A Study of Perceptions of the Effect of Student Dress and Grooming on Behavior and Achievement in Selected Michigan Public Secondary Schools

Ozzie D. Parks
Western Michigan University

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A STUDY OF PERCEPTIONS
OF THE EFFECT OF STUDENT DRESS AND GROOMING
ON BEHAVIOR AND ACHIEVEMENT
IN SELECTED MICHIGAN PUBLIC SECONDARY SCHOOLS

by

Ozzie D. Parks

A Project Report
Submitted to the
Faculty of the School of Graduate Studies in partial fulfillment
of the
Specialist in Education Degree

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Ozzie D. Parks
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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

The issue of student rights and responsibilities in public schools has become a leading controversy. What has for years been written about and discussed by small groups and academic journals has taken center stage as a public issue. Debates in communities and courts of law have created a need, according to the State Board of Education, for a set of carefully-thought-out and established guidelines for student rights and responsibilities in schools.

The area of dress and grooming is one aspect of the current debates and court rulings which is of particular interest to this writer. The fads of lengthy locks for lads, sideburns, moustaches, granny dresses and mini-skirts involve only a small proportion of students in high schools today, yet they are of such serious portent as to elicit repercussions from courts, writers, school personnel, parents and teen-agers.

Emphasis on Increased Student Rights and Freedoms

Some writers believe that the issue has been too long in coming, but now needs to be resolved in favor of increased student rights. Friedenberg¹ states, "Educational controversy is a permanent feature

of American life and, as such, inclines toward monotony. It is built into our social structure because of the way education figures in our commitment to equality of opportunity and our expectation of social mobility. These are fundamental American social values, recurrent themes in our history and our fantasy. But we are now growing aware, I believe, of what these values cost—of what other values must be sacrificed to maintain them.*

Friedenberg¹ discusses his position in a student beard controversy by stating, "It is easy to dismiss a controversy over a 15 year old's beard as trivial. I wish therefore to make it clear that the controversy is not over a beard, but over his and other adolescents' rights to a reasonable degree of respect, privacy and freedom to establish their own tastes, and govern their own actions in areas where they interfere with no one. It seems clear to me that the regulations of hair styles is an invasion of privacy difficult to justify on educational grounds."

Henry² states his belief about the function of education. "The function of education has never been to free the mind and spirit of man, but to bind them; and to the end that the mind and spirit of his children should never escape, Homo sapiens has employed praise, ridicule, admonition, accusation, mutilation, and even torture to chain them to the cultural patterns. Throughout most of his historic course,

¹Friedenberg, Edgar, "Ceremonies of Humiliation in School." Education Digest, XXXII (November 1966), 35.
Homo sapiens has wanted from his children, acquiescence, not originality."

Goodman joins with those who criticize the sacrificing of individual values. He feels schools which sacrifice individual values should either be changed drastically or abolished. He and the previously cited writers have aimed their criticisms at the school as the institution which stifles the individual and forces his conformity to the dominant society.

Raywid says that the demand for conformity in dress and grooming is a contradiction and is like waving a red flag to teen-agers today. Educators strive for creativity and independent thought in the classroom, but require conformity in dress. "Be creative on canvas or in music—but just don't wear it."

In summary, columnist Baker says, "Schools should be less concerned with unorthodox hair lengths and more concerned with why they are turning cut so many orthodox minds."

Saxe agrees that infringement of students' rights is occurring. He also believes that activities of enforcing the codes of dress or

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2 Raywid, Mary Anne, "The Great Haircut Crisis of Our Time." Phi Delta Kappan, XLVII (December 1966), 15h.

3 ibid.

4 ibid.

grooming "demean the educator, lessen his status, and reduce his effectiveness as a teacher.”¹ Educators have an important role to play in regard to clothing and personal appearance. They can best play this role by example and advocacy. They are on shaky ground when they attempt to influence pupil appearance through administrative fiat.”²

Many writers believe that precious educational time is being wasted by worrying over dress and grooming. Zwerdling says, "The tragedy is—and it is an educational tragedy—that schools poison and embitter student-administration-faculty relations by shifting the focus from education, where it should be, to something as utterly inane as hair styles. Students justifiably lose all respect for educators who expend their energies fighting long hair and beards on the grounds that they detract from the educational process rather than actually talking about that educational process and trying to improve it.”³

The American Civil Liberties Union ⁴ has issued a statement that "Education is too important to be granted or denied on the basis of standards of appearance." It has also suggested that individual dress and grooming are of "no concern to the school unless they are disruptive.”⁵ Included in their statement was a report of a California Supreme Court decision in 1966 which stated, "The schools would be the

¹loc. cit., 25.
⁴American Civil Liberties Union, "Students' Rights in Academic Freedom in the Secondary Schools." Education Digest, XXXIV (December 1968), 22.
⁵ibid.

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first to concede that in a society as advanced as that in which we live there is room for many personal preferences and great care should be exercised insuring that what are mere personal preferences of one are not forced on another for mere convenience.1

Raywid2 asks whether schools are educating or controlling? "Are we...in any sense "teaching" appropriateness by mandating hair styles? Schools ought to teach a sense of the appropriate...while rejecting the attachment of such sanctions as suspension. After all, if this is the educational matter some claim, let's treat it as such. And expulsion is not the normal penalty for failing to learn spelling or history."

School officials in several school districts have also determined that dress and grooming are not the proper concerns of school authorities. A secondary principal3 in Tucson, Arizona says his school demands haircuts only if the way a student's hair is cut seems to be contributing to unsatisfactory citizenship. He adds, "Adults should realize that some of the outlandish hairdos are attention getters. The fad will pass. If it were not this, it would be something else."

Opinions vary among parents. Many defend their children's civil liberties in court, but Raywid4 believes relatively few parents protest; most just shear locks and lower hems.

1 Ibid.
2 op. cit., 153.
3 Blackledge, Theresa, "Glenn's Haircut." The Education Digest, XXXIII (September 1967), 31.
4 op. cit., 152.
Students are becoming more concerned, all over the nation. In a recent development in an area school, the students\textsuperscript{1} were quoted as saying, "Trust us; you are afraid to give us responsibility. We are old enough to make some of our own decisions. Give us a chance." After studying the situation and listening to the students, a committee of parents decided to recommend to the school board and administration that the "so-called dress code be abolished and the students and parents accept the responsibility which is theirs."\textsuperscript{2}

"A dress code isn't that important in itself," said a Chagrin Falls high school student.\textsuperscript{3} "It's the fact that dress has nothing to do with learning. And there's no consistency. For awhile, sideburns were frowned upon. Then some male teachers started wearing them, so now they're okay."

Student activists encourage group resistance to dress and grooming regulations. In 1965, Mark Kleinman,\textsuperscript{4} a sophomore at a southern California high school, wrote a widely-distributed paper for Students for Democratic Society. Titled "High School Reform - Toward a Student Movement," Kleinman's guidelines are being used as a "how-to-do-it"

\begin{itemize}
\item \textsuperscript{1} "Hastings Public School Dress Code." \textit{The Hastings Reminder}, (March 19, 1969), \textit{l}.
\item \textsuperscript{2} \textit{Ibid.}
\item \textsuperscript{3} Gifford, Beverly, "Students at the Barricades." \textit{Ohio Schools}, XLVIII (March 14, 1969), l\textit{t}.
\item \textsuperscript{4} \textit{Loc. cit.}, l\textit{t}.
\end{itemize}
handbook for attacking the administration in three areas: dress regulations, attendance, and education itself. "Students cannot effectively change things through individual action," writes Kleinman. "What is needed is an organization which will struggle for a free, viable, and realistic education for all students."

Emphasis on Necessity of Dress and Grooming Regulations

The other side of the issue, namely that regulation of student dress and grooming is necessary in the schools, is taken by many, especially those who manage the schools.

Brickman \(^1\) in an editorial, states, "It is not at all inaccurate to connect deliberately sloppy dress with uncivil behavior." He adds, "Surely the teachers and administrators have the professional obligation to advise pupils and parents that there are standards of reasonable dress, demeanor, and deportment which are basic to the successful carrying out of the educational mission." He concludes by saying, "Let there be no confounding the values in civil liberties with the spurious stance that adolescents have a constitutional right to uncivility in dress and behavior."

A junior high principal in Schenectady, New York \(^2\) reported that the adoption and enforcement of a dress code in cooperation with parents helped solve some school and community problems. Handel cited

\(^1\) Brickman, William W., "Editorial." School and Society, XCI (April 1965), 238.

\(^2\) Handel, Harvey, "Can We Outlaw Fad Clothing?" The School Executive, LXXXVII (November 1957), 68.
the following findings: (1) teachers reported less boisterous behavior, (2) many out-groups disintegrated, (3) less vandalism occurred, and (4) parents were more supportive of the school.

In an Administrator's Forum, the majority of administrators felt that inappropriate dress and grooming detracts from students' ability and willingness to learn; it invites a breakdown in discipline. One administrator asked, "Why is it that whenever a school regulation conflicts with a personal whim, the individual involved immediately assumes it is the school that must bend?"

Good says, "It is inconceivable that a school administrator could operate his school successfully if required by the courts to follow the dictates of the students as to what their appearance shall be, what they shall wear, what hours they will attend, etc..."

Many educators feel that teen-agers need and actually want standards of dress and grooming;--adolescents are not wise enough to set their own. The Hechingers believe that it is absurd to expect teen-agers to have the ability of considering the consequences of their actions... "to let them behave as though they had it is playing with fire."

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1 "Administrator's Forum: This Month's Problems." School Management, X (July 1966), 24-6.


