

CASE STUDIES OF THE PRACTICES USED
BY A SELECT GROUP OF RETAILERS
AND CONSUMERS IN SELECTING
DRESSES FOR PRE-SCHOOL GIRLS

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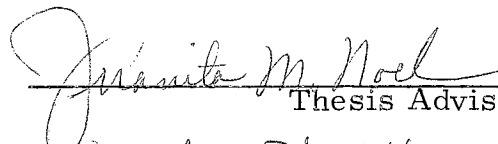
1959

Submitted to the Faculty of the Graduate School
of the Oklahoma State University
in partial fulfillment of the requirements
for the degree of
MASTER OF SCIENCE
June, 1962

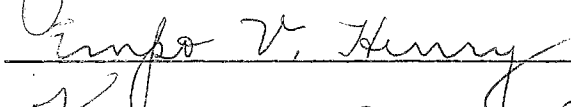
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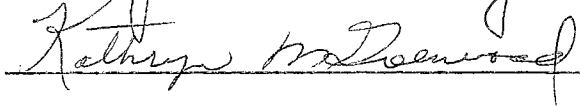
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ACKNOWLEDGMENTS

The author wishes to express her sincere appreciation to Dr. Juanita Noel for her valuable guidance and encouragement given during the period of graduate study. Acknowledgment to Miss Empo Henry and Mrs. Kathryn Greenwood for valuable assistance and constructive criticism in the preparation of this thesis.

Indebtedness is also acknowledged to the staff of Clothing, Textiles, and Merchandising and related departments for their most valuable aid during the writer's period of study. Particular appreciation to Dr. Logan for her assistance during the early stages of the research.

The writer is grateful for the understanding and encouragement of her husband, Jim, during the course of the graduate study.

In addition, gratitude is due Mrs. W. Arlene Starwalt, who typed the final manuscript.

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CHAPTER I

INTRODUCTION

The field of children's clothing presents a magnitude of avenues for graduate research. As a prospective candidate for further study, an interest in children's garments was slanted towards the consumers and buyers aspect of selection. The experience in the retail business, which was gained during the trainee position in the children's division of a large company, proved valuable in setting up the problem.

The sociological, psychological, and economic factors seem to be the dominant influences in the selection of children's clothing. The exploration of these factors in the selection of pre-school girl's dresses has not been previously investigated.

This investigation is concerned with the following problem: Some of the influences of the economical, sociological, and psychological aspects in relation to the retailer's and consumer's selections of pre-school girl's dresses.



Purposes of the Study

The purposes underlying the present study were fourfold:

1. To determine what relationship, if any, exists between the two dominant selectors of the pre-school girl's dresses.
2. To discover what influence, if any, the social class structure has on the selection of girl's dresses by the two selectors.

3. To investigate the influences, if any, that a limited selection offers to the two groups.
4. To determine if there are any interlocking influences between the consumer and retailer of the groups investigated.

Statement of the Hypothesis Underlying the Study

The present study was planned and based on the following hypothesis: There are some interlocking sociological, economical, and psychological factors which affect the selection of pre-school girl's dresses by the consumer and retailer. *what are
psych*

Assumptions Underlying the Study

1. The retailer sells to one or more types of consumers within the division of the social class structure.
2. The retailer has built up a kind of contact with the consumer who is associated with a particular price range of merchandise.
3. The total grouping of the social class structure in this research is based on the high, middle, and low income groups.
4. Seasonal buying has an effect on the particular selection offered to the retailer and consumer.

Significance of the Study

The importance of the expanding field of children's clothing in merchandising and consumption merits development toward an understanding and study into some of the practices which influence the final selection. This study is concerned with some of the economic,

sociological, and psychological influences in the selection of pre-school girl's dresses. The retailer and consumer were the dominant selectors in this research.

The retail stores in Oklahoma who cater to children's and infant's needs have grown to around one hundred and six.¹ This doesn't include the department stores or family stores which cater to children's clothing. The retailer plays an important part in the interlocking chain of selection in this field. Before the consumer buys a garment, selection by the consumer may be affected by outside influences. One of the economic influences pertaining to the retailer involves the volume of sales for the year. The influences of the retailer increase the demand of the consumer.² Oklahoma shows sales of thirty seven thousand, ~~7~~ 36,740 seven hundred and forty three dollars just in the family clothing stores alone. With a pressure for increased volume each year, the selection of the retailer may be affected by outside influences.³

The consumer is another link in the chain of selection. Certain influences may affect his selection. An example was stated by the director of Costume Institute of Metropolitan Museum of Art, Miss Weissman, who believes that clothing which a mother puts on her child will reflect to some extent the thinking or feeling she has about the child.⁴ Thus, the psychological and sociological implications may

¹1954 Census of Business, Retail Trade Area Statistics, Vol. II Part Two, 1956, p. 36-4.

