

CLOTHING VALUES OF  
COLLEGE WOMEN

By

REBECCA SUE WOLF

Bachelor of Arts

East Texas State University

Commerce, Texas

1974

Submitted to the Faculty of the Graduate College  
of the Oklahoma State University  
in partial fulfillment of the requirements  
for the Degree of  
MASTER OF SCIENCE  
May, 1977

Thesis  
1977  
W855C  
Cop. 2



CLOTHING VALUES OF  
COLLEGE WOMEN

Thesis Approved:

*Brooklyn Sisler*

Thesis Adviser

*Jeanne Matern*

*Nick Stinnett*

*Norman N. Durbin*

Dean of Graduate College

## ACKNOWLEDGMENTS

I would like to express appreciation to my major adviser, Dr. Grovalynn Sisler, for her assistance throughout this study. I also wish to express thanks to the members of my committee, Dr. Nick Stinnett and Dr. Lavonne Matern, for their encouragement and suggestions. In addition thanks are extended to Kent Sampson, Director of Single Student Housing, the residence hall staffs, the Panhellenic Council, and all of the students who participated in the study. Their approval and cooperation made the study possible.

To my friends and family, I want to express appreciation for their friendship and encouragement during my graduate studies. I wish to express a special note of thanks to my parents, Dr. and Mrs. Jimmie D. Wolf, for their continuing encouragement and support.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Purpose . . . . .	2
Definition of Terms . . . . .	3
II. REVIEW OF LITERATURE . . . . .	4
Clothing Behavior and Values . . . . .	4
Value Patterns and Value Changes . . . . .	5
Value Conflict . . . . .	5
Clothing as a Communicator of Values . . . . .	6
General Values and Clothing Values . . . . .	6
Aesthetic Value . . . . .	7
Approval Value . . . . .	8
Attention Value . . . . .	8
Comfort Value . . . . .	9
Dependence Value . . . . .	10
Interest Value . . . . .	11
Management Value . . . . .	11
Modesty Value . . . . .	12
Summary . . . . .	12
III. METHOD AND PROCEDURE . . . . .	13
Description of Sample . . . . .	13
Description of Instrument . . . . .	14
Collection of Data . . . . .	15
Analysis of Data . . . . .	16
IV. FINDINGS . . . . .	17
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . . . . .	27
Conclusions . . . . .	27
Recommendations . . . . .	29
SELECTED BIBLIOGRAPHY . . . . .	30
APPENDIX - INSTRUMENT . . . . .	33

LIST OF TABLES

Table	Page
I. Characteristics of the Participants . . . . .	18
II. Clothing Value Scales Mean Scores for Total Group . . . . .	20
III. Differences in Clothing Value Scale Scores Between Freshmen and Seniors . . . . .	21
IV. Differences in Clothing Value Scale Scores Between Greeks and Independents . . . . .	22
V. Differences in Clothing Value Scale Scores According to Size of Home Community . . . . .	24
VI. Differences in Clothing Value Scale Scores According to Number of Brothers and Sisters . . . . .	25
VII. Differences in Clothing Value Scale Scores According to College of Enrollment . . . . .	26

## CHAPTER I

### INTRODUCTION

Clothing is an expression of attitudes held important by individuals. People need to establish identification with the values and patterns of living within their society and clothing helps them in this process (Compton and Hall, 1972).

Scientific research efforts concerning social-psychological realms of clothing began around the turn of the century. Clothing values were identified and defined by researchers in the late 50's and early 60's (Warden, 1957; Stout and Latzke, 1958; Lapitsky, 1961; Creekmore, 1963). Although some researchers have studied college students, the majority of researchers have concentrated on studies of adolescents. In a discussion of clothing behavior Ryan (1966) skipped from the adolescent to the elderly because there were so few studies for the intervening period.

Open enrollment has increased the college population to almost four million women. Most college women today plan to be a part of the work force. More women students are educating themselves to professions rather than taking only academic subjects (College Survey: Part I, 1976). Since college students will become the leaders of tomorrow, what they do and what they believe may affect the future of the apparel industry.

Further research in the area of clothing values would aid in the understanding of clothing behavior and clothing needs of college women. Such an understanding, based on research results, could be shared by educators in the clothing and merchandising field. The information would be beneficial to manufacturers and retailers of clothing by giving them additional information about their market.

Values associated with clothing originate in the social and cultural environment and are transmitted to children by the family. Schools and mass media are other influential agents in the development of values by the individual. As a child matures, influences outside the family increase (Horn, 1975). The college years provide an opportunity for the individual to explore value systems and establish personal values. This gives reason to believe that values of freshmen students may vary from those of senior students. Past studies (Baumgartner, 1963; Hays, 1967) have indicated that clothing behavior of college students associated with Greek organizations varies from the behavior of independent students.

#### Purpose

The general purpose of this study will be to identify clothing values of freshmen and senior college women as measured by Creekmore's Scales of Eight Clothing Variables, and to examine differences in clothing values according to background information, classification in school and Greek/independent status.

The specific hypotheses to be examined are the following:

1. There will be no significant differences in each of eight clothing value scale scores according to:



- (a) Size of home community
  - (b) Number of brothers and sisters
  - (c) College of enrollment
2. There will be no significant differences in each of eight clothing value scale scores between:
- (a) Freshmen and senior college women
  - (b) Greek and independent college women

#### Definition of Terms

Clothing Values - wishes, desires, interests, motives or goals which an individual considers worthwhile and thus function as major determinants of attitudes and behaviors in relation to clothing choices and usage (Creekmore, 1971).

Greek Affiliation - active participation and membership in a sorority.

Independent - student who does not have membership in a sorority.

## CHAPTER II

### REVIEW OF LITERATURE

The "why" questions of clothing--those regarding clothing selection, clothing interest, and psychological effects of clothing on the wearer and the observer--are complex. Individual clothing behavior is clearly a result of many factors. Gurel and Beeson (1975, p. 57) stated:

Attitudes toward clothing, interest in clothing, and the importance of clothing to an individual are the results of many deliberate actions, environmental conditions, conscious acts, and unconscious motivations.

Horn (1975, p. 2) stated:

Clothing behavior is influenced by the same forces--social, psychological, and economic--that affect other aspects of human activity.

#### Clothing Behavior and Values

Human behavior is thought to be guided by personal values. Values affect the way an individual will react in situations allowing more than one course of action. Kohlmann (1962, p. 819) assigned the following definition to values:

Values are concepts of desirable objects and conditions, which are synthesized from an accumulation of experiences. They influence perceptions, attitudes, and overt acts. A system of values is an integrated structure of needs, attitudes, and interests within the personality which motivates or restricts behavior.