Jenks and Riesman\(^1\) say, "Indeed, the whole idea of self-government in communities whose student members all expect to be gone in a few years, and many of whose faculty members hope to go to a better place, may well be unworkable. Those who lack a deep stake in the future of the community as a whole may have a disproportionate interest in protecting their civil liberties against meeting their responsibilities."

Hechinger\(^2\) believe that parents and schools must have the courage to set their own standards without submitting blindly to herd pressures and without waiting for society or even the community to reach an agreement. "If they do so, they may learn to their surprise that adolescents really want such limitations and a clear understanding of how far they can go." A group of administrators\(^3\) when asked about a board which ordered a good grooming code for students, said, "The majority appreciates some sort of code it can follow."

Coach Ryah\(^4\) of Haverhill High School in Massachusetts, ordered forty-seven football players to get shorn: "Either get haircuts or don't play ball. I'm not coaching a girls team!"

Many school authorities stress the reasonable and appropriate approach—educating students, parents, and the community to the

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\(^1\)Jenks, Christopher and David Riesman, "Do Students Want Self-Government?" The Educational Forum, XXXII (May 1968), 452.

\(^2\)op. cit., 233.

\(^3\)Blackledge, op. cit.

\(^4\)Blackledge, op. cit.
desirability of dressing and grooming in good taste. Emphasis is placed on the improved work habits, behavior and over-all conduct which result. Howard¹ recommends written codes established by student-faculty committees and student councils which set down reasonable rules for acceptable dress, grooming, and behavior. "This educational and counseling approach would appear to be the most desirable in terms of fostering and maintaining school and community relations. School authorities appear to be on fairly safe ground in establishing rules pertaining to students' dress and behavior so long as such regulations relate to the efficient and orderly operation of the schools and if the rules meet the criterion of reasonableness." He adds the caution that schools should have the code adopted by the local school board.

²Wittenberg points out that "There is clinical research to document further the fact that young people who are somewhat anxious can function better if they experience firm boundaries or limits outside."

³Blaine states that firmness and reasonableness are the key words.

"Firmness satisfies the inner need to be controlled, while explanation and discussion satisfy the outer and more frequently expressed need to be treated as responsible, intelligent adults. Students treated with respect and granted the degree of freedom and responsibility for which


they are ready will respond by giving respect in return, and will profit in terms of their own individual personality development from the example of elders who are concerned, and at the same time, wise and resolute.*

A panel of students¹ presented the view that "surely everywhere there is a minority of students who will not have anything to do with a code, or who will break the code, but on the whole, young people are glad to have an anchor." Students do, however, want to know the reasons for the rules regarding dress and grooming standards. When students and principals² discussed the issues involved, students stated that if there was sound reason behind the rules, they would accept them. Students became bitter when many administrators could not present good reasons. Raywid³ believes that reasonable criteria for school dress might logically oppose: (1) vermin-laden hair and clothes which are a threat to general health, and (2) too-short skirts or trousers hanging precariously from the hips—examples of obscenity. She adds, however, that "granny dresses, long hair and beards are hardly a risk to health and safety."


²op. cit., 152.


²op. cit., 152.
The differences in points of view concerning students' individual rights in the area of dress and grooming have not been lessened or resolved by legal opinions handed down by judges of our courts. Hardly a week goes by that one does not read in the newspapers of some problem caused by a school rule which students or parents feel infringes on individual rights. In the majority of legal cases, the courts have upheld the authority of school boards to regulate the dress and personal appearance of students, if such rules are reasonable and not arbitrary or discriminatory. However, it is becoming increasingly more evident that students, parents and judges are challenging what they consider unnecessary rules and regulations, capricious judgments, and suspension-expulsion injustices when it is felt that any of these interfere with a student's freedom to learn.

"Our dress, appearance, modes of conduct, concepts of individual freedom and perhaps our morality are changing," says McCarter. A mini-skirted girl, transported to grandfather's day would be promptly arrested for indecent exposure. In the 1920's, a girl was denied admission to high school because she wore talcum powder,—a violation of the rules. The court upheld the rule as "reasonable." "Females are forbidden to wear patent leather shoes as such shoes reflect the female's legs and may tend to be disruptive to the male students," reads an archaic dress code.

2ibid.
3ibid.
Although standards of dress and grooming and the concept of individual rights may be in a state of flux, courts, in the majority of cases are upholding the authority of school boards and administrators to regulate dress and personal appearance of students.

In Leonard v. Attleboro, the court upheld a school board regulation prohibiting extreme haircuts. The court found that "departures from accepted customs in the manner of haircuts could result in the distraction of other pupils."

Judge Blair Moody ordered a haircut for rock-and-roll musician, Eddie Reeves, 15, of Wyandotte, Michigan, upholding school board regulations as "presumed reasonable and based on constitutional precepts."

18 year old Alan Miller, National Merit Scholar and rock and roll musician, settled for education by two-way phone hook-up (paid for by the school board) when suspended from Unionville, Pennsylvania High School for refusing to cut his hair. His school handbook reads, "In a democracy, dress and grooming are dictated by good taste and pride in one's appearance. A child's behavior is most often a reflection of the way he dresses."

A decision of the U.S. Court of Appeals for the 5th Circuit

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1 (349 Mass. 704, 212 N. E. (2d) 468 (1965))
2 Blackledge, op. cit., 30.
3 Raywid, op. cit., 155.
4 Blackledge, op. cit., 31.
5 McCarter, op. cit., 16.
held that Dallas school officials did not act unconstitutionally in denying admission to high school to three youths with long hair,—members of a professional music group called Sound Unlimited.

Edward Kores,¹ of Westbrook, Connecticut, was expelled because of bangs. His parents lost the court case and Edward is now enrolled in a private school.

The trend in recent years by some courts, especially the United States Supreme Court, has been in the direction of interpretations which extend more individual rights to students. Griffiths² states, "We have entered a new era of individual rights and the chances are great that the secondary school will be increasingly affected."

In Gault v. the State of Maryland,³ a landmark case in the area of increased individual rights to students, the U. S. Supreme Court ruled that "neither the 14th Amendment nor the Bill of Rights is for adults alone." The court went on to say that "due process of law is the primary and indispensable foundation of individual freedom." This case introduced the concept that school authorities will be expected to provide evidence to support "charges" against students in cases involving suspensions or expulsions.

¹Blackledge, op. cit.
³(375, U. S. 851, 84 S Ct 109 III ed (2d) 78)
In the famous "freedom-button cases," the courts held that school authorities are not permitted to infringe on the freedom of students unless student behavior substantially and materially interferes with the discipline and good order of the school. In February, 1969, a United States judge in Wisconsin declared that a high school ban against long hair was unconstitutional.

How can educators make reasonable rules and decisions in the area of dress and grooming which stand the test in courts? One aid is a thorough knowledge of the decisions which the courts have announced in cases before them.

A recommendation by McCarter states, "Law ultimately is the consensus of man. Therefore, those rules that are made by consensus of individuals of varying opinions are probably best. One individual's opinion of what is correct appearance or behavior is dangerous."

Lastly, it is hoped that investigations such as this field study will provide educators with information which will help them decide whether there is any basis for rules which establish standards for student dress and grooming.

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1 (Burnside v. Byars, 363 F. (2d) 744 (1966)).
2 (Blackwell v. Issaquence County Board of Education, 363 F. (2d) 749 (1966)).
3 op. cit.
Timeliness and Importance of the Problem

The current period of education might well be called "The Period of Student Unrest." Protests of discrimination were first heard from minority ethnic groups, primarily Negroes. The unrest rapidly spread to include all those who believed the "establishment" was at fault for many problems found in the world and society. These protests caused school authorities to take a new look at students' rights and responsibilities.

As a result of confusion on the part of the courts, the schools, and society in general over the question of student rights and responsibilities, the Michigan State Board of Education, in April, 1968, authorized the formation of an advisory committee composed of parents, teachers, school administrators, and community leaders. This committee was assigned the task of assessing the problem, defining the rights and responsibilities of the respective parties in the education process, and proposing recommendations and guidelines for future use by local boards, administrators, teachers, parents, and students.

Concerning the area of dress and grooming, the committee states, ¹ "The legal authority in the area of dress and grooming generally supports the authority of the school boards to prescribe whatever rules they deem proper and necessary to the administration of the educational process; the existence of this legal authority, does not change the

fact that a great deal of student unrest is generated by the making and enforcing of such regulations." The report goes on to state that what the adult community and school authorities view as "extreme" or "inappropriate school wear" may to the youth represent the norm of his cultural environment and therefore may not seriously affect his learning. "Standards, if they exist, should be set forth with reasonable definiteness..."¹ but should not restrict individual liberty and choice. They should be rationally explained in a learning environment. "On this basis, it can be concluded that except where dress relates directly to the educational process, dress and grooming habits are not the proper concern of the school authorities..."²

Within the past year, a number of Michigan high schools have been disrupted by student unrest because of dress and grooming regulations. Several schools have elected to drop all restrictions on student dress and grooming. Several others have decided to continue their codes of dress and grooming and have had legal action taken against them. In three cases of record, the courts have ordered that suspended students must be accepted back in their schools until legal proceedings are completed.

The decisions pending in the courts and in the chambers of the State Board of Education may have a lasting effect upon education. It is essential that those who are closest to the issues and problems

¹ibid.
²ibid.
investigate the problem and have a voice in the decisions made. The wise administrator will be prepared for the issues before they arise in his school.

