best Dressed	Exchange With	Average Dressed	Poorly Dressed
A	CM	5	0	3	0
B	II	0	2	3	4
C	CM	0	0	4	5
D	CM	0	0	1	5
E	CM	11	5	3	0
F	S	0	0	4	0
G	S	2	1	4	0
H	II	0	0	1	9
I	CI	0	0	3	1
J	CM	0	0	0	8
K	CM	12	6	2	0
L	CM	2	0	2	3
M	CM	6	0	7	0
N	S	9	1	5	1
O	CM	0	0	1	7
P	II	1	1	5	2

*Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

PEER-EVALUATED QUALITY OF DRESS
TABULATION 8-1

Respondent	SAS* Class.	Frequency Counts: Best Dressed	Exchange With	Average Dressed	Poorly Dressed
A	CI	1	0	3	3
B	SI	1	0	4	1
C	CM	0	0	3	2
D	II	0	0	0	11
E	MP	0	0	3	8
F	S	4	1	6	1
G	CM	5	0	4	1
H	CM	10	5	1	1
I	CI	2	0	2	0
J	MP	1	0	2	1
K	SI	6	4	0	5
L	CM	4	1	5	0
M	S	6	2	3	1
N	S	4	1	4	0
O	II	2	0	3	3

*Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

PEER-EVALUATED QUALITY OF DRESS
TABULATION 9-1

Respondent	SAS* Class.	Frequency Counts: Best Dressed	Exchange With	Average Dressed	Poorly Dressed
A	SI	1	1	2	5
B	II	0	0	4	2
C	II	1	1	1	7
D	CM	0	0	2	2
E	CI	3	0	3	0
F	CM	7	5	3	2
G	S	2	0	7	0
H	CM	0	0	1	11
I	S	2	1	7	0
J	S	3	2	0	0
K	CI	1	1	3	0
L	S	7	0	3	1
M	S	0	0	0	0
N	II	0	0	1	10
O	S	12	5	1	0
P	II	0	0	0	3
Q	SI	1	1	1	0
R	CI	5	1	6	0

*Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

APPENDIX H

Lower Socioeconomic Groups B and C Responses to Part I of the Clothing Evaluation Scale (Peer-Evaluated Quality of Dress)

PEER-EVALUATED QUALITY OF DRESS
TABULATION 7-2

Respondent		SAS* Class.	Frequency Counts: Best Dressed	Exchange With	Average Dressed	Poorly Dressed
A	(B)**	CM	1	0	1	5
B	(B)	CI	3	1	7	0
C	(C)	CM	6	2	3	1
D	(B)	CM	0	0	2	14
E	(B)	CM	2	0	3	0
F	(C)	S	8	1	4	1
G	(C)	CM	2	0	1	1
H	(C)	0	0	0	0	0
I	(C)	CM	0	0	2	1
J	(B)	0	0	1	3	0
K	(C)	CM	0	0	3	1
L	(C)	0	0	0	0	2
M	(B)	0	0	0	1	4
N	(B)	CM	6	1	2	1
O	(B)	CM	2	0	2	1
P	(C)	0	2	1	1	1
Q	(B)	CM	2	1	4	0
R	(B)	S	6	0	2	0
S	(C)	CM	0	0	4	0
T	(C)	CM	2	2	2	0
U	(C)	0	1	0	2	0
V	(B)	CM	1	0	0	14
W	(B)	MP	2	1	2	5
X	(B)	MP	4	1	2	1
Y	(C)	S	6	3	1	0
Z	(C)	S	4	4	4	1

*Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

**B - low socioeconomic Caucasian; C - low socioeconomic Negro.

PEER-EVALUATED QUALITY OF DRESS
TABULATION 7-3

Respondent		SAS* Class.	Frequency Counts: Best Dressed	Exchange With	Average Dressed	Poorly Dressed
A	(B)**	MP	1	0	1	6
B	(B)	CM	0	0	3	5
C	(C)	MP	9	1	3	2
D	(B)	S	8	2	5	1
E	(B)	CM	1	0	4	2
F	(C)	MP	1	0	2	1
G	(C)	CM	3	1	2	2
H	(C)	CI	4	2	3	0
I	(C)	CM	1	1	3	1
J	(C)	0	0	0	0	0
K	(C)	CM	4	2	2	2
L	(C)	S	5	0	6	1
M	(C)	MP	2	0	1	4
N	(C)	0	0	0	0	0
O	(B)	CM	0	0	2	0
P	(C)	S	13	8	4	0
Q	(B)	CM	0	0	1	7
R	(C)	CI	0	0	2	3
S	(B)	0	0	0	1	0
T	(B)	CI	1	1	1	8
U	(B)	0	0	0	0	1
V	(C)	S	6	2	5	0
W	(B)	CI	0	0	0	11
X	(C)	CM	4	1	3	1
Y	(C)	CM	1	0	1	0
Z	(C)	CM	1	0	2	0
AA	(C)	S	5	1	3	0
BB	(C)	CM	1	0	0	1
CC	(C)	0	0	0	0	0
DD	(B)	0	0	1	3	0
EE	(B)	CI	3	0	2	1

*Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

**B - low socioeconomic Caucasian; C - low socioeconomic Negro.

PEER-EVALUATED QUALITY OF DRESS
TABULATION 7-4

Respondent		SAS* Class.	Frequency Counts: Best Dressed	Exchange With	Average Dressed	Poorly Dressed
A	(B)**	CM	15	12	7	0
B	(C)	CM	1	0	1	1
C	(C)	CM	0	0	3	0
D	(C)	CM	4	1	7	0
E	(B)	CI	0	0	0	11
F	(B)	CM	2	1	4	0
G	(B)	CI	0	0	1	8
H	(B)	S	2	1	2	1
I	(B)	MP	0	0	2	4
J	(C)	S	1	0	0	7
K	(B)	MP	1	0	3	0
L	(B)	CM	5	2	0	1
M	(B)	S	8	2	3	0
N	(B)	CI	1	0	6	0
C	(C)	CM	5	2	4	1
P	(C)	CM	2	0	2	1
Q	(B)	0	0	0	0	7
R	(C)	CM	1	0	3	0
S	(C)	CM	1	0	5	3
T	(C)	S	15	3	4	0
U	(C)	CM	7	1	2	i
V	(C)	CM	1	0	3	0
W	(C)	0	4	2	2	0
X	(C)	CI	1	0	3	1
Y	(B)	CM	1	0	i	4
Z	(B)	CI	0	0	1	24
AA	(B)	MP	0	0	3	0
BB	(B)	0	0	0	0	0
CC	(B)	CM	3	0	2	1
DD	(B)	MP	i	0	4	2
EE	(C)	CM	2	1	2	0
FF	(C)	0	0	0	1	0

*Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

**B - low socioeconomic Caucasian; C - low socioeconomic Negro.

PEER-EVALUATED QUALITY OF DRESS
TABULATION 7-5

Respondent		SAS* Class.	Frequency Counts: Best Dressed	Exchange With	Average Dressed	Poorly Dressed
A	(C)**	S	1	0	3	5
B	(B)	CI	0	0	2	9
C	(B)	CM	4	1	1	2
D	(B)	CM	1	0	5	8
E	(B)	CM	9	2	5	0
F	(C)	CM	3	2	1	0
G	(B)	CM	2	1	1	1
H	(B)	CM	6	2	2	0
I	(B)	OM	2	1	2	2
J	(C)	CM	0	0	3	7
K	(B)	S	0	0	2	0
L	(C)	OM	3	0	3	1
M	(C)	CM	1	0	1	3
N	(B)	CM	1	1	6	2
O	(B)	CM	2	0	2	4
P	(C)	S	4	2	7	1
Q	(C)	S	12	2	5	0
R	(C)	CM	1	0	4	4
S	(B)	S	10	3	7	1
T	(C)	CI	0	0	5	2
U	(B)	CI	0	0	0	17
V	(C)	CM	2	0	2	3
W	(C)	CM	2	0	1	3
X	(C)	O	1	1	2	0
Y	(C)	CM	6	2	3	2
Z	(C)	CM	0	0	4	1
AA	(B)	CM	6	3	1	0
BB	(C)	CM	2	0	2	0

*Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

**B - low socioeconomic Caucasian; C - low socioeconomic Negro.

PEER-EVALUATED QUALITY OF DRESS
TABULATION 8-2

Respondent		SAS* Class.	Frequency Counts: Best Dressed	Exchange With	Average Dressed	Poorly Dressed
A	(C)**	CM	5	1	3	2
B	(B)	CI	2	0	4	1
C	(C)	CM	0	0	2	1
D	(C)	CM	4	0	3	1
E	(C)	CM	4	2	5	1
F	(C)	CM	1	0	0	6
G	(B)	CM	0	0	4	2
H	(C)	CI	0	0	2	5
I	(B)	O	0	0	1	2
J	(B)	CM	0	0	4	0
K	(B)	CM	0	0	1	5
L	(C)	CI	0	0	2	14
M	(C)	S	7	3	3	0
N	(B)	CM	0	0	1	7
O	(C)	CI	8	4	3	0
P	(B)	S	12	2	5	0
Q	(C)	CM	2	0	1	4
R	(C)	S	13	6	7	0
S	(B)	O	0	0	0	1
T	(C)	CM	2	0	4	3
U	(C)	CM	3	3	4	0
V	(C)	CM	2	2	3	0
W	(B)	CM	0	0	1	14
X	(C)	S	3	1	3	0
Y	(C)	CM	0	0	2	1
Z	(B)	CM	3	0	0	2
AA	(C)	CM	5	2	3	0
BB	(B)	CM	3	0	2	0
CC	(C)	S	2	0	5	0
DD	(C)	S	3	0	6	0
EE	(B)	O	0	0	0	6

*Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

**B - low socioeconomic Caucasian; C - low socioeconomic Negro.

PEER-EVALUATED QUALITY OF DRESS
TABULATION 8-3

Respondent		SAS* Class.	Frequency Counts: Best Dressed	Exchange With	Average Dressed	Poorly Dressed
A	(C)**	O	2	1	3	2
B	(C)	S	4	0	9	0
C	(B)	CI	2	0	6	1
D	(C)	CI	4	0	1	0
E	(C)	MP	2	0	4	0
F	(B)	CM	1	0	2	1
G	(C)	MP	1	0	2	0
H	(B)	CM	0	0	0	10
I	(B)	CM	3	1	2	1
J	(C)	CI	3	0	6	0
K	(C)	CM	1	1	2	2
L	(C)	CM	14	5	0	0
M	(C)	MP	4	3	1	1
N	(B)	CM	C	0	0	13
O	(B)	S	5	2	2	0
P	(C)	S	2	0	3	0
Q	(B)	O	0	1	3	0
R	(B)	O	0	0	1	3
S	(C)	S	7	1	1	0
T	(B)	O	0	1	0	1
U	(C)	S	0	0	7	0
V	(B)	SI	6	2	4	0
W	(B)	O	1	0	1	1
X	(B)	II	0	0	0	11
Y	(C)	MP	0	0	1	3
Z	(B)	CM	3	0	1	1
AA	(C)	O	0	0	3	0
BB	(C)	CM	2	0	3	5
CC	(C)	SI	0	0	2	2
DD	(B)	CM	2	0	0	9
EE	(C)	SI	4	2	1	0
FF	(B)	CM	6	2	0	0
GG	(C)	II	0	0	1	4
HH	(C)	CI	0	1	4	0
II	(C)	CM	1	0	5	0
JJ	(C)	CM	1	0	3	2
KK	(B)	CI	5	3	1	0
LL	(C)	O	4	2	0	0

*Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

**B - low socioeconomic Caucasian; C - low socioeconomic Negro.

PEER-EVALUATED QUALITY OF DRESS
TABULATION 8-4

Respondent		SAS* Class.	Frequency Counts: Best Dressed	Exchange With	Average Dressed	Poorly Dressed
A	(B)**	II	2	0	3	2
B	(C)	S	5	2	4	0
C	(C)	MP	1	0	4	1
D	(C)	S	6	0	3	0
E	(B)	CI	0	1	1	3
F	(B)	0	2	3	1	2
G	(C)	SI	4	1	2	3
H	(C)	MP	0	0	3	3
I	(B)	0	1	0	0	0
J	(B)	CM	2	2	5	2
K	(C)	0	0	0	0	2
L	(C)	CM	0	0	4	4
M	(C)	CM	0	0	5	2
N	(B)	CM	0	0	0	7
O	(C)	S	5	2	i	0
P	(B)	0	0	0	0	0
Q	(C)	CI	5	1	3	1
R	(C)	CI	8	0	4	1
S	(C)	0	0	0	0	7

*Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

**B - low socioeconomic Caucasian; C - low socioeconomic Negro.

PEER-EVALUATED QUALITY OF DRESS
TABULATION 9-2

Respondent		SAS* Class.	Frequency Counts: Best Dressed	Exchange With	Average Dressed	Poorly Dressed
A	(C)**	CM	9	2	5	0
B	(B)	MP	1	1	2	0
C	(B)	SI	11	1	2	0
D	(B)	MP	1	0	0	9
E	(C)	SI	0	0	1	10
F	(C)	S	0	0	5	0
G	(C)	O	1	0	2	2
H	(B)	CM	3	0	7	0
I	(C)	MP	0	0	2	6
J	(C)	CI	0	0	2	1
K	(C)	MP	0	0	3	2
L	(C)	CI	0	0	2	4
M	(C)	S	15	9	0	0
N	(C)	II	0	0	2	5
O	(C)	CI	0	0	2	8
P	(C)	S	8	3	2	0
Q	(C)	S	0	0	9	0

*Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

**B - low socioeconomic Caucasian; C - low socioeconomic Negro.

PEER-EVALUATED QUALITY OF DRESS
TABULATION 9-3

Respondent		SAS* Class.	Frequency Counts: Best Dressed	Exchange With	Average Dressed	Poorly Dressed
A	(C)**	SI	6	1	2	1
B	(B)	0	0	0	0	5
C	(C)	0	0	0	0	5
D	(B)	MP	2	1	1	3
E	(C)	S	6	1	1	0
F	(C)	S	1	1	5	0
G	(C)	0	2	0	1	0
H	(B)	0	1	0	4	0
I	(C)	SI	1	0	2	3
J	(B)	II	0	0	2	1
K	(B)	MP	2	1	2	0
L	(C)	S	3	2	3	2
M	(B)	0	0	0	0	3

*Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

**B - low socioeconomic Caucasian; C - low socioeconomic Negro.

APPENDIX I

Upper Socioeconomic Group A Responses to Part II of the Clothing Evaluation Scale (Importance of Clothing in Social Situations)

RESPONSES TO PART II OF THE
CLOTHING EVALUATION SCALE*
TABULATION 7-1

Respondent	SAS** Class.	Items D	E	F	G	H
A	CM	2	2	2	2	2
B	II	2	2	3	2	2
C	CM	2	2	2	2	2
D	CM	3	2	3	3	2
E	CM	2	2	2	3	2
F	S	2	2	2	2	2
G	S	2	2	2	2	2
H	II	2	2	2	2	2
I	CI	2	2	3	2	2
J	CM	2	2	2	2	2
K	CM	2	2	1	2	3
L	CM	3	3	3	3	2
M	CM	2	2	2	2	1
N	S	2	2	2	2	1
O	CM	2	3	2	2	2
P	II	2	2	2	2	3

*No. 1 response - dependency
No. 2 response - conformity
No. 3 response - independency

**Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

RESPONSES TO PART II OF THE
CLOTHING EVALUATION SCALE*
TABULATION 8-1

Respondent	SAS** Class.	Items D	E	F	G	H
A	CI	2	2	2	2	1
B	SI	3	2	2	3	3
C	CM	3	3	3	2	3
D	II	2	2	3	2	3
E	MP	2	2	3	3	2
F	S	2	1	2	2	2
G	CM	3	3	3	3	2
H	CM	3	2	3	2	3
I	CI	2	2	2	2	2
J	MP	2	2	3	3	1
K	SI	2	3	2	3	2
L	CM	3	1	2	2	2
M	S	2	2	2	2	1
N	S	2	2	2	3	3
O	II	3	3	3	2	3