Since values act as a directive or motivating force in all behavior, Ryan (1966) assumed that they operate as a motivating force in clothing behavior and clothing choices as well.

#### Value Patterns and Value Changes

The aim of decision making in regard to clothing choices should be to secure the optimal value pattern, as Hartmann (1949, p. 295) defined it; that is, "the choice that produces the maximum good." Horn (1975, p. 88) stressed the idea that values in relation to clothing do not exist in isolation. She further stated:

The term "value pattern" refers to a whole configuration of values, all of which we hold to be important but which fit together in some kind of orderly hierarchy.

Values are acquired in the process of living with others. For this reason, value patterns differ from one culture to another, one generation to the next, and from individual to individual. Because all personal values must be viewed against the general cultural setting, a change in other circumstances--such as economic conditions, technological advances, and the like--often leads to changed values with respect to dress.

#### Value Conflict

For each individual, problems arise in respect to competing values. In most cases the individual is able to rank values so that one takes precedence over the others. If no satisfactory solution to conflicting values can be achieved by choosing one over the other, it is possible that the individual may follow a deviant course of action.

## Clothing as a Communicator of Values

Authors agree that clothing is one of the ultimate means of self-expression. Humphrey, Klassen, and Creekmore (1971) suggested that clothing may be used by socially secure individuals for self-expression, while less secure individuals use clothing as a means of coping with social situations. The researchers (Humphrey et al., 1971, p. 250) added this caution:

Given this dual function of clothing, it should be noted that predicting personal characteristics of an individual on the basis of clothing alone, without supporting information can lead to erroneous assumptions about the individual.

Gurel and Beeson (1975, p. 58) stressed the importance of clothing as a communicator in the following statement:

Clothing affects how we behave and how others see and understand us. Clothing is a "silent language;" we express our inner most traits of personality through our selection of clothing. As a form of non-verbal communication, the language is read by others and interpreted in forming their opinion of us.

Buckley and Roach (1974) investigated clothing as a nonverbal communicator of social and political attitudes. Findings indicated that clothing did communicate attitudes among both students oriented to the established culture and those students oriented to the counterculture. Subjects oriented to the counterculture indicated more liking for and more wearing of clothing that reflected their attitudes than did the more conservative subjects.

## General Values and Clothing Values

Past research has provided evidence that clothing values are closely related to general values. A study by Barr (1934) showed that

the most fundamental attitudes associated with clothing values were: 1) the desire to conform, 2) the desire for comfort, 3) economy, 4) the artistic impulse, and 5) self-expression. [Stout and Latzke (1958) identified the following factors college women consider in clothing selection: price, color, fabric, fit, durability, ease of care, versatility, meeting a personal need, personal preference, completing the wardrobe, style, fashion, influence of others, distinction, improvement of appearance of figure, personal motives, and the feeling derived from wearing the garment.]

Lapitsky's (1961) study showed positive relations between clothing values and parallel general values. Altpeter (1963) also concluded, from an investigation of the relationship between clothing values and consumer behavior, that general basic values are consistent with values in the clothing area. Some clothing behaviors related to specific general values more than others (Creekmore, 1963). Working with five other graduate students at Michigan State University, Creekmore (1971) developed a set of scales based on previous research, for measuring clothing variables. The scales measured eight specific aspects of clothing--aesthetic, approval, attention, comfort, dependence, interest, management, and modesty.

#### Aesthetic Value

The desire for beauty is consciously recognized by most people. Barr (1934) found that the desire to be beautiful was one of the most wide spread attitudes in individual and group motivation. Lapitsky's (1961) work also indicated that aesthetic values in clothing are extremely significant among adult women. Consumer preference studies

give further indication that a nice appearance in dress is often rated higher than such factors as price and durability when it comes to making clothing decisions (Horn, 1975). Alexander's (1961) study showed that the aesthetic value is more important to adults than to young people.

#### Approval Value

The use of clothing to obtain approval of others usually indicates conformity in clothing. Warden (1957) reported that college women desired clothes that would attract attention some of the time, but which would conform or be similar to those owned by their friends. Evans' (1964) investigation of the motives in the clothing behavior of adolescents revealed that in 50 percent of the cases the desire to wear clothes which would win recognition from others was the most intense desire determining clothing wearing behavior.

Taylor and Compton (1968) investigated relationships between conformity in dress; fabric color, design, and texture; and selected personality characteristics of college women. Results showed that conformity in dress was related to "interaction-orientation." Students rated high in conforming behavior were interested in maintaining harmonious relations with other people. According to the researchers (Taylor and Compton, 1968, p. 656), this might have indicated that:

Those students who conform in their dress do so in order to be accepted by and liked by those students around them and not because of an appreciation for form or harmony.

#### Attention Value

The use of clothing for social approval includes seeking of

prestige and status through clothing. In an early study by Hurlock (1929), clothing was not yet recognized as a status symbol, but it was noted that the estimate of a person was affected by the impression his clothes made. About one-half of the women in the study said they would give up some pleasures in life in order to be in fashion.

Dickens (1944) felt that the degree of social participation could be used for determining minimum standards in clothing for an individual. She stated that "clothing serves in the main a social purpose just as food in the main a health purpose" (p. 346). Certainly, if people were not in social situations--relating with other humans--clothing would not have such importance.

Alexander (1961) found that young adults consider clothing more important in terms of gaining acceptance or approval than do more mature persons. Hays (1967) reported that college students believed they could identify sorority membership status of women students by their dress. In some studies the attention or prestige value has been called a "political" value as clothing is used for gaining prestige, leadership, or influence (Horn, 1975).

#### Comfort Value

Creekmore (1966) defined the comfort value as the use of clothing to achieve comfort whether this related to temperature, physical response to textures, or tightness or looseness of garments. The desire for comfort in dress is sometimes called a "sensory" value. All of the college women surveyed by Warden (1957) regarded comfort as an important factor in clothing, but were not willing to sacrifice style or fashion for comfort.