The question which the educational leader must face is whether or not dress and grooming have a "direct and measurable effect on the safety, morals or welfare of the student and his fellow classmates." Specifically, this investigation is concerned with the effect of dress upon the welfare of the students,—welfare in this case, being defined as behavior and achievement of students.
CHAPTER II

REVIEW OF RELATED INVESTIGATIONS

Introduction

The issue of student rights and responsibilities is a comparatively recent educational problem; therefore, few related investigations have been conducted.

There are a few significant studies, however, which merit consideration in the area of student dress and grooming. Investigations included studies of: (1) behavior and achievement of students, (2) opinions of teachers, and (3) perceptions and practices of school principals. No investigations were found on the perceptions of parents concerning student rights and responsibilities.

Behavior and Achievement of Students

Related literature includes recent studies and theories on the effect of dress and grooming on the student himself. This literature may be the most important for those interested in what effect the current emphasis on student rights will have on the adolescent.

In London, England, Sugarman\(^1\) compared conformity to the youth culture with conduct and achievement. Subjects in this study were

\(^1\)Sugarman, Barry, "Involvement in Youth Culture, Academic Achievement and Conformity in School." The British Journal of Sociology, XVIII(June, 1967), 151-64.
Fourth Year boys from four London secondary schools. Sugarman found that high commitment to the teen-age culture was associated with underachievement in the pupil role. He also found a high correlation between poor conduct and high commitment to the teen-age culture. He states, "Youth culture is the new opium of the teen-age masses." He believes that the study of youth culture and teen-age social systems is just beginning.

Hurlock\(^2\) points out that adult concerns about adolescents center around three major problems: (1) appearance and manners, (2) defiance of adult authority, and (3) the adolescent in the future.

She describes one of the traits leading to rejection as the "unwillingness to conform to group mores in dress or actions. The attention he gets is of an unfavorable sort and contributes to his rejection."\(^3\) The rejection caused by the unconforming behavior or dress becomes a barrier to interaction. "When barriers to interaction are established, it makes later acceptance difficult, if not impossible. As a result of feelings of loneliness and rejection, the adolescent becomes dissatisfied with himself and his life. This leads to general maladjustment and unhappiness."\(^4\)

Reporting on the effects of permissiveness in the area of rights of adolescents, Hurlock says, "Unlimited freedom adds to the adolescent's

\(^1\)loc. cit., 160.
\(^3\)loc. cit., 181.
\(^4\)loc. cit., 183.
already present feeling of insecurity. There are few things that will precipitate panic behavior so readily as the lifting of all adult control. Furthermore, adolescents resent lack of adult guidance. They are enraged when they do something wrong and have to pay the penalty for it just because no one warned them that it was wrong, and they look upon excessive permissiveness as an indication of weakness on the part of the disciplinarian or as due to lack of interest in them and their welfare. In general, adolescents do not welcome freedom to guide their own behavior. Instead, they resent it.\(^1\)

Muuss analyzes the current youth culture and summarizes his theory on the hippie movement by stating, "Hippiedom is a direct expression of adolescent rebellion against the germ-free, time-conscious, money-conscious, but frequently loveless middle class world in which they grew up. Their rebellion is expressed by an almost diametrically opposite value system; a disregard for cleanliness, a communal sharing of all material things, and most of all, a recurring theme of love, beauty, honesty, and fun." He also states, "For some, the hippie experience is actually a maturing process, while for others, it may constitute a disturbing experience."\(^3\)

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1. loc. cit., 148.
3. loc. cit., 180.
Opinions of Teachers

In a National Education Association opinion poll, more than 85 per cent of the nation's public school teachers believed that their schools should have authority to regulate the wearing apparel and personal grooming of students. Less than 7 per cent reported that they believed that the school should not regulate student dress or grooming.

Perceptions and Practices of School Principals

Bouma wrote an interesting and informative case study entitled "Moustaches: Mountains and Molehills." His case study detailed an administrative-student-parent conflict regarding student moustaches, a respected symbol in the socio-culture of the school community. The study illustrates that improper implementation of dress and grooming regulations by administrators can result in violence, demonstrations, and court action.

Reporting on the results of his doctoral study in the area of student rights, Schwartz states the following: (1) 90 per cent of the 417 school principals surveyed reported having rules on student


dress and grooming; (2) in 62 per cent of the schools, the rules were in writing; (3) in only 4.5 per cent of the schools, were the rules developed by only one person; and (4) in 72.6 per cent of the schools, students were involved in the development of these rules.

Summary

A review of the related investigations has revealed few significant studies in the area of the effect of student dress and grooming on behavior and achievement in school. The investigations cited in this chapter have, however, been helpful in gaining information about the perceptions of sociologists, psychologists, teachers and administrators as they reported on related subjects.
CHAPTER III

THE DESIGN OF THE STUDY

Events Leading to the Development of the Design

This writer has served for the past four years as a high school principal. In that position, he has been responsible for making decisions regarding the appearance and behavior of students.

Within the past year, several Michigan schools have been disrupted by student unrest resulting from dress and grooming restrictions. The writer has found this to be a minor area of unrest in his own school also. He therefore is concerned with determining possible solutions to this problem area of student rights and responsibilities.

The writer believes that in these times, characterized by conflict and unrest, the wise administrator must be prepared to make the best possible decisions. Being prepared implies a number of understandings, namely: (1) being able to identify and define the problem clearly; (2) being aware of the perceptions of all those involved in the problem; and (3) being able to analyze the various alternatives and their possible outcomes. The writer primarily pursues the second understanding in this study.

After consultation with his advisor, the writer decided to undertake a field study of the problem. With the advisor's help, two schools with contrasting approaches to dress and grooming were selected for the field study.
Questions to be Answered by the Study

Observations in the writer's community, the analysis of current educational journal articles and newspaper accounts, and discussion of the problem with his advisors, led to the formulation of two basic questions concerning the perceptions of those most closely associated with the school.

The basic questions are as follows:

I. Do students, parents, teachers and administrators perceive a relationship between dress and grooming of students and behavior and achievement in school?

II. What are the perceptions of the various groups regarding the appropriateness of the methods used in reaching a decision regarding dress restrictions?

The following specific questions were formulated to evaluate the perceptions of the students, teachers, parents and administrators:

I. What are the perceptions of the various groups regarding a relationship between the presence or absence of dress restrictions and the number of students displaying extremes in dress and grooming in the school?

II. To what degree do the various groups perceive a relationship between changes in school dress restrictions and student behavior?

III. What are the perceptions of the various groups regarding the relationship between changes in dress restrictions and student achievement in school?

IV. What are the perceptions of the various groups regarding the presence or absence of dress restrictions as having an overall effect on the school?

V. What are the perceptions of the various groups regarding who was involved in the decision to change dress and grooming restrictions?

VI. What are the perceptions of the various groups...
regarding which group was most influential in bringing about a change in dress and grooming restrictions?

VII. To what degree were the various groups satisfied with the methods used in reaching a decision to change dress and grooming restrictions?

VIII. What suggestions do the various groups have for improving codes of dress and grooming for students?

IX. What suggestions do the various groups have as to methods used to reach decisions regarding dress and grooming restrictions?

The School Sample

The writer was assisted by his advisor in selecting two contrasting schools for the study. One of the schools, hereafter known as School X, had recently undergone an evaluation of its philosophy and rules in the area of student dress and grooming and had decided to continue its code of dress and grooming with minor changes. The other school, hereafter known as School Y, had also undergone a similar evaluation and had decided to eliminate its code of dress and grooming.

The schools were very similar in other respects: (1) location (both were located in southwestern Michigan), (2) student population (School X had 1,008 students; School Y had 1,185 students), (3) socio-economic background of students (School X students were primarily from upper-middle-class homes, while School Y students were primarily from middle-class homes), and (4) percentage of students who go on to further education (School X sends 70-75 per cent; School Y sends 65-70 per cent).

It was believed that the differing methods and solutions chosen by the schools would provide differing perceptions by those involved.
and perhaps provide clues as to the best possible means of dealing
with the problem of student unrest in the area of dress and grooming.

The Student Sample

After consulting with the Director of the Educational Feedback
Center at Western Michigan University, it was decided to secure at
least a ten per cent cross-sectional sampling of the student bodies
of the two schools. Arrangements were made with the assistant
principal in each school to obtain a cross-sectional sampling.

School X included grades 10-12 in its high school. The following
classes were sampled as representative of the student population: (1)
one World Geography class, composed primarily of 10th graders; (2) two
United States History classes, composed of 11th graders; and (3) two
Social Problems classes, composed of 12th graders. All classes were
heterogeneously grouped. The total number of students in the sample
was 115.

School Y included grades 9-12 in its high school. The following
classes were sampled as representative of the school population: (1)
one Civics class, composed of 9th grade students; (2) one World History
class, composed of 10th grade students; (3) one English Literature
class, composed of 11th grade students; (4) one Physical Science class,
composed of a cross-section of students from grades 9-11; and (5) a
random sample of grade 12 students at a graduation practice session.
All classes were heterogeneous. The total number of students in the
sample was 138.
The Parent Sample

The parent sample in the two schools was obtained by asking students in the sample to complete a card with the name and address of their parents. The sample, therefore, was based on the same 10 per cent as the student sample. The fact that the instrument had to be mailed, however, made it impossible to get a return equal to that of the student sample.

In School X, 115 questionnaires were mailed, with a return of 26. In School Y, 138 questionnaires were mailed, with a return of 43.

The Teacher Sample

An attempt was made to contact every high school teacher through the assistant principal of the building. The questionnaires were given to teachers at a regular staff meeting.

In School X, all 46 teachers returned the questionnaire. In School Y, 29 of 54 teachers returned the questionnaire. The difference in returns was due to different methods of collecting the questionnaires. In School X, the assistant principal collected the questionnaires during the meeting. In School Y, the assistant principal had the teachers return them to him at their convenience.