*No. 1 response - dependency
No. 2 response - conformity
No. 3 response - independency

**Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

RESPONSES TO PART II OF THE
CLOTHING EVALUATION SCALE*
TABULATION 9-1

Respondent	SAS** Class.	Items D	E	F	G	H
A	SI	3	2	2	2	2
B	II	3	3	2	2	2
C	II	2	2	1	2	2
D	CM	2	2	2	2	2
E	CI	2	2	2	1	2
F	CM	2	2	3	2	2
G	S	3	2	3	2	2
H	CM	3	2	3	2	1
I	S	2	2	2	2	3
J	O	(absent)				
K	CI	2	2	3	3	1
L	S	2	2	2	2	2
M	O	(absent)				
N	II	2	2	2	2	2
O	S	2	2	2	2	2
P	O	(absent)				
Q	SI	3	3	2	2	1
R	CI	2	1	2	2	1

*No. 1 response - dependency
No. 2 response - conformity
No. 3 response - independency

**Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

APPENDIX J

Lower Socioeconomic Groups B and C Responses to Part II of the Clothing Evaluation Scale (Importance of Clothing in Social Situations)

RESPONSES TO PART II OF THE
CLOTHING EVALUATION SCALE*
TABULATION 7-2

Respondent	Group** Affil.	SAS*** Class.	Items D	E	F	G	H
A	B	CM	3	3	1	2	1
B	B	CI	3	3	3	2	2
C	C	CM	2	2	2	2	1
D	B	CM	3	2	1	3	1
E	B	CM	3	3	3	2	2
F	C	S	3	2	2	2	1
G	C	CM	2	2	2	2	2
H	C	O	(absent)				
I	C	CM	2	2	1	3	2
J	B	O	(absent)				
K	C	CM	2	2	1	2	2
L	C	O	(absent)				
M	B	O	(absent)				
N	B	CM	3	2	3	2	2
O	B	CM	2	2	2	2	1
P	C	O	(absent)				
Q	B	CM	2	2	2	2	3
R	B	S	2	2	2	1	2
S	C	CM	2	2	3	2	2
T	C	CM	2	2	2	3	2
U	B	O	(absent)				
V	B	CM	1	1	1	2	3
W	B	MP	2	3	2	2	1
X	B	MP	2	2	2	2	2
Y	C	S	3	2	3	2	2
Z	C	S	2	2	1	2	2

*No. 1 response - dependency
No. 2 response - conformity
No. 3 response - independency

**B - low socioeconomic Caucasian; C - low socioeconomic Negro

***Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

RESPONSES TO PART II OF THE CLOTHING EVALUATION SCALE* TABULATION 7-3

Respondent	Group** Affil.	SAS*** Class.	Items D	E	F	G	H
A	B	MP	2	2	2	3	2
B	B	CM	3	2	2	1	1
C	C	MP	3	3	3	3	2
D	B	S	2	2	3	2	2
E	B	CM	3	3	2	2	2
F	C	MP	2	2	2	2	2
G	C	CM	2	2	2	2	3
H	C	CI	3	2	2	2	3
I	C	CM	3	2	2	2	2
J	C	C	(absent)				
K	C	CM	2	2	2	2	2
L	C	S	3	2	2	2	2
M	C	MP	2	2	3	2	2
N	C	O	(absent)				
O	B	CM	3	2	2	2	2
P	C	S	2	1	2	2	2
Q	B	CM	2	2	2	1	2
R	C	CI	2	2	2	1	1
S	B	O	(absent)				
T	B	CI	2	2	2	2	2
U	B	O	(absent)				
V	C	S	2	1	2	3	1
W	B	CI	3	2	2	3	2
X	C	CM	2	2	1	1	1
Y	C	CM	2	2	2	2	1
Z	C	CM	1	1	2	2	1
AA	C	S	2	2	3	3	2
BB	C	CM	3	2	2	2	1
CC	C	O	(absent)				
DD	B	O	(absent)				
EE	B	CI	2	2	2	2	1

*No. 1 response - dependency
No. 2 response - conformity
No. 3 response - independency

**B - low socioeconomic Caucasian; C - low socioeconomic Negro

***Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

RESPONSES TO PART II OF THE
CLOTHING EVALUATION SCALE*
TABULATION 7-4

Respondent	Group** Affil.	SAS*** Class.	Items D	E	F	G	H
A	B	CM	3	3	2	2	2
B	C	CM	2	2	2	2	1
C	C	CM	2	2	3	2	2
D	C	CM	3	3	3	2	2
E	B	CI	2	3	3	2	2
F	B	CM	2	3	2	2	1
G	B	CI	2	2	2	2	1
H	B	S	2	3	2	2	3
I	B	MP	2	2	2	2	1
J	C	S	3	2	2	2	2
K	B	MP	2	2	3	2	2
L	B	CM	2	2	3	2	2
M	B	S	2	2	2	2	3
N	B	CI	3	2	2	2	3
O	C	CM	2	3	2	2	1
P	C	CM	3	2	3	1	1
Q	B	O	(absent)				
R	C	CM	3	2	3	2	2
S	C	CM	2	2	2	2	1
T	C	S	3	3	2	3	2
U	C	CM	3	3	3	2	2
V	C	CM	2	2	2	2	2
W	C	O	(absent)				
X	C	CI	3	3	2	2	1
Y	B	CM	3	3	3	3	2
Z	B	CI	3	3	2	2	3
AA	B	MP	2	2	2	3	1
BB	B	O	(absent)				
CC	B	CM	2	2	3	2	2
DD	B	MP	2	2	2	3	1
EE	C	CM	3	3	2	2	2
FF	C	O	(absent)				