### Dependence Value

Although clothes may not actually change a person's personality, the influence of clothing is significant. Clothing is thought to be important in development of feelings of security and self-confidence. Among college girls at Cornell University the following factors were found by Ryan (1952) to lead a student to greater confidence in her clothing: 1) choosing her own clothing, 2) a large number of garments in her wardrobe, 3) a high interest in clothing, and 4) an urban background. In summarizing her findings concerning feelings of being well or poorly dressed, Ryan (1951, p. 799) stated:

If a girl feels well dressed, she thinks that she is apt to be more talkative, peppier, can enter more into activities at hand and feel a part of the group. When a girl feels poorly dressed, she thinks that she is quieter, self-conscious, that she tries to keep away from the center of activity, and she may feel that she is a spectator and not a part of the group.

By interviewing students in a later study, Ryan (1953) obtained more descriptive material on the effects of feeling well or poorly dressed and factors contributing to confidence in dress. In describing the clothing in which they felt the greatest confidence, the girls mentioned becomingness, fit and the adaptability of a dress. Most of the girls interviewed said their mood was affected by their appearance on specific occasions and about half said that their actions were affected. According to Creekmore's (1971) definition, sensitivity to the influence of clothing feelings in the areas of well being and mood changes indicates a high dependence value.



### Interest Value

Rosencranz (1948) defined clothing interest as a willingness to devote time, energy and/or money to activities related to its selection, use and care. Generally, women have been found to have greater interest in clothing than men. Rosencranz (1949) reported that females under age 25 attached greater importance to clothing than women over age 30. Ryan (1952) found that among college women, the degree of a student's interest in clothing was related to her attitude towards the importance of clothing. College women who were allowed to choose their own clothes earlier in life had greater interest in clothing. The interest of the family, and especially the mother, in clothing was also found to be an important factor in increasing a girl's interest. The students with great interest tended to think it was important for the social advantage it gave them.

Baumgartner (1963) found that clothing expenditures among college freshmen increased with identification with a fraternity or sorority, was higher among women than among men, and tended to increase with family income. Gurel (1974) investigated relationships between clothing interest of groups differentiated by demographic variables. These were relationships between clothing interest, sex, and college of enrollment. No significant relationships were found between clothing interest and age, marital status, major in college or socio-economic class.

### Management Value

The management aspect of clothing has to do with conservation of time, energy, and/or money, and is thus an economic aspect. Creekmore

(1963) found that those whose general economic values were high stressed the factors of cost, maintenance, and general management aspects of clothing.

#### Modesty Value

Modesty has been theorized by some to be the original function of clothing. The concept of modesty varies among cultures and has also changed with time (Gurel and Beeson, 1975). In an attempt to identify motives in women's choice of dress, Barr (1934) found that of all the attitudes associated with clothes, modesty was probably the least important. Creekmore (1963) concluded that the factor of modesty was significant only to college women who placed great importance on religious values. Other studies have reported similar findings (Huber, 1962; Kleinline, 1967; Christiansen and Kernaleguen, 1971; Williams, 1974).

#### Summary

Values act as a motivating force for human behavior in the area of clothing as well as other areas. The individual arranges values in order for one to take precedence over the other in determining actions. Clothing communicates individual and group values. There is a close relationship between general values and clothing values. Values vary from one culture to another, one generation to the next, and from individual to individual. These principle clothing values have been identified by researchers: aesthetic, approval, attention, comfort, dependence, interest, management, modesty.

## CHAPTER III

### METHOD AND PROCEDURE

The purpose of the study was to identify clothing values of freshmen and senior college women and to examine differences in clothing values according to classification in school, Greek/independent status, size of home community, number of brothers and sisters, and college of enrollment. To accomplish this objective, data were collected by means of a questionnaire. (See appendix.)

#### Description of Sample

Participants in the study were 214 college women enrolled at Oklahoma State University during the fall semester, 1976, living in residence halls and sorority houses. Permission was obtained from the Director of Single Student Housing and the Panhellenic Council to distribute the instrument to selected students in four residence halls and eleven sorority houses. Six hundred forty-five questionnaires were distributed and 214 of those returned were used for the study.

The participants were single and were classified by the university as either freshmen or seniors. The sample of Greek students was taken from the 1976-77 Oklahoma State University Student-Faculty Directory listings. The sample of independent students was taken from registers provided by Head Residents in each of the residence halls included in the study. The sample consisted of four groups--Greek seniors,

independent seniors, Greek freshmen, and independent freshmen.

#### Description of Instrument

To measure clothing values, Creekmore's Scales of Eight Clothing Variables were used. (See appendix.) Creekmore (1971) based the scales on the theory that needs are a motivating force to people and that in striving to satisfy needs, values evolve which may be observed in behavior, including behavior related to the use of clothing.

The Likert-type scales consisted of 89 descriptive clothing items to which respondents indicated congruence with their own behavior on a 5 point scale. The items were arranged in eight categories and each respondent received a score for each of the following:

Aesthetic: Use of clothing to achieve a pleasing or beautiful appearance.

Approval: Use of clothing to attain a feeling of belonging or the approval of others; usually indicates conformity.

Attention: Seeking of prestige and status through use of clothing; may be either socially approved or disapproved.

Comfort: Use of clothing to achieve comfort whether this relates to temperature, physical response to textures, or tightness or looseness of garments.

Dependence: Sensitivity to the influence of clothing feelings (sense of well being, general good feeling, or changing of moods).

Interest: Willingness to give attention, investigate, manipulate, or experiment with clothing.

Management: Thoughtful and careful use of time, money, and energy in planning, buying, and using clothing; thus an economic aspect.

Modesty: Preference for inconspicuous clothing, quite conservative in color, fit, design, and body exposure (Creekmore, 1971, p. 97).

In addition to the scales each participant answered questions related to size of home community, size of family and college of enrollment. The instruments were color coded in four colors to aid in collecting and analyzing the data.

Creekmore's Clothing Variables Scales had been pretested with two groups of college students and one group of high school students. An analysis of the discriminatory power of the statements resulted in revisions or deletions (Creekmore, 1971). Fetterman (1968) analyzed the responses of more than 500 high school students to the scales. Five of the eight scales attained or approached satisfactory reliability coefficients. The most satisfactory were the Interest, Dependence, Attention, Approval, and Modesty scales while the Management, Comfort and Aesthetic scales were somewhat below the acceptable level. No conclusions were made concerning validity of the scales.

Gurel and Deemer (1975) investigated the construct validity of Creekmore's scales. The subjects in their investigation were 500 university students, predominantly female. The researchers indicated that the results of the study could be interpreted as strong evidence of the instrument's construct validity.