The Administrator Sample

The smallest sample in the study was that of the administrators. Each school had one principal and one assistant principal. In School X, both administrators returned a questionnaire. In School Y, only
one questionnaire was returned.

Limitations of the Study

This study was limited to a sampling of students, parents, teachers, and administrators in two selected high schools in southwestern Michigan. It was also limited to the perceptions of these groups in the area of student dress and grooming and the effect upon behavior and achievement in the selected schools.

No attempt was made to determine the individual factors of age, sex, race, socio-economic level, or specific subjects or grade levels attended or taught. Further, no attempt was made to locate proof of a correlation between student dress and grooming and official behavior records or academic grades.

A factor which did not emerge until the study was near completion, involved a minor change in the dress code of School I. The change allowed boys to wear blue jeans. This change was perceived as having "liberalized" an otherwise "conservative" dress code. The writer believes that this change accounted for many of the perceptions of extremes in the school which had adopted an otherwise rigid dress code.

Instrument

As a result of consultations with the writer's advisor and with the Director of the Educational Feedback Center at Western Michigan University, the writer decided that a sizeable sampling of the perceptions of students, parents, teachers and administrators could best be conducted through the use of a questionnaire.
The questionnaire (see Appendix A) was used to secure the desired information. The instrument was designed by the writer in cooperation with the above mentioned consultants. The instrument was pretested by sending a copy of it to the assistant principals of the schools in the study for their analysis. It was also shown to a sampling of parents and teachers at the writer's school.

Analysis

After consultation with the Director of the Educational Feedback Center at Western Michigan University, the following methods of analysis were selected for this study:

I. Frequency and percentage analyses were made of the various group responses to questions 1-7 of the questionnaire.

II. Content analyses were made of the suggestions made by the various groups in answer to question 8 of the questionnaire.

Summary

The design of the study, as outlined in this chapter, lays the foundation for the presentation and analysis of data which follows in Chapter Four.
CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA, CONCLUSIONS

Introduction

The organization for the presentation and analysis of data used in this chapter is described below.

A frequency and percentage analysis is made of data concerning the perceptions of the various groups as to the effect of student dress and grooming on behavior and achievement in the two schools selected for the study.

A frequency and percentage analysis is also made of the data concerning the perceptions of the various groups regarding the methods used in arriving at decisions about dress and grooming restrictions for students.

A content analysis is made of the suggestions given for improving student codes of dress and grooming and the methods which should be used to reach a decision about dress and grooming restrictions for students.

The data collected from each question are tabulated and analyzed separately. The data from the two selected schools are arranged in the tables in such a way as to permit both contrast and comparison. The data are analyzed and the conclusions which may be drawn from the data are presented sequentially with the data.
Perceptions of the Effect of Student Dress and Grooming on Behavior and Achievement in School

Question one

This question was used to determine the extent to which the various groups perceived a change in the number of students displaying extremes in dress and grooming after a change in dress restrictions.

The responses to the question were tabulated in Table I. A frequency and percentage analysis was made by categories.

**Table I**

NUMBERS AND PERCENTAGES OF SUBJECTS WHO PERCEIVED A CHANGE IN THE NUMBER OF STUDENTS DISPLAYING EXTREMES IN DRESS AND GROOMING

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Increased</th>
<th>Decreased</th>
<th>Remained Same</th>
<th>Don't Know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>SCHOOL X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>30</td>
<td>26%</td>
<td>9</td>
<td>8%</td>
<td>76</td>
</tr>
<tr>
<td>Parents</td>
<td>5</td>
<td>19%</td>
<td>1</td>
<td>4%</td>
<td>18</td>
</tr>
<tr>
<td>Teachers</td>
<td>24</td>
<td>52%</td>
<td>3</td>
<td>7%</td>
<td>19</td>
</tr>
<tr>
<td>Principals</td>
<td>2</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>SCHOOL Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>13</td>
<td>31%</td>
<td>16</td>
<td>12%</td>
<td>79</td>
</tr>
<tr>
<td>Parents</td>
<td>19</td>
<td>41%</td>
<td>7</td>
<td>16%</td>
<td>15</td>
</tr>
<tr>
<td>Teachers</td>
<td>19</td>
<td>66%</td>
<td>2</td>
<td>7%</td>
<td>7</td>
</tr>
<tr>
<td>Principals</td>
<td>1</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
As indicated in Table I, a majority of the students in School X (66 per cent) and School Y (57 per cent) reported that the number of students displaying extremes remained the same after a change in dress restrictions.

A majority of the parents in School X (69 per cent) reported that the number of students displaying extremes remained the same, but only 35 per cent of the parents in School Y reported this observation. The largest number of parents in School Y (64 per cent) reported an increase in the number of students displaying extremes.

A factor which might explain the relatively high number of parents from School Y (64 per cent) who reported an increase in the number of students displaying extremes is that students from School Y were allowed open campus privileges during their study halls and many of the students spent this time in the restaurants and stores of the town where they were more readily observed by parents.

A majority of the teachers in School X (52 per cent) and School Y (66 per cent) reported an increase in the number of students displaying extremes after the change. The principals in School X (100 per cent) and School Y (100 per cent) also reported an increase in the number of students displaying extremes after a change in dress restrictions.

The writer was surprised to find that the majority of teachers (52 per cent) and administrators (100 per cent) in School X reported observing an increase in the number of students displaying extremes in dress and grooming. It is likely that the extremes identified by the two groups consisted of the wearing of blue jeans or levis, as this...
was the only change in dress or grooming allowed in the revised dress code.

Conclusion

A majority of the students in School X and in School Y and the parents in School X perceived that the number of students displaying extremes after the change in dress restrictions remained the same as before the change. The majority of teachers and principals in School X and in School Y and the largest number of parents in School Y perceived that the number of students displaying extremes in dress and grooming increased after the change in dress restrictions.
Question two

This question was used to determine the extent to which the various groups perceived a change in student behavior after a change in student dress and grooming restrictions.

The responses were tabulated in Table II. A frequency and percentage analysis was made by categories.

**TABLE II**

NUMBERS AND PERCENTAGES OF SUBJECTS WHO PERCEIVED A CHANGE IN STUDENT BEHAVIOR

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Improved</th>
<th>Worsened</th>
<th>Remained Same</th>
<th>Don't Know</th>
<th>Total No.</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>31 27%</td>
<td>2 2%</td>
<td>32 71%</td>
<td>0 0%</td>
<td>115</td>
<td>100%</td>
</tr>
<tr>
<td>Parents</td>
<td>1 4%</td>
<td>4 4%</td>
<td>22 84%</td>
<td>2 0%</td>
<td>26</td>
<td>100%</td>
</tr>
<tr>
<td>Teachers</td>
<td>2 4%</td>
<td>14 31%</td>
<td>30 65%</td>
<td>0 0%</td>
<td>46</td>
<td>100%</td>
</tr>
<tr>
<td>Principals</td>
<td>0 0%</td>
<td>2 100%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Students</td>
<td>55 40%</td>
<td>8 6%</td>
<td>75 54%</td>
<td>0 0%</td>
<td>138</td>
<td>100%</td>
</tr>
<tr>
<td>Parents</td>
<td>11 25%</td>
<td>7 16%</td>
<td>21 49%</td>
<td>4 10%</td>
<td>43</td>
<td>100%</td>
</tr>
<tr>
<td>Teachers</td>
<td>3 10%</td>
<td>16 55%</td>
<td>10 35%</td>
<td>0 0%</td>
<td>29</td>
<td>100%</td>
</tr>
<tr>
<td>Principals</td>
<td>0 0%</td>
<td>1 100%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>1</td>
<td>100%</td>
</tr>
</tbody>
</table>

As indicated in Table II, a large majority of the students in School X (71 per cent) and a smaller majority of the students in School Y (54 per cent) reported that student behavior remained the
same after the change in dress restrictions. A significant number of students in School X (27 per cent) and in School Y (40 per cent) reported that student behavior improved after the change.

By combining the two categories (remained the same and improved), a more meaningful comparison is made. A large majority of students in School X (98 per cent) and in School Y (94 per cent) reported that behavior did not worsen after the change in dress restrictions.

A large majority of parents from School X (88 per cent) reported that behavior remained the same, but less than a majority of the parents of School Y (49 per cent) made this response. A significant number of parents from School Y (25 per cent), however, reported that student behavior had improved after the change in dress restrictions. By combining the two categories (remained the same and improved), a more meaningful comparison is made. A large majority of School X parents (88 per cent) and School Y parents (74 per cent) reported that behavior did not worsen after the change in dress restrictions.

A majority of the teachers from School X (65 per cent) reported that student behavior remained the same after the change. A majority of the teachers in School Y (55 per cent) reported that student behavior worsened after the change. All of the principals in School X (100 per cent) and in School Y (100 per cent) reported that behavior worsened after the change in dress restrictions.

A possible explanation for the differences in the perceptions of the various groups is that each group would likely be influenced by the number and kinds of contacts it had with students in disciplinary
situations. The students would tend to be the least likely to have disciplinary responsibilities and therefore would be less likely to observe disciplinary problems. The parents, not being in the school setting on a regular basis, would not be in a good position to observe student behavior. The teachers, having a responsibility for discipline, would be likely to observe any changes in behavior, but for the most part, they would only be concerned about students in their individual classes. The principals, as the persons most responsible for student discipline, undoubtedly would be most aware of any increase in behavioral problems because of the number of students referred to them.