*No. 1 response - dependency
No. 2 response - conformity
No. 3 response - independency

**B - low socioeconomic Caucasian; C - low socioeconomic Negro

***Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

HESPONSES TO PART II OF THE
CLOTHING EVALUATION SCALE*
TABULATION 7-5

Respondent	Group** Affil.	SAS*** Class.	Items D	E	F	G	H
A	C	S	3	3	3	3	1
B	B	CI	3	3	3	3	2
C	B	CM	2	2	2	3	2
D	B	CM	2	2	2	2	1
E	B	CM	3	2	2	1	2
F	C	CM	3	3	2	3	2
G	B	CM	3	3	3	2	3
H	B	CM	2	2	1	2	2
I	B	CM	2	2	2	2	2
J	C	CM	2	3	3	2	3
K	B	S	2	3	2	2	3
L	C	CM	3	3	3	3	2
M	C	CM	2	2	2	3	2
N	B	CM	2	2	2	2	2
O	B	CM	2	1	2	2	2
P	C	S	1	2	2	2	1
Q	C	S	3	2	2	1	3
R	C	CM	2	2	2	2	2
S	B	S	3	3	3	2	3
T	C	CI	3	3	3	2	3
U	B	CI	2	2	3	2	1
V	C	CM	3	3	2	2	1
W	C	CM	2	2	2	2	2
X	C	O	(absent)				
Y	C	CM	3	2	1	1	1
Z	C	CM	3	1	2	3	1
AA	B	CM	2	2	3	2	2
BB	C	CM	1	1	2	2	1

*No. 1 response - dependency
No. 2 response - conformity
No. 3 response - independency

**B - low socioeconomic Caucasian; C - low socioeconomic Negro

***Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

RESPONSES TO PART II OF THE
CLOTHING EVALUATION SCALE*
TABULATION 8-2

Respondent	Group** Affil.	SAS*** Class.	Items D	E	F	G	H
A	C	CM	3	2	3	2	1
B	B	CI	3	3	3	3	2
C	C	CM	3	3	2	2	1
D	C	CM	2	2	2	2	2
E	C	CM	2	2	2	2	2
F	C	CM	3	2	2	2	2
G	B	CM	2	2	2	2	2
H	C	CI	3	3	3	2	2
I	B	O	(absent)				
J	B	CM	2	2	2	2	1
K	B	CM	3	3	3	2	2
L	C	CI	3	3	2	2	3
M	C	S	2	2	2	2	2
N	B	CM	3	2	2	2	3
O	C	CI	2	2	2	2	3
P	B	S	2	2	2	3	2
Q	C	CM	3	3	2	2	1
R	C	S	2	2	2	3	2
S	B	O	(absent)				
T	C	CM	2	3	2	3	3
U	C	CM	1	2	2	2	2
V	C	CM	3	2	1	1	2
W	B	CM	3	3	3	3	3
X	C	S	3	3	3	2	2
Y	C	CM	2	2	2	2	3
Z	B	CM	3	2	2	2	2
AA	C	CM	3	3	3	2	2
BB	B	CM	2	2	1	3	2
CC	C	S	2	2	3	2	2
DD	C	S	2	2	2	2	2
EE	B	O	(absent)				

*No. 1 response - dependency
No. 2 response - conformity
No. 3 response - independency

**B - low socioeconomic Caucasian; C - low socioeconomic Negro

***Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

RESPONSES TO PART II OF THE
CLOTHING EVALUATION SCALE*
TABULATION 8-3

Respondent	Group** Affil.	SAS*** Class.	Items D	E	F	G	H
A	C	O	3	2	3	2	2
B	C	S	2	3	3	2	3
C	B	CI	2	3	3	3	3
D	C	CI	2	2	2	2	2
E	C	MP	3	3	3	2	3
F	B	CM	2	2	2	2	1
G	C	MP	2	2	2	3	2
H	B	CM	3	2	3	2	2
I	B	CM	2	2	2	2	2
J	C	CI	2	2	2	2	1
K	C	CM	3	2	3	3	2
L	C	CM	2	2	2	2	2
M	C	MP	2	2	2	1	1
N	B	CM	3	2	2	3	1
O	B	S	3	2	3	2	2
P	C	S	2	2	2	3	3
Q	B	O	(absent)				
R	B	O	(absent)				
S	C	S	2	2	2	2	2
T	B	O	(absent)				
U	O	S	3	(void)			
V	B	SI	2	2	3	2	3
W	B	O	(absent)				
X	B	II	2	3	3	2	2
Y	C	MP	2	3	3	2	1
Z	B	CM	3	3	3	2	1
AA	C	O	(absent)				
BB	C	CM	2	3	3	1	1
CC	C	SI	3	3	3	2	1
DD	B	CM	3	1	3	2	2
EE	O	SI	3	2	1	2	2
FF	B	CM	2	2	2	2	2
GG	C	II	3	3	2	(void)	
HH	C	CI	2	3	3	2	2
II	C	CM	2	2	2	2	3
JJ	C	CM	2	2	3	2	1
KK	B	CI	2	2	2	1	2
LL	C	O	(absent)				