²Alpha Latzke and Beth Quinlan, Clothing, (Chicago, 1940), p. 414.

³Ibid., p. 36-10.

⁴Dorothy Barclay, "Do Clothes Make the Child.", New York Times Magazine, Section 6, (January 27, 1957), p. 50.

become apparent through the attitudes of the mother or parent. Malcolm P. McNair, professor of retailing, has noted that spending attitudes are created by many economic, biological, psychological, and sociological factors.⁵ This study proposed to identify these ideas in relation to the selection of pre-school girl's dresses by the mother.

This study was concerned with the interlocking influences that may occur in the selection of girl's dresses in the pre-school age group. If data revealed that the retailer and consumer are interrelated, such a study would be unique in clothing research.

Retailers and consumers would be advantageously served if characteristics that affect their buying habits when selecting children's clothing could be recognized. Nystrom stated that clothing expenses of a family or business can be kept down by wise, well-planned and effective purchasing.⁶ This can be applied to the selection of children's clothing both by the retailer and consumer.

Children's wear had changed in the last few years from a staple merchandising operation to a fashion business. It needs ready-to-wear merchandising, but the retailers of children's wear are relatively inexperienced in ready-to-wear procedures.⁷

Herbert S. Walker, merchandise manager of Joseph Horne Company and chairman of the children's wear group at the National Retail Merchant

⁵Malcolm P. McNair, Harry L. Hansen, Readings in Marketing, (New York, 1956), p. 5.

⁶Paul H. Nystrom, Economics of Consumption, (New York, 1931), p. 335.

⁷"Merchandising to a Profit," Stores, (February, 1961), p. 24.

Association meeting, states: "Girl's dresses is the largest contributing classification in the children's wear business and whatever conclusions we come to can well be applied to any other classifications."⁸ The importance of the girl's dress division to the retailer and consumer may be evident in this study.

If this study reveals any interlocking influences of the retailer and consumer in respect to the sociological, economical, and psychological aspects, then it will contribute to the clothing research at this time.

Definition of Terms

For the purpose of the study, the following terminology were used:

1. Retailer--One who purchases such goods that may meet the consumers wants. To prepare the goods in such a way for selling, displaying, and advertising in order to make a profit.⁹ The concern of the retailer in this study is with the buying and selling of children's garments. Retailer is referred to as buyer in the questionnaires.
2. Consumer--One who uses up an article of exchangeable value; one of the buying public.¹⁰ This study is concerned with the mother of girls who are three years old. A mother will be buying for her pre-school girl in the dress division.
3. Pre-school age girl--For convenience, the cycle growth of the

⁸Ibid.

⁹Paul H. Nystrom, Economics of Retailing, (New York, 1930), p. 3.

¹⁰Funk and Wagnalls, Standard Dictionary, International Edition, (New York, 1960), p. 281.

child in successions of four stages of six years each.¹¹ This study puts definite emphasis on the three year old as a media to represent this group.

4. Class structure--The urban areas. Three layers of class structure, which are divided into upper, middle, and lower with an upper and lower division sometimes with each, are referred to in this study, which was done in Yankee City, a New England city.¹²
5. Family store--Establishments primarily engaged in selling clothing, furnishings, and accessories for men, women, and children, without specialization in any one line.¹³
6. Specialty store--A retail store which makes its appeal on the basis of specialty goods or on the basis of a restricted class of shopping goods. Large specialty stores often have departments and are called departmentized specialty stores.¹⁴ This research studied the specialty stores selling the pre-school age girl's dresses.
7. Department store--Retail store which handles a wide range of lines, such as women's, children's and girl's ready-to-wear and accessories. Men's and boy's wear, piece goods, small

¹¹Arnold Gesell, M. D., The First Five Years of Life, (New York, 1940), p. 3.

¹²William E. Cole, Urban Society, (Boston, 1958), p. 220.

¹³1958 Census of Business, "Retail Trade," Preliminary Area Report, (U. S. Department of Commerce, October, 1959), p. 3.

¹⁴Norris A. Brisco, John W. Wingate, Buying for Retail Stores, (New York, 1937), p. 49.

wares, and home furnishings are also included within this store. They are organized into separate departments for purposes of promotion, service, accounting, and control. The term of general merchandise store when used in respect to department store is applied when store is departmentized with an annual sales volume of less than one hundred thousand dollars and to larger stores carrying similar lines but not departmentized.¹⁵ This study is interested in the girl's division of the department store.

8. Interlock--To join together; link with one another. To connect or engage so that the operation of any or part of a system is interrelated with the operation of one or more other parts. The action of interlocking or the state of being interlocked.¹⁶ This study is interested in the interlocking factors which link the consumer and retailer in respect to the buying of girl's dresses.

Limitations of the Study

The study was limited in the beginning when directed towards an exploratory research. This was necessary because of the need for research in this peculiar area.¹⁷ A general look at the problem was needed before specialization could be dealt with by further research.