Conclusion

A large majority of students and parents from School X and School Y perceived that student behavior did not worsen after the change in dress restrictions. A significant number of the students and parents in School Y perceived an improvement in student behavior after the change.

A majority of the teachers in School X perceived that behavior remained the same after the change in their school, but a majority of the teachers in School Y reported that the behavior of their students worsened after the dropping of the dress code. The principals in both schools perceived that student behavior worsened after the change.

This writer proposes that the large differences in the perceptions is caused by differing responsibilities for student discipline and differing number of contacts with student behavioral problems.
Question three

This question was used to determine the extent to which the various groups perceived a change in student achievement after the change in dress restrictions.

The responses were tabulated in Table III. A frequency and percentage analysis was made by categories.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Improved No. %</th>
<th>Declined No. %</th>
<th>Remained Same No. %</th>
<th>Don't Know No. %</th>
<th>Total No.</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>19 16%</td>
<td>1 1%</td>
<td>95 83%</td>
<td>0 0%</td>
<td>115</td>
<td>100%</td>
</tr>
<tr>
<td>Parents</td>
<td>2 8%</td>
<td>2 8%</td>
<td>20 76%</td>
<td>2 8%</td>
<td>26</td>
<td>100%</td>
</tr>
<tr>
<td>Teachers</td>
<td>1 2%</td>
<td>10 22%</td>
<td>35 76%</td>
<td>0 0%</td>
<td>46</td>
<td>100%</td>
</tr>
<tr>
<td>Principals</td>
<td>0 0%</td>
<td>2 100%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

As indicated in Table III, a large majority of the students in School X (83 per cent) and in School Y (76 per cent) reported that student achievement remained the same after the change in dress.
restrictions. Only 1 per cent of School X students and 7 per cent of School Y students noted a decline in achievement.

A large majority of the parents in School X (76 per cent) and a smaller majority of the parents in School Y (56 per cent) reported that student achievement remained the same after the change in dress restrictions. Only 8 per cent of the parents in School X and 12 per cent of the parents in School Y reported a decline.

A large majority of teachers in School X (76 per cent) and a smaller majority in School Y (55 per cent) reported that student achievement remained the same after the change. A significant number of teachers in School X (22 per cent) and School Y (39 per cent), however, reported that student achievement declined.

All of the principals in the two schools reported that student achievement declined after the change in student dress restrictions.

Again, as in the case of student behavior, the perceptions of the various groups are likely determined by the responsibilities and contacts which they have with the problem. Students have little responsibility for the achievement of other students and little contact with the records of other students' work. Parents also have little responsibility for and contact with students other than their own. Teachers have responsibilities for and records of student achievement and therefore would likely perceive changes. The principals would likely be most aware of changes in achievement because of their contact with students referred to them because of lack of achievement and because of their responsibilities of completing records of student
achievement for the total school population.

Conclusion

The majority of students, parents and teachers in both schools perceived no change in achievement after the change in dress restrictions. A significant number of teachers in the two schools did, however perceive a decline in student achievement. The principals in both schools perceived a decline in the achievement of the students after the change.

It is proposed that the differences in perceptions of the various groups is the result of differing responsibilities and contacts with student achievement.
Question four

This question was used to determine the extent to which the various groups perceived that the change in dress restrictions had a desirable or undesirable effect on the school in general.

The responses to the question were tabulated in Table IV. A frequency and percentage analysis was made by categories.

### TABLE IV

**NUMBERS AND PERCENTAGES OF SUBJECTS' PERSONAL OPINIONS REGARDING EFFECT OF THE CHANGE IN DRESS RESTRICTIONS AT THEIR SCHOOL**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Desirable</th>
<th>Undesirable</th>
<th>No</th>
<th>Observed Effect</th>
<th>Don't Know</th>
<th>Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.  %</td>
<td>No.  %</td>
<td>No. %</td>
<td></td>
<td>No.  %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>86  75%</td>
<td>6  5%</td>
<td>23  20%</td>
<td></td>
<td>0  0%</td>
<td>115</td>
<td>100%</td>
</tr>
<tr>
<td>Parents</td>
<td>7  27%</td>
<td>5  19%</td>
<td>12  46%</td>
<td>2  8%</td>
<td></td>
<td>26</td>
<td>100%</td>
</tr>
<tr>
<td>Teachers</td>
<td>7  15%</td>
<td>17  37%</td>
<td>22  48%</td>
<td>0  0%</td>
<td></td>
<td>16</td>
<td>100%</td>
</tr>
<tr>
<td>Principals</td>
<td>0  0%</td>
<td>2  100%</td>
<td>0  0%</td>
<td>0  0%</td>
<td>2  100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Desirable</th>
<th>Undesirable</th>
<th>No</th>
<th>Observed Effect</th>
<th>Don't Know</th>
<th>Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.  %</td>
<td>No.  %</td>
<td>No. %</td>
<td></td>
<td>No.  %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>104  75%</td>
<td>12  9%</td>
<td>22  16%</td>
<td>0  0%</td>
<td>138  100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>16  37%</td>
<td>19  41%</td>
<td>8  19%</td>
<td>0  0%</td>
<td>43  100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>7  21%</td>
<td>20  70%</td>
<td>2  6%</td>
<td>0  0%</td>
<td>29  100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>0  0%</td>
<td>1  100%</td>
<td>0  0%</td>
<td>0  0%</td>
<td>1  100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As indicated in Table IV, a large majority (75 per cent) of the students in both schools reported that the change in dress and grooming restrictions had a desirable effect on the school.
Since less than a majority of the parents in both schools reported that the change was desirable, undesirable or of no observed effect, the combination of "no observed effect" and "desirable" are combined to give a basis for analysis and comparison. Using the combination described, the majority of the parents in School X (73 per cent) and in School Y (56 per cent) reported that the effect was not undesirable.

Using the combination described above, a majority of the teachers in School X (63 per cent) reported that the effect of the change was not undesirable. A majority of the teachers in School Y, however, (70 per cent) reported that the effect of the change was undesirable.

The principals in both schools reported that the effect of the change was undesirable.

Conclusion

A majority of the students in the two selected schools perceived the effect of the change in dress restrictions as desirable. The parents in both schools perceived the change as not undesirable. A majority of the teachers in School X perceived the change as not undesirable, while a majority of the teachers in School Y considered the change undesirable. The principals in both schools considered the change undesirable.

It is proposed that the differences in perceptions of the various groups is caused by the differing responsibilities and contacts which the members of the various groups have with school problems.
Perceptions Regarding Methods Used to Change Dress and Grooming Restrictions

Question five

This question was used to determine the extent to which the groups questioned in the study perceived themselves and others as being involved in the decision to change dress and grooming restrictions in the school.

The responses to the question were tabulated in Table V. A frequency and percentage analysis was made by categories.

<table>
<thead>
<tr>
<th>SCHOOL X</th>
<th>Students (115)</th>
<th>Admin.</th>
<th>Parents (26)</th>
<th>Sch. Bd.</th>
<th>Teachers (146)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>Students</td>
<td>104 90%</td>
<td>70 61%</td>
<td>2 2%</td>
<td>28 23%</td>
<td>27 23%</td>
</tr>
<tr>
<td>Parents</td>
<td>16 62%</td>
<td>8 29%</td>
<td>0 0%</td>
<td>2 8%</td>
<td>4 15%</td>
</tr>
<tr>
<td>Teachers</td>
<td>40 87%</td>
<td>31 67%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>9 20%</td>
</tr>
<tr>
<td>Principals</td>
<td>2 100%</td>
<td>2 100%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>1 50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL Y</th>
<th>Students (138)</th>
<th>Admin.</th>
<th>Parents (43)</th>
<th>Sch. Bd.</th>
<th>Teachers (29)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>Students</td>
<td>107 78%</td>
<td>73 53%</td>
<td>99 72%</td>
<td>88 64%</td>
<td>58 42%</td>
</tr>
<tr>
<td>Parents</td>
<td>36 82%</td>
<td>20 47%</td>
<td>33 77%</td>
<td>28 65%</td>
<td>13 30%</td>
</tr>
<tr>
<td>Teachers</td>
<td>23 80%</td>
<td>16 55%</td>
<td>21 72%</td>
<td>20 70%</td>
<td>16 55%</td>
</tr>
<tr>
<td>Principals</td>
<td>1 100%</td>
<td>1 100%</td>
<td>1 100%</td>
<td>1 100%</td>
<td>1 100%</td>
</tr>
</tbody>
</table>
The method used in School X, as described by the assistant principal, included a study and recommendation by the student council and final approval by the administration. Parents, school board members and teachers were not formally involved.

As indicated in Table V, 90 per cent of the students in School X reported that students were involved in the decision; 70 per cent reported that administrators were involved; 28 per cent reported that board members were involved; 23 per cent reported that teachers were involved; and 2 per cent reported that parents were involved. The writer believes that two factors were responsible for some students reporting board members and teachers as involved when they were not, in fact, formally involved: (1) some students assume that the school board and teachers are part of the administration and act with them; and (2) these groups likely were involved in discussions of the situation and were therefore, at least informally, involved.

Sixty-two per cent of the parents in School X reported that students were involved in the decision; 29 per cent reported that administrators were involved; 15 per cent reported that teachers were involved; 8 per cent reported that board members were involved; and no parents reported that parents were involved. The parental responses reveal a lack of clarity as to who actually was involved, although they did recognize that students were involved and they, as parents, were not involved. This lack of clarity was probably the result of the lack of publicity in School X and the comparative simplicity and calmness with which the study and decision were made.