#### Collection of Data

The instruments were placed in envelopes addressed to each individual participant and hand delivered to residence halls and sorority houses where they were then distributed through mail boxes. A total of 645 questionnaires were distributed. Collection boxes were placed at the main desk or in the mail box area at each location and participants were asked to place the completed instruments in these boxes. Two

hundred nineteen questionnaires were returned. Five incomplete questionnaires were discarded leaving a total of 214 useable questionnaires.

#### Analysis of Data

The Mann-Whitney U Test was used to test the significance of differences in scores in each of the clothing value categories according to classification and Greek/independent status. The Kruskal-Wallis one-way analysis of variance was used to examine differences in responses according to size of home community, number of brothers and sisters, and college of enrollment.

## CHAPTER IV

### FINDINGS

Creekmore's Scales of Eight Clothing Variables were used to measure clothing values of 214 college women and differences related to size of home community, number of brothers and sisters, and college of enrollment were determined. Differences according to university classification and Greek or independent status were also examined. The findings from the data collected are presented in this chapter.

University classification and Greek/independent status for the sample as well as information regarding size of home community, number of brothers and sisters, and college of enrollment are presented in Table I. A few more than half of the participants were classified by the university as freshmen (53.27%) and almost half as seniors (46.73%). Of the 214 participants 43-73 percent were Greek and 53.27 percent were independent.

Students from home communities of various sizes were included in the study. The majority of students were from home communities of 30,000 and over (54.67%), with remaining participants divided among home communities of 15,000-29,999 (18.23%), 5,000-14,999 (11.68%), and under 5,000 (15.42%). Most of the participants were from small families. More than half (62.15%) reported having one or two brothers or sisters in their family. Fewer than one tenth (8.41%) of the participants reported having either no brothers or sisters or five or more

TABLE I  
 CHARACTERISTICS OF THE PARTICIPANTS  
 (N = 214)

Variable	Classification	N	%
University Classification	Freshmen	114	53.27
	Seniors	100	46.73
Living Group	Greek	100	46.73
	Independent	114	53.27
Size of Home Community	Under 5,000	33	15.42
	5,000 to 14,999	25	11.68
	15,000 to 29,999	39	18.23
	30,000 and over	117	54.67
Number of Brothers and Sisters in Family	0	7	3.27
	1 - 2	133	62.15
	3 - 4	63	29.44
	5 or more	11	5.14
College of Enrollment	Agriculture	11	5.13
	Arts & Sciences	80	37.38
	Business Administration	53	24.77
	Education	24	11.22
	Engineering	8	3.74
	Home Economics	38	17.76



brothers or sisters. More than one third of the participants were enrolled in the College of Arts and Sciences (37.38%). About one fourth were enrolled in the College of Business Administration, almost one fifth in the College of Home Economics (17.76%), and fewer than 10 percent were enrolled in the Colleges of Agriculture and Engineering.

Mean scores for all of the participants were calculated for each clothing variable or value scale. These scores are shown in Table II. The highest mean scores for the total group were obtained on the Aesthetic (41.73), Management (37.44), and Dependence (37.44) scales. Lowest mean scores were obtained on the Modesty (33.18), Approval (29.28), and Attention (28.78) scales.

The Mann-Whitney U Test was utilized to determine differences in clothing value scale scores between freshmen and senior college women and between Greek and independent college women. The study revealed significant differences according to university classification for the Approval ( $p < .01$ ), Attention ( $p < .05$ ), and Interest ( $p < .01$ ) scales with higher scale scores received by freshmen participants (Table III).

The investigation of clothing value scale scores according to Greek or independent status yielded a significant difference ( $p < .05$ ) for the following scales:

(a) Attention, with Greek participants receiving higher Attention scale scores,

(b) Comfort, with higher Comfort values for independent participants,

(c) Interest, with Greek participants expressing greater Interest values (Table IV).

TABLE II  
CLOTHING VALUE SCALES MEAN SCORES  
FOR TOTAL GROUP  
(N = 214)

Clothing Value Scale	$\bar{X}$
Aesthetic	41.73
Dependence	37.44
Management	37.44
Interest	35.29
Comfort	35.20
Modesty	33.18
Approval	29.28
Attention	28.78

TABLE III  
 DIFFERENCES IN CLOTHING VALUE SCALE SCORES  
 BETWEEN FRESHMEN AND SENIORS  
 (N = 214)

Clothing Value Scale	N	Median	z Score	Level of Significance
Aesthetic				
Freshmen	114	42.00		
Seniors	100	43.00	-0.59	n.s.
Approval				
Freshmen	114	38.00		
Seniors	100	37.00	-2.31	0.01
Attention				
Freshmen	114	29.00		
Seniors	100	27.00	-1.77	0.05
Comfort				
Freshmen	114	35.00		
Seniors	100	35.00	-0.49	n.s.
Dependence				
Freshmen	114	38.00		
Seniors	100	37.00	-1.23	n.s.
Interest				
Freshmen	114	37.00		
Seniors	100	34.00	-2.49	0.01
Management				
Freshmen	114	30.00		
Seniors	100	28.00	-0.55	n.s.
Modesty				
Freshmen	114	32.00		
Seniors	100	34.00	-0.97	n.s.

TABLE IV  
 DIFFERENCES IN CLOTHING VALUE SCALE SCORES  
 BETWEEN GREEKS AND INDEPENDENTS  
 (N = 214)

Clothing Value Scale	N	Median	z Score	Level of Significance
Aesthetic				
Greeks	100	42.50		
Independents	114	43.00	-0.38	n.s.
Approval				
Greeks	100	38.00		
Independents	114	37.50	-0.78	n.s.
Attention				
Greeks	100	29.50		
Independents	114	28.00	-1.90	0.05
Comfort				
Greeks	100	34.50		
Independents	114	36.00	-1.96	0.05
Dependence				
Greeks	100	38.00		
Independents	114	37.00	-1.29	n.s.
Interest				
Greeks	100	37.50		
Independents	114	34.00	-2.02	0.05
Management				
Greeks	100	29.50		
Independents	114	29.50	-0.72	n.s.
Modesty				
Greeks	100	32.00		
Independents	114	33.00	-0.39	n.s.

The Kruskal-Wallis one-way analysis of variance was employed in examining differences in clothing value scale scores according to the size of home community, number of brothers and sisters, and college of enrollment. Differences in scale scores were not significantly related to size of home community (Table V). However, the differences in the Modesty scale scores were within 0.016 of significance at the .05 level, with participants from communities of under 5,000 placing the most importance on modesty. The number of brothers and sisters in the family was not significantly associated with clothing value scale scores as shown in Table VI.