*No. 1 response - dependency; No. 2 response - conformity; No. 3 response - independency

**B - low socioeconomic Caucasian; C - low socioeconomic Negro

***Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

RESPONSES TO PART II OF THE
CLOTHING EVALUATION SCALE*
TABULATION 8-4

Respondent	Group** Affil.	SAS*** Class.	Items D	E	F	G	H
A	B	II	2	2	2	2	3
B	C	S	2	2	2	2	1
C	C	MP	3	3	3	1	2
D	C	S	2	2	2	2	2
E	B	CI	2	2	2	2	2
F	B	O	(absent)				
G	C	SI	2	2	2	2	2
H	C	MP	2	2	2	2	2
I	B	O	(absent)				
J	B	CM	2	2	2	1	3
K	C	O	(absent)				
L	C	CM	2	2	2	2	1
M	C	CM	2	2	2	2	3
N	B	CM	2	2	2	3	1
O	C	S	3	3	3	2	2
P	B	O	(absent)				
Q	C	CI	2	2	2	3	3
R	C	CI	2	2	2	2	2
S	C	O	(absent)				

*No. 1 response - dependency
No. 2 response - conformity
No. 3 response - independency

**B - low socioeconomic Caucasian; C - low socioeconomic Negro

***Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

RESPONSES TO PART II OF THE
CLOTHING EVALUATION SCALE*
TABULATION 9-2

Respondent	Group** Affil.	SAS*** Class.	Items D	E	F	G	H
A	C	CM	2	2	2	2	2
B	B	MP	3	3	3	3	2
C	B	SI	2	2	2	2	3
D	B	MP	2	2	2	2	2
E	C	SI	2	2	3	3	2
F	C	S	2	2	2	1	3
G	C	O	(absent)				
H	B	CM	2	2	2	2	2
I	C	MP	3	3	3	3	2
J	C	CI	2	2	2	1	3
K	C	MP	3	2	3	2	2
L	C	CI	2	2	2	2	2
M	C	S	3	2	3	2	1
N	C	II	3	2	2	1	1
O	C	CI	3	3	3	2	2
P	C	S	2	2	2	2	2
Q	C	S	2	2	2	2	3

*No. 1 response - dependency
No. 2 response - conformity
No. 3 response - independency

**B - low socioeconomic Caucasian; C - low socioeconomic Negro

***Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

RESPONSES TO PART II OF THE
CLOTHING EVALUATION SCALE*
TABULATION 9-3

Respondent	Group** Affil.	SAS*** Class.	Items D	E	F	G	H
A	C	SI	2	2	2	2	1
B	B	O	(absent)				
C	C	O	(absent)				
D	B	MP	2	2	3	2	2
E	C	S	3	2	2	2	1
F	C	S	2	2	2	2	2
G	C	O	(absent)				
H	B	O	(absent)				
I	C	SI	2	2	2	2	1
J	B	II	2	2	3	2	2
K	B	MP	2	2	3	2	2
L	C	S	2	2	2	1	2
M	B	O	(absent)				

*No. 1 response - dependency
No. 2 response - conformity
No. 3 response - independency

**B - low socioeconomic Caucasian; C - low socioeconomic Negro

***Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

APPENDIX K

Upper Socioeconomic Group A Responses to Part IV of the Clothing Evaluation Scale (Feelings of Clothing Deprivation)

RESPONSES TO PART IV OF THE
CLOTHING EVALUATION SCALE*
TABULATION 7-1

Respondent	SAS** Class.	Yes	Reasons for "No"*** 1	2	3	4	5
A	CM					x	
B	II	x					
C	CM	x					
D	CM	x					
E	CM	x					
F	S	x					
G	S	x					
H	II	x					
I	CI	x					
J	CM	x					
K	CM	x					
L	CM	x					
M	CM	x					
N	S	x					
O	CM		x				
P	II		x				

*Yes - felt no clothing deprivation
No - felt some sense of clothing deprivation

**Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

***Reasons - see Appendix B

RESPONSES TO PART IV OF THE
CLOTHING EVALUATION SCALE*
TABULATION 8-1

Respondent	SAS** Class.	Yes	Reasons for "No"*** 1	2	3	4	5
A	CI	x					
B	SI	x					
C	CM	x					
D	II	x					
E	MP	x					
F	S	x					
G	CM		x				
H	CM		x				
I	CI	x					
J	MP	x					
K	SI		x				
L	CM		x				
M	S		x				
N	S		x				
O	II	x					

*Yes - felt no clothing deprivation
No - felt some sense of clothing deprivation

**Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

***Reasons - see Appendix B

RESPONSES TO PART IV OF THE
CLOTHING EVALUATION SCALE*
TABULATION 9-I

Respondent	SAS** Class.	Yes	Reasons for "No"*** 1	2	3	4	5
A	SI	x					
B	II			x		x	
C	II	x					
D	CM	x					
E	CI		x		x		
F	CM	x					
G	S	x					
H	CM	x					
I	S	x					
J	O	(absent)					
K	CI			x			
L	S	x					
M	O	(absent)					
N	II		x		x		
O	S	x					
P	O	(absent)					
Q	SI		x				
R	CI		x				