Eighty-seven per cent of the teachers in School X reported that
students were involved in the decision; 67 per cent reported that admin­
istrators were involved; 20 per cent reported that teachers were involved;
and no teachers reported that parents or board members were involved. The 
20 per cent reporting that teachers were involved were probably referring 
to informal involvement such as discussions.

Both of the principals in School X reported that students and admin­
istrators were involved in the decision. One principal reported that 
teachers were involved. As in the case of the teachers, this perceived 
involvement of teachers was of an informal nature.

The method used in School Y included a preliminary study by the student 
council and administration, with referral of the findings and recommendations 
to the Board of Education. The Board then referred the question to a 
committee of parents. The parents met with a committee of students before 
making a recommendation to the Board of Education. The final decision 
was made by the Board of Education. Teachers were not formally involved.

As indicated in Table V, 78 per cent of the students in School Y reported 
that students were involved in the decision; 72 per cent reported that par­
ents were involved; 61 per cent reported that board members were involved; 
53 per cent reported that administrators were involved; and 42 per cent 
reported that teachers were involved. The factors accounting for per­
ceiving teachers as involved in School Y are probably the same as those 
proposed for School X.

Eighty-four per cent of the parents in School Y reported that stu­
dents were involved in the decision; 77 per cent reported that parents 
were involved; 65 per cent reported that board members were involved; 
47 per cent reported that administrators were involved; and 30 per cent
reported that teachers were involved. The fact that less than a majority of the parents identified administrators as being involved was probably because administrators did not make the final decision, even though they were involved earlier. Teachers were likely perceived as informally involved by some parents.

The principal in School Y perceived all groups as being involved in the decision.

Conclusion

The perceptions reported by the groups in the study correspond with the description of involvement given by the assistant principals in the selected schools. Hence, it would seem that the involvement by those groups which took a formal part was genuine and perceived as real by those involved.

Communication between groups was good, especially in School Y, where the local newspaper gave the debate front page coverage throughout the study.

Students were reported as being involved by 82 per cent of all the groups involved in the study. This emphasizes the high degree of student involvement in the decisions to change dress and grooming restrictions in the selected schools.
Question six

This question was used to determine the extent to which the various groups perceived that any one of the groups was most influential in bringing about a change in dress and grooming restrictions.

The responses to the question were tabulated in Table VI. A frequency and percentage analysis was made by categories.

**TABLE VI**

**NUMBERS AND PERCENTAGES OF SUBJECTS’ PERCEPTIONS OF WHICH GROUP WAS MOST INFLUENTIAL IN BRINGING ABOUT A CHANGE IN DRESS AND GROOMING RESTRICTIONS**

<table>
<thead>
<tr>
<th>SCHOOL I</th>
<th>Students</th>
<th>Teachers</th>
<th>Admin.</th>
<th>Parents</th>
<th>Board</th>
<th>Don’t Know</th>
<th>Other Comb.</th>
<th>Tot.</th>
<th>Tot.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Students</td>
<td>86</td>
<td>74%</td>
<td>3</td>
<td>3%</td>
<td>22</td>
<td>19%</td>
<td>1</td>
<td>1%</td>
<td>3</td>
</tr>
<tr>
<td>Parents</td>
<td>18</td>
<td>69%</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>8%</td>
<td>0</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td>Teachers</td>
<td>40</td>
<td>87%</td>
<td>2</td>
<td>4%</td>
<td>3</td>
<td>7%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Principals</td>
<td>2</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

**SCHOOL II**

| Students | 89 | 65% | 1 | 1% | 2 | 1% | 26 | 19% | 1 | 1% | 2 | 2% | 16 | 12% | 138 | 100% |
| Parents  | 33 | 77% | 0 | 0% | 0 | 0% | 7 | 16% | 2 | 5% | 1 | 2% | 43 | 100% |
| Teachers | 21 | 83% | 0 | 0% | 0 | 0% | 9 | 31% | 1 | 3% | 0 | 0% | 29 | 100% |
| Principals | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% |

As indicated in Table VI, a large majority of all the groups in
both of the selected schools reported that the students were most
influential in bringing about a change in dress and grooming restric-
tions. No significant difference was found between the perceptions in
the two schools. This finding was not surprising to the writer, since
interviews with the principals of both School X and School Y revealed
that the decision to change dress restrictions came as a result of
grievances and pressure from student groups. The principals also
reported that the original grievances in both their schools were
brought by a group of approximately nine students.

Conclusion

A large majority of each of the groups in both of the selected
schools perceived that the students were the most influential in bring-
ing about a change in dress and grooming restrictions. No significant
differences was found between the perceptions of the groups in School
X and in School Y.
Question seven

This question was used to determine the degree to which the various groups were satisfied with the methods used in reaching a decision to change dress and grooming restrictions.

The responses to the question were tabulated in Table VII. A frequency and percentage analysis was made by categories.

TABLE VII

NUMBERS AND PERCENTAGES OF SUBJECTS' DEGREE OF SATISFACTION WITH THE METHODS USED TO REACH A DECISION TO CHANGE DRESS AND GROOMING RESTRICTIONS

<table>
<thead>
<tr>
<th>SCHOOL X</th>
<th>Highly Satisfied</th>
<th>Generally Satisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Highly Dissatisfied</th>
<th>Don't Know</th>
<th>Tot.</th>
<th>Tot. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>26 23%</td>
<td>60 52%</td>
<td>19 16%</td>
<td>10 9%</td>
<td>0 0%</td>
<td>115 100%</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>3 12%</td>
<td>16 61%</td>
<td>4 15%</td>
<td>0 0%</td>
<td>3 12%</td>
<td>26 100%</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>3 7%</td>
<td>27 58%</td>
<td>11 24%</td>
<td>2 4%</td>
<td>3 7%</td>
<td>46 100%</td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>2 100%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>2 100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
</tr>
<tr>
<td>Parents</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Principals</td>
</tr>
</tbody>
</table>

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As indicated in Table VII, a majority (52 per cent) of the students in School X reported that they were generally satisfied with the method used to reach a decision; 23 per cent were highly satisfied; 16 per cent were somewhat dissatisfied; and 9 per cent were highly dissatisfied. The majority of the students in School Y (62 per cent) reported that they were highly satisfied with the method; 25 per cent were generally satisfied; 9 per cent were somewhat dissatisfied; and 4 per cent were highly dissatisfied. Two possible explanations are proposed for this difference: (1) students in School Y considered their method to be very democratic, and (2) they received everything they requested.

The majority of the parents in School X (61 per cent) reported that they were generally satisfied with the method used; 15 per cent were somewhat dissatisfied; 12 per cent were highly satisfied; and none were highly dissatisfied. In School Y, a varied response was reported by parents. Thirty-two per cent were highly satisfied; 30 per cent were somewhat dissatisfied; 26 per cent were generally satisfied; and 12 per cent were highly dissatisfied. By combining the categories, it may be noted that 58 per cent of the parents in School Y were satisfied and 12 per cent were dissatisfied with the method used. Two possible explanations are proposed for the higher percentage of dissatisfaction in School Y than in School X: (1) parents in School Y were more involved in the method, but only a committee of parents was given an opportunity to formally voice an opinion; and (2) the complete elimination of restrictions in School Y divided the parents in their opinion of the method used.

A majority of the teachers in School X (58 per cent) reported that
they were generally satisfied with the method used; 24 per cent were somewhat dissatisfied, 7 per cent were highly satisfied; and 4 per cent were highly dissatisfied. In School Y, a varied response was reported by the teachers. Thirty-five per cent were generally satisfied; 28 per cent were highly satisfied; 21 per cent were somewhat dissatisfied; and 12 per cent were highly dissatisfied. By combining the categories, it may be noted that 63 per cent of the teachers in School Y were satisfied and 37 per cent were dissatisfied with the method used. Two possible explanations are proposed for the dissatisfaction of teachers in both schools: (1) the teachers were not formally involved; and (2) they were not happy with the final results of the study.

The principals in both schools reported that they were highly satisfied with the method used in their school.

Conclusion

A majority of each of the groups involved in the study reported that they were satisfied with the methods used in reaching a decision regarding dress and grooming restrictions in their schools.

The method used in School Y was regarded as being more highly satisfying to students, parents and teachers, but it also produced a more varied response and a higher percentage of dissatisfaction, particularly from parents and teachers. Students in School X reported a higher amount of dissatisfaction with the method used in their school than did students in School Y.

Principals in both schools were highly satisfied with the methods used in their schools.
Suggestions for Improving Student Dress Codes and for Improving the Methods Used to Reach a Decision Regarding Dress and Grooming Restrictions

Question eight

This question was included in the questionnaire so that suggestions could be offered for improving student dress codes and the methods used to reach a decision regarding dress and grooming restrictions.

The responses to the question are reported by categories. Because of the wide variety of responses, only those which were made by at least five per cent of any of the groups were reported. A content analysis is made of the responses by category.

Suggestions as to whether a student dress code is desirable or undesirable

Most of the student responses to this question imply that student dress and grooming codes are not desirable. However, it must be pointed out that only 44 per cent of the students in School X and 38 per cent of those in School Y made suggestions in this category. The suggestion to eliminate codes was made by 26 per cent of the students in School X and 32 per cent of the students in School Y. A smaller number of students (18 per cent in School X and 6 per cent in School Y) suggested that codes were desirable.

Students who opposed dress and grooming codes emphasized such factors as democracy, individual rights, and comfort. The following responses from students are examples of this point of view: "I believe that there should be absolutely no dress code. We are citizens of a democratic country and should be allowed the same freedoms as our elders, including dress. People should be individuals--themselves--
instead of being put into a plastic mold;" and "School is a place to
learn, and I feel that I learn more when I am comfortable."