Significant differences in clothing value scale scores according to college of enrollment were obtained at the .05 level for the following scales:

(a) Approval, with participants enrolled in the College of Engineering having the highest average rank scores on the Approval scale,

(b) Comfort, with participants enrolled in the College of Home Economics having the highest average rank scores on the Comfort scale,

(c) Interest, also with those in the College of Home Economics having the highest average rank scores.

These results are shown in Table VII.

TABLE V  
DIFFERENCES IN CLOTHING VALUE SCALE SCORES  
ACCORDING TO SIZE OF HOME COMMUNITY

Clothing Value Scale	N	Avg. Rank of Scale Scores	H	Level of Significance
<b>Aesthetic</b>				
Under 5,000	33	93.02		
5,000-14,999	25	98.38	3.70	n.s.
15,000-29,999	39	105.95		
30,000 & over	117	114.05		
<b>Approval</b>				
Under 5,000	33	116.24		
5,000-14,999	25	96.08	1.95	n.s.
15,000-29,999	39	101.85		
30,000 & over	117	109.36		
<b>Attention</b>				
Under 5,000	33	112.94		
5,000-14,999	25	106.88	2.89	n.s.
15,000-29,999	39	120.23		
30,000 & over	117	101.85		
<b>Comfort</b>				
Under 5,000	33	112.73		
5,000-14,999	25	116.92	1.75	n.s.
15,000-29,999	39	111.82		
30,000 & over	117	102.57		
<b>Dependence</b>				
Under 5,000	33	106.67		
5,000-14,999	25	109.32	1.14	n.s.
15,000-29,999	39	116.41		
30,000 & over	117	104.38		
<b>Interest</b>				
Under 5,000	33	96.30		
5,000-14,999	25	114.60	1.60	n.s.
15,000-29,999	39	111.74		
30,000 & over	117	107.73		
<b>Management</b>				
Under 5,000	33	87.82		
5,000-14,999	25	117.66	4.29	n.s.
15,000-29,999	39	110.69		
30,000 & over	117	109.82		
<b>Modesty</b>				
Under 5,000	33	129.70		
5,000-14,999	25	84.70	7.80	n.s.
15,000-29,999	39	103.68		
30,000 & over	117	107.38		

TABLE VI  
DIFFERENCES IN CLOTHING VALUE SCALE  
SCORES ACCORDING TO NUMBER OF  
BROTHERS AND SISTERS

Clothing Value Scale	N	Avg. Rank of Scale Scores	H	Level of Significance
<b>Aesthetic</b>				
0	7	101.29		
1 - 2	133	111.29		
3 - 4	63	107.20	5.23	n.s.
5 or more	11	67.32		
<b>Approval</b>				
0	7	121.93		
1 - 2	133	111.44		
3 - 4	63	94.54	4.56	n.s.
5 or more	11	124.86		
<b>Attention</b>				
0	7	96.00		
1 - 2	133	108.21		
3 - 4	63	108.81	0.51	n.s.
5 or more	11	98.77		
<b>Comfort</b>				
0	7	120.57		
1 - 2	133	107.72		
3 - 4	63	101.72	2.27	n.s.
5 or more	11	129.59		
<b>Dependence</b>				
0	7	97.29		
1 - 2	133	108.15		
3 - 4	63	111.25	1.94	n.s.
5 or more	11	84.68		
<b>Interest</b>				
0	7	100.79		
1 - 2	133	107.69		
3 - 4	63	111.01	1.23	n.s.
5 or more	11	89.41		
<b>Management</b>				
0	7	91.71		
1 - 2	133	115.03		
3 - 4	63	96.44	5.34	n.s.
5 or more	11	89.91		
<b>Modesty</b>				
0	7	109.21		
1 - 2	133	107.51		
3 - 4	63	111.44	1.89	n.s.
5 or more	11	83.73		

TABLE VII  
DIFFERENCES IN CLOTHING VALUE SCALE SCORES  
ACCORDING TO COLLEGE OF ENROLLMENT

Clothing Value Scale	N	Avg. Rank of Scale Scores	H	Level of Significance
<b>Aesthetic</b>				
Agriculture	11	61.45		
Arts & Sc.	80	111.81		
Bus. Admin.	53	98.74	10.93	n.s.
Education	24	105.69		
Engineering	8	104.38		
Home Econ.	38	125.78		
<b>Approval</b>				
Agriculture	11	80.27		
Arts & Sc.	80	101.88		
Bus. Admin.	53	119.04	11.23	.05
Education	24	96.27		
Engineering	8	160.13		
Home Econ.	38	107.13		
<b>Attention</b>				
Agriculture	11	98.55		
Arts & Sc.	80	107.34		
Bus. Admin.	53	100.88	10.85	n.s.
Education	24	85.19		
Engineering	8	124.38		
Home Econ.	38	131.47		
<b>Comfort</b>				
Agriculture	11	108.09		
Arts & Sc.	80	112.31		
Bus. Admin.	53	89.55	12.97	.05
Education	24	91.52		
Engineering	8	105.13		
Home Econ.	38	132.83		
<b>Dependence</b>				
Agriculture	11	89.55		
Arts & Sc.	80	106.34		
Bus. Admin.	53	103.54	8.14	n.s.
Education	24	89.33		
Engineering	8	135.19		
Home Econ.	38	125.99		
<b>Interest</b>				
Agriculture	11	66.32		
Arts & Sc.	80	107.12		
Bus. Admin.	53	105.14	12.49	.05
Education	24	91.00		
Engineering	8	125.06		
Home Econ.	38	130.66		
<b>Management</b>				
Agriculture	11	79.00		
Arts & Sc.	80	120.29		
Bus. Admin.	53	98.57	8.09	n.s.
Education	24	94.25		
Engineering	8	114.63		
Home Econ.	38	108.16		
<b>Modesty</b>				
Agriculture	11	102.18		
Arts & Sc.	80	93.61		
Bus. Admin.	53	121.21	9.35	n.s.
Education	24	127.88		
Engineering	8	107.88		
Home Econ.	38	106.22		



## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of the study was to identify clothing values of freshmen and senior college women measured by eight clothing value scales and to examine differences in scores according to university classification, Greek/independent status, size of home community, number of brothers and sisters and college of enrollment. Data were collected through questionnaires distributed to selected students living in residence halls and sorority houses during the fall semester, 1976. Data were analyzed and comparisons were made using the Mann-Whitney U test and the Kruskal-Wallis one-way analysis of variance.