*Yes - felt no clothing deprivation
No - felt some sense of clothing deprivation

**Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

***Reasons - see Appendix B

APPENDIX L

Lower Socioeconomic Groups B and C Responses to Part IV of the Clothing Evaluation Scale (Feelings of Clothing Deprivation)

RESPONSES TO PART IV OF THE
CLOTHING EVALUATION SCALE*
TABULATION 7-2

Respondent	Group** Affil.	SAS*** Class.	Yes	Reasons for "No"**** 1	2	3	4	5
A	B	CM		x	x	x	x	
B	B	CI	x					
C	C	CM	x					
D	B	CM		x	x	x		
E	B	CM		x			x	
F	C	S		x				
G	C	CM	x					
H	C	O	(absent)					
I	C	CM				x	x	
J	B	O	(absent)					
K	C	CM		x	x			
L	C	O	(absent)					
M	B	O	(absent)					
N	B	CM					x	
O	B	CM						x
P	C	O	(absent)					
Q	B	CM	x					
R	B	S	x					
S	C	CM		x	x			
T	C	CM	x					
U	B	O	(absent)					
V	B	CM		x	x	x	x	
W	B	MP	x					
X	B	MP		x				
Y	C	S		x				
Z	C	S	x					

*Yes - felt no clothing deprivation
No - felt some sense of clothing deprivation

**B - low socioeconomic Caucasian; C - low socioeconomic Negro

***Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

****Reasons - see Appendix B

RESPONSES TO PART IV OF THE
CLOTHING EVALUATION SCALE*
TABULATION 7-3

Respondent	Group** Affil.	SAS*** Class.	Yes	Reasons for "No"**** 1	2	3	4	5
A	B	MP	x					
B	B	CM					x	
C	C	MP			x			
D	B	S	x					
E	B	CM	x					
F	C	MP		x				
G	C	CM		x				
H	C	CI		x				
I	C	CM		x				
J	C	C	(absent)					
K	C	CM				x		
L	C	S			x			
M	C	MP			x		x	
N	C	O	(absent)					
C	B	CM		x				
P	O	S					x	
Q	B	CM	x					
R	C	CI		x		x		
S	B	O	(absent)					
T	B	CI				x		
U	B	O	(absent)					
V	C	S	x					
W	B	CI	x					
X	C	CM	x					
Y	C	CM	x					
Z	C	CM					x	
AA	C	S	x					
BB	C	CM	x					
CC	C	O	(absent)					
DD	B	O	(absent)					
EE	B	CI		x			x	

*Yes - felt no clothing deprivation
No - felt some sense of clothing deprivation

**B - low socioeconomic Caucasian; C - low socioeconomic Negro

***Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

****Reasons - see Appendix B

RESPONSES TO PART IV OF THE
CLOTHING EVALUATION SCALE*
TABULATION 7-4

Respondent	Group** Affil.	SAS*** Class.	Yes	Reasons for "No"**** 1	2	3	4	5
A	B	CM	x					
B	C	CM		x				
C	C	CM	x					
D	C	CM	x					
E	B	CI		x		x		x
F	B	CM	x					
G	B	CI		x				
H	B	S	x					
I	B	MP		x	x		x	
J	C	S	x					
K	B	MP					x	x
L	B	CM	x					
M	B	S	x					
N	B	CI	x					
O	C	CM		x				
P	C	CM			x			
Q	B	O	(absent)					
R	C	CM	x					
S	C	CM			x			
T	C	S	x					
U	C	CM	x					
V	C	CM	x					
W	C	O	(absent)					
X	C	CI	x					
Y	B	CM	x					
Z	B	CI				x		
AA	B	MP				x		x
BB	B	O	(absent)					
CC	B	CM		x		x	x	
DD	B	MP				x		x
EE	C	CM	x					
FF	C	O	(absent)					

*Yes - felt no clothing deprivation
No - felt some sense of clothing deprivation
**B - low socioeconomic Caucasian; C - low socioeconomic Negro
***Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.
****Reasons - see Appendix B

RESPONSES TO PART IV OF THE CLOTHING EVALUATION SCALE*
TABULATION 7-5

Respondent	Group** Affil.	SAS*** Class.	Yes	Reasons for "No"**** 1	2	3	4	5
A	C	S				x		
B	B	CI	x					
C	B	CM	x					
D	B	CM	x					
E	B	CM	x					
F	C	CM	x					
G	B	CM				x		
H	B	CM	x					
I	B	CM		x		x		
J	C	CM		x				
K	B	S	x					
L	C	CM	x					
M	C	CM		x		x	x	
N	B	CM			x		x	x
O	B	CM				x		x
P	C	S				x	x	
Q	C	S		x				
R	C	CM				x		
S	B	S	x					
T	C	CI		x				
U	B	CI			x			
V	C	CM		x		x		
W	C	CM	x					
X	C	O	(absent)					
Y	C	CM		x	x	x	x	
Z	C	CM						x
AA	B	CM	x					
BB	C	CM			x		x	