Students who favored dress codes emphasized such factors as: (1)
lack of parental control, (2) the tendency toward permissiveness after
abolishment, and (3) personal dislike for such things as beards and
bluejeans. The following responses were given: "I feel that the school
should have control of this, because if it were left up to the parents,
many of them could care less;" "When dress codes are abolished, a
feeling of permissiveness sets in. This is wrong;" and "Don't let the
boys wear their hair to their shoulders."

Parents in School X showed little interest in this category, with
only one parent commenting that dress codes were desirable. Consider­
ably more interest was shown by parents in School Y, as 40 per cent
made suggestions in this category. Twenty-six per cent of the parents
suggested that school dress codes were desirable, while 11 per cent
believed they were undesirable.

Typical of responses and suggestions from those who favored a
dress code are the following: "Make a strict code which must be
followed by all students. Students must learn that rules and regula­
tions are made by the majority for the benefit of all and must be
followed even by the minority;" "We, as parents, need the cooperation
of the school and teachers in order to have any influence over our
children. They are in school seven to eight hours a day;" "Give the
kids a complete schooling, which includes dress, manners, and grooming;"
and "It reminds me of Halloween to see students going to and from school."

Typical of the responses of those who opposed dress and grooming
codes are the following: "Teachers and administrators have more important things to do than police dress and grooming restrictions;" "Forget what they look like and teach them what is in the textbook;" and "Leave dress codes to parents; spend more time worrying about learning."

A small number of teachers in School X made suggestions in this area, with 7 per cent stating that dress codes were desirable and 7 per cent stating that they were not desirable. Teachers in School Y were more responsive, with 41 per cent of them being in favor of a dress code and 10 per cent opposing a dress code.

Typical of the responses from teachers favoring dress codes are the following: "I believe that school should prepare students for life. They cannot dress as they do and get and keep jobs;" "I feel that teen-agers are too immature to make these decisions;" and "Let the directive come from the people in charge—the administration."

Those who were opposed to dress codes responded with such statements as: "Put the responsibility back where it belongs—with the parents;" "Eliminate dress codes and teach responsibility for behavior;" and "School administrators should not be required to be fashion experts."

The administrators did not respond in this category. Interviews with principals from the two selected schools revealed, however, that they believed that dress and grooming codes were desirable.

Suggestions as to who should assume responsibility for student dress and grooming

Many responses to question eight fell into this category.

The largest number of students in School X (16 per cent) suggested
that students should assume responsibility for their dress and grooming. No student in School X suggested that it was a parental responsibility. In contrast, the largest number of students in School Y (15 per cent) suggested that parents should assume the responsibility, while only 2 per cent suggested that it was a student responsibility. These responses suggest that a considerable difference in perception exists between students in the two selected schools as to who should assume the most responsibility for student dress and grooming. A possible explanation for this difference in perception is that the different methods used in arriving at decisions concerning dress and grooming in the two schools resulted in differing perceptions as to who should be responsible.

Responding parents (32 per cent in School X and 31 per cent in School Y) suggested that students, parents and administrators share in the responsibility for student dress and grooming.

In School X, 14 per cent of the teachers stated that students and parents should assume the responsibility for student dress and grooming. Less than 5 per cent suggested that administrators should assume this responsibility. In School Y, less than 5 per cent of the teachers suggested that students and parents should be the most responsible, while 12 per cent suggested that administrators should assume the responsibility. Seventeen per cent of the teachers in School Y suggested that all of the various groups should share responsibility for student dress and grooming. These responses suggest a considerable difference in perception between the teachers in School X and School Y. A possible explanation for this difference is that
because School I maintained a "traditional" dress code, the role of the administration was not perceived as being important in assuming responsibility for student dress and grooming. When the dress restrictions were eliminated at School Y, the teachers probably believed that the administrators should have assumed more responsibility in preventing an undesirable situation.

The principals did not respond to this question on the questionnaire.

General suggestions and comments

A number of responses to question eight were general suggestions for making decisions concerning student dress and grooming.

The suggestion made by the largest number of students in School I (13 per cent) was, "Put the emphasis on neatness and cleanliness." The other suggestion made by a significant number of students in School I (9 per cent) was, "Be more conscious of fashions." The suggestion made by the largest number of students in School Y (7 per cent) was, "Cover only extremes in a code." Also suggested by 6 per cent of the students in School Y was the comment, "Students are more relaxed without a code."

The only suggestion made by a significant number of parents in School I (8 per cent) and in School Y (5 per cent) was, "Don't make exceptions in enforcement."

Teachers in School I (7 per cent) suggested that "administrators should be more conscious of fashions." Teachers in School Y (7 per cent) suggested, "Don't make exceptions in enforcement."
Conclusion

The largest number of students in School X and School Y suggested that student dress and grooming codes are not desirable because they tend to be undemocratic and are opposed to individuality and comfort. A smaller number of students in both schools suggested that codes are desirable because of a lack of parental and student control and because of personal dislikes for beards and bluejeans.

A difference in perception as to who should assume responsibility for student dress and grooming was found between students from School X and School Y. The largest number of students in School X (16 per cent) suggested that students should assume the responsibility, while the largest number of students in School Y (15 per cent) suggested that parents should assume the responsibility.

The largest number of parents in School Y (26 per cent) suggested that dress codes were desirable. The largest number of teachers in School Y (61 per cent) also suggested that dress codes were desirable.

A difference in perception was reported by the teachers in School X and School Y as to who should assume responsibility for dress and grooming. Teachers in School X suggested that students and parents should assume the major responsibility, while teachers in School Y suggested that all groups assume responsibility, with a major responsibility being assumed by the administrators.

Administrators from the two schools suggested in interviews that dress codes are desirable.
CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

The issue of student rights and responsibilities in public schools, particularly in the realm of dress and grooming, has become a leading controversy. Many writers, educators, students and judges of the courts believe this issue needs to be resolved in favor of increased student rights. Many others believe that regulations and standards of student dress and grooming are necessary in the schools. Within the past year, a number of Michigan schools have been disrupted by student unrest resulting from dress and grooming restrictions. Several schools have elected to drop all restrictions on student dress and grooming. Several others have decided to continue their dress codes. Some have had legal action taken against them.

The question which the educational leader must face is whether or not dress and grooming have a direct and measurable effect on the behavior and achievement of the student and his fellow classmates. The wise administrator will be prepared for the issues before they arise in his school. Being prepared implies: (1) being able to identify and define the issues clearly; (2) being aware of the perceptions of all involved; and (3) being able to analyze the various alternatives and their possible outcomes.

This field study was undertaken to answer two basic questions
concerning the perceptions of those most closely associated with the school, namely,

1) Do students, parents, teachers and administrators perceive a relationship between dress and grooming and student behavior and achievement?

2) What are the perceptions of the various groups regarding the appropriateness of the methods used in reaching a decision regarding dress restrictions?

The two schools selected for the study were similar in location, student population and socio-economic background, but had contrasting approaches to dress and grooming. School X had recently decided to continue its dress code; School Y had recently decided to eliminate its code.

A questionnaire was used as the instrument to secure the data concerning perceptions of students, parents, teachers and principals.

The student sample consisted of a 10 per cent cross-sectional sampling of the student bodies of the two schools. (115 from School X and 138 from School Y)

The parent sample was obtained by mailing the questionnaire to the parents of each student in the sample. In School X, twenty-six parent responses were received; in School Y, forty-three responses were received.

In School X, all of the teachers (46) and principals (2) were included in the study. In School Y, only twenty-nine of the fifty-four teachers and one of the two principals returned their questionnaires.

A frequency and percentage analysis was made of data concerning the perceptions regarding: (1) the effect of student dress and grooming on behavior and achievement and (2) the methods used in arriving
at decisions about dress and grooming restrictions. A content analysis was made of the suggestions given for improving and implementing student codes of dress and grooming.

A majority of the students in the two selected schools perceived little change in student dress after changes in their dress codes. Few students reported adverse change in behavior, and 27 per cent of the students in School X and 40 per cent of those in School Y reported improved behavior as a result of the change. Seventy-five per cent of the students in each of the schools sampled reported that the change resulting from the dress code alteration was desirable. Students believed they were influential in bringing about code changes; they were generally satisfied in School X and highly satisfied in School Y with the methods used to change dress and grooming regulations.

Some interesting suggestions were offered by the students. Those opposing dress and grooming codes emphasized such factors as democracy, individual rights and comfort; those who favored codes emphasized such factors as lack of parental control; a tendency toward permissiveness after abolishment; and personal dislike for specifics such as beards and bluejeans.

The majority of parents sampled perceived no worsening of behavior or decline in achievement after the change in dress restrictions. They did not believe that the effect of the change was undesirable. They perceived that the students were the most influential in bringing about a change in dress and grooming restrictions. Parents were generally to highly satisfied with the methods used in reaching a decision concerning dress and grooming regulations.
The only area in which the majority of parents differed in their perceptions was that of the number of students wearing extremes after the change. The majority of parents in School X perceived no change, but the parents in School Y perceived an increase in the number of students wearing extremes after the change.

Very few suggestions were offered by parents from School X. Considerably more interest was shown by parents in School Y, with the largest number suggesting that dress codes were desirable. Those who supported codes suggested that students must learn that rules and regulations are made by the majority for the benefit of all and must be followed; that dress, manners and grooming are part of a complete education; and that parents and the school must cooperate in order to influence the students. Those who opposed dress and grooming codes suggested that teachers and administrators concentrate on more important educational issues and leave dress codes to parents.