#### Conclusions

The aesthetic aspect of clothing was highly valued by the total sample group. This is in agreement with previous studies (Lapitsky, 1961; Alexander, 1961) which indicated that aesthetic values were more important to adults than to adolescents.

Alexander's (1961) finding, that young adults consider clothing more important in terms of gaining acceptance or approval than do more mature persons, helps to explain the finding that the scores of freshmen participants were significantly higher than those of seniors for the Approval and Attention scales. Freshmen also scored higher than seniors on the Interest scale. Rosencranz (1949) reported that

females under the age of 25 attached greater importance to clothing than women over age 30. It appears that clothing interest is highest during adolescence and declines as age increases.

The finding that Interest and Attention were of significantly more importance to Greek participants than independent participants helps to explain the results of Baumgartner's (1963) study. According to Baumgartner, clothing expenditures among college freshmen increased with identification with a sorority. The high Attention scale scores of Greek students also helps explain Hay's (1967) finding that college students believe members of social sororities can be identified by campus dress and appearance. These research results indicated that clothing behavior and values of college women are heavily influenced by social participation and identification with a particular group.

Ryan (1952) found that size of home community had a greater effect on confidence in clothing of college girls than college of enrollment. The findings of this study were opposite to Ryan's findings. The size of home community had no significant influence on clothing values. However, the Approval, Comfort and Interest scale scores were significantly different according to college of enrollment. The decrease in the influence of size of home community upon clothing values may be due to improved transportation and communication. Small communities are no longer isolated from merchandising news and merchandising centers.

Fetterman (1968) found the reliability of Creekmore's Interest, Dependence, Attention, Approval, and Modesty scales to be higher than the reliability of the Management, Comfort, and Aesthetic scales. This may explain why significant differences in clothing value scale scores

were obtained primarily for the Interest, Attention, and Approval scales.

#### Recommendations

This study was concerned with college women enrolled at only one university and is not necessarily representative of all college women in the United States. As in many research studies, a larger sample size would have been desirable. It is recommended that studies of clothing values be conducted in other areas of the country and/or among different ethnic groups. A similar study could be conducted at other colleges or universities with different patterns of dress. A longitudinal study could be conducted to determine changes in clothing values. The study could also be replicated with the following groups: (1) college men, (2) college women and college-educated career women, (3) college students and non-college students of the same age.

It is suggested that investigations be made concerning the relationship among clothing values, social participation and social adjustment of college students. In addition, a study of the possibility of using clothing value scales in measuring progress of mental institute patients or prison inmates in fashion therapy programs is suggested.

#### SELECTED BIBLIOGRAPHY

- Alexander, O. A pilot investigation of the motives underlying the desire to feel well-dressed at various levels. Unpublished master's thesis. Cornell University, 1961.
- Altpeter, B.K. An investigation of consumer behavior in clothing purchases as related to clothing values. Unpublished master's thesis. Cornell University, 1963.
- Barr, E. A psychological analysis of fashion motivation. Archives of Psychology, 1934, 26 (171), 456.
- Baumgartner, C.W. Factors associated with clothing consumption among college freshmen. Journal of Home Economics, 1963, 55, 218. 393
- Buckley, H.M., and Roach, M.E. Clothing as a nonverbal communicator of social and political attitudes. Home Economics Research Journal, 1974, 3 (2), 94-102.
- Christiansen, K., and Kernaleguen, A. Orthodoxy and conservatism--modesty in clothing selection. Journal of Home Economics, 1971, 63, 251-255.
- College Survey: Part I. Clothes, 1976, 11 (8), pp. 22-25; 28; 30-31.
- Compton, N.H., and Hall, O.A. Foundations of Home Economics Research. Minneapolis: Burgess, 1972.
- Creekmore, A.M. Clothing behaviors and their relation to general values and basic needs. Unpublished dissertation. Pennsylvania State University, 1963.
- Creekmore, A.M. Methods of Measuring Clothing Variables. Michigan Agricultural Experiment Station. Project No. 783, 1971.
- Dickens, D. Social participation as a criterion for determining scientific minimum standards in clothing. Rural Sociology, 1944, 9, 341-349.
- Evans, S.E. Motivations underlying clothing selection and wearing. Journal of Home Economics, 1964, 56, 739-743.
- Fetterman, N.E. An analysis of the Creekmore Scales of Eight Clothing Variables. Unpublished master's thesis. Michigan State University, 1968.

- Gurel, L.M. Dimensions of clothing interest based on factor analysis of Creekmore's 1968 clothing measure. Unpublished dissertation. University of North Carolina at Greensboro, N.C., 1974.
- Gurel, L.M., and Beeson, M.S. Dimensions of Dress and Adornment: A Book of Readings. Dubuque: Kendall/Hunt, 1975.
- Gurel, L.M., and Deemer, E.M. Construct validity of Creekmore's clothing questionnaire. Home Economics Research Journal, 1975, 4 (1), 42-47.
- Gurel, L.M. 52 HERE
- Hartmann, G.W. Clothing: personal problem and social issue. Journal of Home Economics, 1949, 41, 295-298.
- Hays, V.V. A comparison of the beliefs of college sorority and non-sorority women concerning clothing as a means of identification. Unpublished master's thesis. Louisiana State University, 1967.
- Horn, M.J. The Second Skin. Boston: Houghton Mifflin, 1975.
- Huber, J.A. A comparison of men's and women's dress and some background factors relating to those attitudes. Unpublished master's thesis. Ohio State University, 1962.
- Humphrey, D., Klassen, M., and Creekmore, A.M. Clothing and self-concept of adolescents. Journal of Home Economics, 1971, 63, 246-250.
- Hurlock, E. Motivation in fashion. Archives of Psychology, 1929, 17 (111), 615.
- Kleinline, J.K. The relationship of Mennonite church branch, age, and church attendance and participation to attitudes toward conservatism of dress. Unpublished master's thesis. Ohio State University, 1967.
- Kohlmann, E.L. Personal values: what are they? Journal of Home Economics, 1962, 54, 819-822.
- Lapitsky, M. Clothing values and their relation to general values and to social security and insecurity. Unpublished dissertation. Pennsylvania State University, 1961.
- Rosencranz, M.L. A study of interest in clothing among selected groups of married and unmarried young women. Unpublished master's thesis. Michigan State University, 1948.
- ~~Rosencranz, M.L. A study of women's interest in clothing. Journal of Home Economics, 1949, 41, 460-462.~~
- Ryan, M.S. Effect on college girl of feeling well dressed. Journal of Home Economics, 1951, 43, 799.