*Yes - felt no clothing deprivation
No - felt some sense of clothing deprivation

**B - low socioeconomic Caucasian; C - low socioeconomic Negro

***Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D

****Reasons - see Appendix B

RESPONSES TO PART IV OF THE CLOTHINC EVALUATION SCALE*
TABULATION 8-2

Respondent	Group** Affil.	SAS*** Class.	Yes	Reasons for "No"**** 1	2	3	4	5
A	C	CM		x		x	x	
B	B	CI	x					
C	C	CM		x				
D	C	CM	x					
E	C	CM	x					
F	C	CM		x		x	x	
C	B	CM		x		x		
H	C	CI				x		
I	B	O	(absent)					
J	B	CM		x				
K	B	CM	x					
L	C	CI		x		x		
M	C	S		x				
N	B	CM		x	x			
O	C	CI	x					
P	B	S			x	x		
Q	C	CM	x					
R	C	S					x	
S	B	O	(absent)					
T	C	CM		x	x	x	x	
U	C	CM		x		x		
V	C	CM	x					
W	B	CM	x					
X	C	S	x					
Y	C	CM		x	x		x	
Z	B	CM	x					
AA	C	CM	x					
BB	B	CM	x					
CC	C	S		x			x	
DD	C	S	x					
EE	B	O	(absent)					

*Yes - felt no clothing deprivation
No - felt some sense of clothing deprivation

**B - low socioeconomic Caucasian; C - low socioeconomic Negro

***Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

****Reasons - see Appendix B

RESPONSES TO PART IV OF THE CLOTHING EVALUATION SCALE* TABULATION 8-3

Respondent	Group** Affil.	SAS*** Class.	Yes	Reasons for "No"**** 1	2	3	4	5
A	C	O	x					
B	C	S	x					
C	B	CI		x			x	x
D	C	CI	x					
E	C	MP	x					
F	B	CM	x					
G	C	MP			x		x	
H	B	CM	x					
I	B	CM		x			x	
J	G	CI		x	x	x	x	
K	C	CM	x					
L	C	CM		x				x
M	C	MP	x					
N	B	CM	x					
O	B	S	x					
P	C	S		x				x
Q	B	O	(absent)					
R	B	O	(absent)					
S	C	S		x				
T	B	O	(absent)					
U	C	S	(void)					
V	B	SI	x					
W	B	O	(absent)					
X	B	II		x		x	x	
Y	C	MP					x	
Z	B	CM	x					
AA	C	O	(absent)					
BB	C	CM		x		x		
CC	C	SI			x			
DD	B	CM	x					
EE	C	SI		x		x		
FF	B	CM	x					
GG	C	II	(void)					
HH	C	CI	x					
II	C	CM	x					
JJ	C	CM						x
KK	B	CI	x					
LL	C	O	(absent)					

*Yes - felt no clothing deprivation; No - felt some sense of clothing deprivation

**B - low socioeconomic Caucasian; C - low socioeconomic Negro

***Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

****Reasons - see Appendix B

RESPONSES TO PART IV OF THE
CLOTHING EVALUATION SCALE*
TABULATION 8-4

Respondent	Group** Affil.	SAS*** Class.	Yes	Reasons for "No"**** 1	2	3	4	5
A	B	II	x					
B	C	S		x	x	x	x	
C	C	MP		x	x	x	x	x
D	C	S				x	x	
E	B	CI		x		x		
F	B	O	(absent)					
C	C	SI		x				
H	C	MP		x				
I	B	O	(absent)					
J	B	CM		x		x		
K	C	O	(absent)					
L	C	CM		x			x	
M	C	CM	x					
N	B	CM	x					
O	C	S	x					
P	B	O	(absent)					
Q	C	CI	x					
R	C	CI	x					
S	C	O	(absent)					

*Yes - felt no clothing deprivation
No - felt some sense of clothing deprivation

**B - low socioeconomic Caucasian; C - low socioeconomic Negro

***Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

****Reasons - see Appendix B

RESPONSES TO PART IV OF THE
CLOTHING EVALUATION SCALE*
TABULATION 9-2

Respondent	Group** Affil.	SAS*** Class.	Yes	Reasons for "No"**** 1	2	3	4	5
A	C	CM	x					
B	B	MP		x				
C	B	SI	x					
D	B	MP		x				
E	C	SI	x					
F	C	S				x	x	
G	C	O	(absent)					
H	B	CM		x				
I	C	MP		x			x	
J	C	CI		x		x		
K	C	MP	x					
L	C	CI					x	
M	C	S	x					
N	C	II	x					
O	C	CI				x		
P	C	S		x				
Q	C	S		x				

*Yes - felt no clothing deprivation
No - felt some sense of clothing deprivation

**B - low socioeconomic Caucasian; C - low socioeconomic Negro

***Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

****Reasons - see Appendix B

RESPONSES TO PART IV OF THE
CLOTHING EVALUATION SCALE*
TABULATION 9-3

Respondent	Group** Affil.	SAS*** Class.	Yes	Reasons for "No"**** 1	2	3	4	5
A	C	SI		x			x	
B	B	0	(absent)					
C	C	0	(absent)					
D	B	MP		x		x		
E	C	S						x
F	C	S		x				
G	C	0	(absent)					
H	B	0	(absent)					
I	C	SI		x				
J	B	II			x			
K	B	MP	x					
L	C	S	x					
M	B	0	(absent)					

*Yes - felt no clothing deprivation
No - felt some sense of clothing deprivation

**B - low socioeconomic Caucasian; C - low socioeconomic Negro

***Definitions of Social Acceptance Scale (SAS) classifications are given at the beginning of Appendix D.

****Reasons - see Appendix B