The teachers differed in their perceptions of the behavior of students after the change in dress and grooming restrictions. The majority of the teachers in School X perceived that student behavior stayed the same, but the majority of teachers in School Y reported that the behavior of their students worsened after dropping their code. A majority of the teachers in both schools perceived no change in achievement. A majority of the teachers in School X perceived the change as not undesirable, but a majority of the teachers in School Y perceived the change as undesirable. The teachers in both schools perceived an increase in the number of students displaying extremes.
Teachers in both schools perceived that the students were most influential in changing dress and grooming restrictions. Both groups of teachers were generally to highly satisfied with the methods used in their school.

Teachers in School X were mixed in their reactions to dress codes, with equal numbers suggesting that codes were desirable and undesirable. Teachers in School Y were much more united in suggesting that dress codes were desirable. Teachers who favored codes stressed factors such as total preparation for life, proper dress for jobs, and the immature judgment of teen-agers in setting their own limits. Those who opposed dress codes suggested that students and parents assume the responsibility, rather than administrators.

The principals in the two selected schools were in almost total agreement in all of the areas covered in the study. They perceived an increase in the number of students displaying extremes, a worsening of student behavior, and a decline in achievement. They considered the changes in their dress and grooming codes as undesirable.

The principals perceived that the students were the most influential group in bringing about a change in dress and grooming restrictions. In both schools, they were highly satisfied with the methods used to arrive at a decision. Principals in both schools suggested that dress codes were desirable.
Recommendations

Based on the findings of this study, on personal observations, and on readings in the related literature, the following recommendations are presented as guidelines for improving decisions made in the area of student dress and grooming in public high schools.

1. Based on the present study, there is a significant difference between the perceptions of the various groups represented in the schools in regard to the effect of student dress and grooming on behavior and achievement in school. It follows, therefore, that every effort should be made to establish and improve channels of communication between these groups to minimize the conflict which may result from these differing perceptions.

2. Based on a review of the related literature (including recent court decisions), principals and other leaders in the field of education must be prepared to be held increasingly responsible for showing cause why any particular rule or regulation regarding student dress and grooming is necessary for the efficient and orderly operation of the school. They must also expect to be held responsible for other aspects of due process for students which were previously reserved for adults. In view of recent court decisions regarding the legal rights and responsibilities of administrators and boards of education, it is recommended that some legal body be charged with the responsibility of establishing legal guidelines which may be used by local districts for establishing policies which will not necessitate the many individual cases now before the courts.

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3. Based upon the present study, there is little consensus of opinion or clear evidence that the presence or absence of a code of dress and grooming has an adverse effect upon student behavior or achievement in school. Those who perceive that such a relationship exists should carry on the necessary research to show clear evidence of the fact.

4. The present study reveals that students may be expected to be the most influential group in bringing about changes in dress and grooming restrictions. Principals should therefore plan to involve them in a meaningful way in the evaluation and solution of problems in the area of student dress and grooming. It is recommended that the student council be used as the representative group of students, especially if it is truly representative of a cross section of the student body.

5. The present study reveals that the complete abolishment of all dress and grooming rules and regulations may divide those involved into opposing camps. It is recommended that a compromise code (including only those rules and regulations necessary to prevent extremes) would minimize this division. Formation of this code should be a cooperative effort by all groups involved.

6. Principals and other educational leaders should make a concerted and continuous effort to be informed about current values and fashions so that they may exercise effective leadership in decisions affecting their students and communities.

7. It is further recommended that further research be undertaken to study:
a) Specific case studies of individual students whose behavior changed noticeable after a change in dress and grooming restrictions.

b) Specific and detailed case studies of schools which have changed their restrictions on student dress and grooming.

c) Specific and measurable effects of changes in other areas of student rights and responsibilities.
APPENDIX A

QUESTIONNAIRE

Your cooperation will be appreciated in filling out this questionnaire which is part of a study designed to determine the effect of student dress and grooming on behavior and achievement in public high schools.

The results of this study will be made available through your high school principal when the study is completed. Do not sign the questionnaire, as names will not be used. Your school will be known only as school x or y in the report on the findings of the study.

Please circle the letter of the answer which indicates your opinion of the effect of dress and grooming on behavior and achievement in your high school.

1. Since the change in dress restrictions in your school, has the number of students displaying extremes in dress and grooming?
   A. Increased?
   B. Decreased?
   C. Remained the same?

2. Since the change in dress restrictions in your school, has student behavior?
   A. Improved?
   B. Worsened?
   C. Remained the same?

3. Since the change in dress restrictions in your school, has the quality of students' class work?
   A. Improved?
   B. Declined?
   C. Remained the same?
4. What is your personal opinion regarding the effect of the change in dress restrictions on your school?
   A. Desirable
   B. Undesirable
   C. No observed effect

5. What groups were involved in the decision to change dress and grooming restrictions?
   A. Students  
   B. Teachers  
   C. Administrators
   D. Parents 
   E. Board of Education members 
   F. Others

6. In your opinion, which group was most influential in bringing about a change in dress and grooming restrictions?
   A. Students 
   B. Teachers 
   C. Administrators 
   D. Parents 
   E. Board of Education members 
   F. Others

7. To what degree were you satisfied with the methods used in reaching a decision to change dress and grooming restrictions?
   A. Highly satisfied 
   B. Generally satisfied 
   C. Somewhat dissatisfied 
   D. Highly dissatisfied 

8. What suggestions do you have for improving student codes of dress and grooming and the methods used to reach a decision regarding dress and grooming restrictions?
APPENDIX B

LETTER TO PARENTS

16464 ON Avenue
Climax, Michigan 49034
June 4, 1969

Dear Parents,

As your child has probably told you, a questionnaire was given to him or her to fill out in school last week. The questionnaire was used as part of a study to determine the opinions of students as to the relationship of dress and preening policies and practices and behavior and achievement in their school.

The study was approved by your school administration and includes the opinions of students, teachers, administrators and parents. A sample of approximately 10% of all students and parents is being used in the study. I would greatly appreciate your help in filling out a questionnaire as part of the study.

Results of the study will be made available through the principal's office at your high school by the end of the summer.

Thank you for your cooperation.

Sincerely yours,

Ozzie D. Parks

Ozzie D. Parks

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Students attending School X must dress in a neat and socially acceptable manner. Good grooming and practical dress will be encouraged at all times, inasmuch as school should be thought of as one's place of business — where good grooming is essential. These GUIDELINES are to be observed at all regular school activities, unless otherwise designated.

ALL BOYS ARE EXPECTED TO COMPLY WITH THE FOLLOWING:

I. Pants: Dress pants, slacks, pressed khakis, or levis shall be worn.
   (a) Pants shall be worn at the waist, not low on the hips.
   (b) Belts shall be worn at all times, unless the pants are designed not to have a belt.
   (c) Faded, frayed, or "cut-off" pants manufactured of blue denim material; or those with exposed metal attachments shall not be worn.
   (d) Bermuda shorts shall not be worn.

II. Shirts: Shirt tails shall be tucked in and shirts properly buttoned. Sport shirts, if square cut, may be worn in or out.
   (a) Overshirts worn as sweaters may be worn out.
   (b) T-shirts of any kind (or) sweatshirts are not permitted during the regular school day.
III. Shoes: Sandals, thongs or boots above the ankle are not acceptable for school.

(a) Socks are to be worn at all times for sanitary reasons.

(b) Taps in any form are not to be worn unless required by a physician for foot correction purposes.

IV. Hair: Boys' hair shall be kept relatively short and neatly trimmed. SPECIFICALLY, HAIR MUST NOT HANG OVER THE SHIRT COLLAR WHEN SEATED, OR THE EARS: AND, IT WILL STAY ABOVE THE EYEBROWS.

(a) Students will be clean-shaven.

(b) Sideburns shall not be lower than the bottom of the earlobe.

(c) Hair dye in odd shades shall be avoided.

ALL GIRLS ARE EXPECTED TO COMPLY WITH THE FOLLOWING:

I. Clothing: Blouses, sweaters, skirts (regular or culotte), or dresses (regular, pant, culotte or shifts), shall be worn.

(a) Hemlines are to be worn in good taste. The tops of nylons and undergarments are not to be exposed to the public when seated.

(b) Armholes must be high enough to cover undergarments.

(c) Extremely tight clothing shall not be worn in school.

(d) Midriffs, backless, or shoulderless garments shall not be worn.

(e) Conspicuously thin garments shall not be worn.

(f) Play clothes, such as slacks, pedal pushers, shorts, capris, bermudas, are not acceptable for school wear.

II. Hair: Hair styles shall be neat, properly combed and shall avoid extreme styles. Bangs are to be neat and
short enough to show the eyebrows completely.

(a) Hair colors shall be those natural to girls in their teens. Full wigs are not to be worn, unless for medical reasons.

(b) Pincurls, clippies, rollers or glitter may not be worn during school hours. Head scarves are not to be worn.

III. Make-up: All personal grooming is to take place outside the classroom.

(a) All grooming articles & make-up shall be carried in a purse at all times.

(b) Make-up shall be applied subtly and not to the point of attracting undue attention.

(c) Excessive jewelry is not appropriate.

IV. Shoes and Hosiery: Thongs, or boots are not acceptable. Open-heeled shoes shall have a heel strap.

(a) Flat and low-stacked heels are acceptable for school.

(b) Anklets, peds and hosiery are appropriate. Hosiery with excessive damage is not acceptable.

PENALTY FOR VIOLATIONS

Any student failing to observe these GUIDELINES shall be suspended from school for the remainder of that particular day. Upon the occasion of the second infraction, the student shall be suspended from school for three (3) days.

President
School X High School
Student Council

APPROVED: Assistant Principal
School X
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