- Ryan, M.S. Psychological Effects of Clothing: Part I. Cornell University (Ithaca, New York) Agricultural Experiment Station Bulletin No. 882, 1952.
- Ryan, M.S. Psychological Effects of Clothing: Part III. Cornell University (Ithaca, New York) Agricultural Experiment Station Bulletin No. 900, 1953.
- Ryan, M.S. Clothing: A Study in Human Behavior. New York: Holt, Rinehart and Winston, 1966.
- Stout, D.R., and Latzke, A. Values college women consider in clothing selection. Journal of Home Economics, 1958, 50, 43-44.
- Taylor, D., and Compton, N.H. Personality correlates of dress conformity. Journal of Home Economics, 1968, 60, 653-656.
- Warden, J. Some desires and goals for clothing of college women. Journal of Home Economics, 1957, 49, 795.
- Williams, G.S. An investigation into the relationship of church participation on modesty in dress of single undergraduate college women. Unpublished master's thesis. Oklahoma State University, 1974.

APPENDIX

November 29, 1976

OKLAHOMA STATE UNIVERSITY  
Department of Clothing,  
Textiles & Merchandising  
Stillwater, Oklahoma 74074

Dear Student,

Is clothing important to college students? Why do college women buy and wear the clothing they have?

You have been selected to participate in a research project which will aid understanding of clothing attitudes and behavior of college women. Your cooperation in completing the enclosed questionnaire is greatly appreciated. It should take no more than 15 minutes to complete.

Please place the completed questionnaire in the collection box at the desk in your residence hall or sorority house by December 6. The results will be compiled and a copy of the results will be available in your residence hall or sorority house.

Sincerely,

Rebecca Wolf  
Graduate Assistant



Rebecca Wolf, Graduate Assistant  
Department of Clothing, Textiles  
& Merchandising  
Oklahoma State University  
Ext. 5036

### CLOTHING QUESTIONNAIRE

Read the following statements and rate each according to the scale given below. Place the number corresponding to your choice in front of each statement. The statements generally refer to a school situation.

- Scale: 5. Almost Always - very few exceptions  
4. Usually - majority of the time  
3. Sometimes  
2. Seldom - not very often  
1. Almost Never - very few exceptions

- \_\_\_ 1. The way I look in my clothes is important to me.
- \_\_\_ 2. When I am shopping I choose clothes that I like even if they do not look the best on me.
- \_\_\_ 3. It bothers me when my shirt tail keeps coming out.
- \_\_\_ 4. I consider the fabric texture with the line of the garment when choosing my clothes.
- \_\_\_ 5. I use clothing as a means of disguising physical problems and imperfections through skillful use of color, line and texture.
- \_\_\_ 6. I wear clothes which have buttons or snaps missing.
- \_\_\_ 7. I pay a lot of attention to pleasing color combinations.
- \_\_\_ 8. I keep my shoes clean and neat.
- \_\_\_ 9. I carefully coordinate the accessories that I wear with each outfit.
- \_\_\_ 10. I wear the clothing fads that are popular on campus even though they may not be as becoming to me.
- \_\_\_ 11. I spend more time than others coordinating the colors in my clothes.
- \_\_\_ 12. I try to figure out why some people's clothes look better on them than others.
- \_\_\_ 13. Unlined sheer dresses or blouses reveal too much of the body.

- Scale: 5. Almost Always - very few exceptions  
4. Usually - majority of the time  
3. Sometimes  
2. Seldom - not very often  
1. Almost Never - very few exceptions

- \_\_\_ 14. I select clothes that are conservative in style.
- \_\_\_ 15. I feel uncomfortable when someone has forgotten to close their zipper.
- \_\_\_ 16. The first time in the season that I go to a public beach or pool I feel exposed in my bathing suit.
- \_\_\_ 17. I choose clothing with small prints, even though a larger design looks equally well on me.
- \_\_\_ 18. I feel embarrassed when I see someone in too low cut a dress.
- \_\_\_ 19. I select clothes which do not call attention to myself in any way.
- \_\_\_ 20. I feel embarrassed when I see someone in clothes that are too tight.
- \_\_\_ 21. I like dark or muted colors rather than bright ones for my clothes.
- \_\_\_ 22. I hesitate to associate with those whose clothes seem to reveal too much of their body.
- \_\_\_ 23. I wonder why some people wear clothes that are immodest.
- \_\_\_ 24. My friends and I try each others clothes to see how we look in them.
- \_\_\_ 25. I enjoy trying shoes of different styles or colors.
- \_\_\_ 26. I study collections of accessories in the stores to see what I might combine attractively.
- \_\_\_ 27. I try on some of the newest clothes each season to see how I look in the styles.
- \_\_\_ 28. I read magazines and newspapers to find out what is new in clothing.
- \_\_\_ 29. It's fun to try on different garments and accessories to see how they look together.
- \_\_\_ 30. I experiment with new or different hair styles to see how I will look.

- Scale: 5. Almost Always - very few exceptions  
4. Usually - majority of the time  
3. Sometimes  
2. Seldom - not very often  
1. Almost Never - very few exceptions

- \_\_\_ 31. I like to know what is new in clothing even if none of my friends care and I probably would not want to wear it anyway.
- \_\_\_ 32. I try on clothes in shops just to see how I will look in them without really planning to buy.
- \_\_\_ 33. When I buy a new garment I try many different accessories before I wear it.
- \_\_\_ 34. I am curious about why people wear the clothes they do.
- \_\_\_ 35. The way my clothes feel to my body is important to me.
- \_\_\_ 36. There are certain textures in fabrics that I like and especially try to buy, for example, soft, fuzzy, sturdy, smooth.
- \_\_\_ 37. I am more sensitive to temperature changes than others and I have difficulty being comfortable in my clothes as a result.
- \_\_\_ 38. I wear my pants or slacks with an easy fit even when tight ones are fashionable.
- \_\_\_ 39. I get rid of garments I like because they are not comfortable.
- \_\_\_ 40. I find it difficult to buy clothes suitable to the temperature.
- \_\_\_ 41. I would buy a very comfortable bathing suit even if it were not the current style.
- \_\_\_ 42. I avoid garments that bind the upper arm.
- \_\_\_ 43. I am irritable if my clothes are uncomfortable.
- \_\_\_ 44. I am extremely sensitive to the texture of the fabrics in my clothing.
- \_\_\_ 45. I wonder what makes some clothes more comfortable than others.
- \_\_\_ 46. When new fashions appear on the market, I am one of the first to own them.
- \_\_\_ 47. I have clothes that I don't wear because everyone else has them.

- Scale: 5. Almost Always - very few exceptions  
4. Usually - majority of the time  
3. Sometimes  
2. Seldom - not very often  
1. Almost Never - very few exceptions

- \_\_\_48. I like to be considered an outstanding dresser by my friends.
- \_\_\_49. I try to keep my wardrobe in line with the latest styles.
- \_\_\_50. I go to nearby cities to shop for better fashions.
- \_\_\_51. I try to buy clothes which are very unusual.
- \_\_\_52. I avoid wearing certain clothes because they do not make me feel distinctive.
- \_\_\_53. I enjoy wearing very different clothing even though I attract attention.
- \_\_\_54. I try to buy clothes with the best labels.
- \_\_\_55. I wear different clothes to impress people.
- \_\_\_56. I am interested in why some people choose to wear such unusual clothes.
- \_\_\_57. I plan for and prepare clothes to wear several days in advance.
- \_\_\_58. I see that my out-of-season clothing is cleaned and stored.
- \_\_\_59. I look over the clothing in my wardrobe before each season so that I know what I have.
- \_\_\_60. I am enticed into buying garments I like without having anything to go with them.
- \_\_\_61. I enjoy trying to get the most for my money in clothing purchases.
- \_\_\_62. I wear a raincoat or carry an umbrella to protect my clothes in rainy weather.
- \_\_\_63. I have something to wear for any occasion that occurs.
- \_\_\_64. I have a long-term idea for purchasing more expensive items of clothing such as coats or suits.
- \_\_\_65. I carefully plan every purchase so that I know what I need when I get to a store.
- \_\_\_66. I am more concerned about the care of my clothing than my friends are about theirs.

- Scale: 5. Almost Always - very few exceptions  
4. Usually - majority of the time  
3. Sometimes  
2. Seldom - not very often  
1. Almost Never - very few exceptions

- \_\_\_ 67. I try to find out how I can save as much time, energy and money as possible with my clothes.
- \_\_\_ 68. I check with my friends about what they are wearing to a gathering before I decide what to wear.
- \_\_\_ 69. I would rather miss something than wear clothes which are not really appropriate.
- \_\_\_ 70. I feel more a part of the group if I am dressed like my friends.
- \_\_\_ 71. I wear clothes that everyone is wearing even though they may not look as good on me.
- \_\_\_ 72. I am uncomfortable when my clothes are different from all others at a party.
- \_\_\_ 73. I try to dress like others in my group so that people will know we are friends.
- \_\_\_ 74. I get new clothes for a special occasion if the clothes I have are not the type my friends will be wearing.
- \_\_\_ 75. I have gone places and then wished after I got there that I had not gone because my clothes were not suitable.
- \_\_\_ 76. I wear what I like even though some of my friends do not approve.
- \_\_\_ 77. When I buy a new article of clothing I try to buy something similar to what my friends are wearing.
- \_\_\_ 78. When someone comes to school dressed unsuitable, I try to figure out why he is dressed as he is.
- \_\_\_ 79. Certain clothes make me feel more sure of myself.
- \_\_\_ 80. I decide on the clothes to wear according to the mood I'm in that day.
- \_\_\_ 81. Days when I feel low I wear my gayest clothes.
- \_\_\_ 82. I "dress-up" to make an ordinary occasion seem more exciting.
- \_\_\_ 83. I am aware of being more friendly and out going when I wear particular clothes.

- Scale: 5. Almost Always - very few exceptions  
 4. Usually - majority of the time  
 3. Sometimes  
 2. Seldom - not very often  
 1. Almost Never - very few exceptions

84. I feel and act differently according to whether I am wearing my best clothes or not.
85. I buy clothing to boost my morale.
86. I get bored with wearing the same kind of clothes all the time.
87. I have more self confidence when I wear my best clothes.
88. When things are not going well I like to wear brighter colors.
89. I wonder why some clothes make me feel better than others.

The size of my home community is (please check appropriate answer):

- |  |   |
|--|---|
| <input type="checkbox"/> Under 5,000     | <input type="checkbox"/> 15,000 to 29,999 |
| <input type="checkbox"/> 5,000 to 14,999 | <input type="checkbox"/> 30,000 and over  |

The number of brothers and sisters I have is:

- |                                |                                    |
|--------------------------------|------------------------------------|
| <input type="checkbox"/> 0     | <input type="checkbox"/> 3 - 4     |
| <input type="checkbox"/> 1 - 2 | <input type="checkbox"/> 5 or more |

My college of enrollment is:

- |  |  |
|--|--|
| <input type="checkbox"/> Agriculture     | <input type="checkbox"/> Engineering         |
| <input type="checkbox"/> Arts & Sciences | <input type="checkbox"/> Home Economics      |
| <input type="checkbox"/> Business Admin. | <input type="checkbox"/> Veterinary Medicine |
| <input type="checkbox"/> Education       |  |

I am:

- an independent
- pledging a sorority
- a sorority member

Thank you! Please place the completed questionnaire in the Collection Box at the desk in your residence by December 6.

## KEY

Question 1:	Introductory Question
Questions 2 - 12:	Aesthetic
Questions 13 - 23:	Modesty
Questions 24 - 34:	Interest
Questions 35 - 45:	Comfort
Questions 46 - 56:	Attention
Questions 57 - 67:	Management
Questions 68 - 78:	Approval
Questions 79 - 89:	Dependence

VITA

Rebecca Sue Wolf

Candidate for the Degree of

Master of Science

Thesis: CLOTHING VALUES OF COLLEGE WOMEN

Major Field: Clothing, Textiles and Merchandising

Biographical:

Personal Data: Born in Stillwater, Oklahoma, November 4, 1953,  
the daughter of Dr. and Mrs. Jimmie D. Wolf.

Education: Graduated from Commerce High School, Commerce, Texas,  
in May, 1971; received Bachelor of Arts degree in Home  
Economics from East Texas State University in May, 1974;  
enrolled in the graduate program at Oklahoma State University  
in the Spring, 1976; completed requirements for the Master  
of Science degree at Oklahoma State University in May, 1977.

Professional Experience: Customer Representative and Credit  
Supervisor for Howard B. Wolf, Inc., Dallas, Texas, May, 1974-  
December, 1975; Graduate assistant in the Clothing, Textiles  
and Merchandising Department, Oklahoma State University,  
January, 1976-May, 1977.

Professional Organizations: Omicron Nu, American Home Economics  
Association.