The method of case study was a limiting factor. This was done to give depth within the general problem. Working with case studies should afford a better understanding of the problems and should enhance one's

¹⁵Ibid., p. 39.

¹⁶Funk and Wagnalls, p. 663.

¹⁷J. C. Flugel, The Psychology of Clothes, (London, 1950), p. 199.

capacity for reaching conclusions based on a careful consideration of related facts.¹⁸ A closer look into specific cases would be beneficial to the reader and researcher. The limitations of income groups represented by a small assemblage was done in respect to the case study method.

This study was limited to retailers and consumers who select dresses for pre-school age girls. The consumer was limited to the mother of girls in the pre-school age range in the lower, middle, and upper income levels. The retailers were limited to department store and specialty store merchandisers in Oklahoma City, Oklahoma, in order to see the influence, if any, that the two groups of selectors may have upon each other.

The three classes in the economic groups were directed towards the urban area of Oklahoma City, Oklahoma. The consumers and retailers were within the trade area and its influences. The city limits as defined by city charter was the controlling boundaries for this research.

Organization of the Study

This study is organized into five chapters. Chapter I has presented the problem, purposes, hypothesis, assumptions, significance of the study, definition of terms, limitations of the study, and organization of the study.

Chapter II is a review of related literature to the study.

Chapter III presents the procedure used in conducting the study.

Chapter IV presents the findings and analysis of the data.

¹⁸David E. Faville, Selected Cases in Marketing Management, (New Jersey, 1961), Preface.

Chapter V presents a summary of the study and conclusions reached as a result of the investigation.

CHAPTER II

REVIEW OF LITERATURE

Children's Clothing

Children's clothing in the early part of the century was influenced by the fashions that were prevailing in the men's and women's apparel, but were not complete copies of the clothing of the adult. During this time came variations between the clothing of the various age groups. The younger children, age one or two to four or five years, wore loosely fitted garments.¹⁹ Dresses for the tiny girls had short or long sleeves, a high neckline, with or without a collar, and a long waist with a belt or band placed at the hip-line. The length of skirt extended to a point just below the knees. Fancy dresses for the pre-school age girls were often of the lingerie type with embroidery or lace insertion or edging.²⁰

Time has changed the style, color, fabric, and fit of dresses for the girls of the present day in the pre-school age group. Fashion for the children's industry in the earlier part of the twentieth century did not seem to parallel the adult fashion. This has changed today since the children's wear industry has become more fashion conscious in relation to style, fit, color, and fabric. Mr. Walker, chairman of the children's

¹⁹Margaret L. Brew, American Clothing Consumption 1879-1909, (Unpublished paper, University of Chicago, 1945), p. 332.

²⁰Ibid., p. 334.

committee of the National Retail Merchant's Association, says,

"Fashion in children's wear should, and in some cases does, parallel fashion in adults wear, --not follow it."²¹ The reason, he believes, for this new idea in clothing is that the already fashion conscious women are doing the buying and what they like in their own clothes, they want to see on their daughters.²²

Document evidence showed that clothing has an interesting appearance. The clothes for children two to six years should be simple, light in weight, yet durable in wear. The freedom of movement in clothing for the child was a prevailing idea during the latter part of the twentieth century. Clothing should be chosen for the health, comfort, convenience, and pleasure of the child who is to wear it and for his early training.²³ The child of today is respected and every effort is made by parents to make childhood a happy experience. This idea of the importance of the child in the family has been explored by others in research. Young expressed the importance of family attitudes towards the selection of children's clothing.²⁴

Psychology of Clothing

The study of the psychological aspects in selection of children's

²¹H. S. Walker, Report on the Infant's and Children's Wear Committee of National Retail Merchants Association (Unpublished paper, 1960), p. 1.

²²Ibid., p. 2.

²³United States Department of Health, Education, and Welfare Social Security Administration Children's Bureau, Your Child from One to Six, (Washington, 1945), p. 31.

²⁴Florence E. Young, Clothing the Child, (Unpublished paper, Oklahoma Agricultural and Mechanical College, 1935), p. 29.

clothing is fairly limited. A perusal of the literature confirms that little has been written about the selection of children's clothing. Some available written material is directed toward the consumer, but information directed to the retailer is not evident. Flugel pointed up the need for giving special consideration to the clothing of young children. "A matter which has been almost totally neglected, so far as the psychological and pedagogical points of view are concerned."²⁵

The psychological aspects related to appearance is a basis for many selections by consumers. Often a person is judged by the clothing that he wears long before the "subject" is near enough for one to recognize.²⁶ The idea that his appearance reflects his personality is one way in which he may be appraised by others.

The trend to dress a child in clothing is reflected to some extent by the emotional factors of the mother concerning the child. These factors might be manifested in negative or positive impressions.²⁷ Much may be learned in the way of research in children's clothing by observation of clothing selections by parents.

Some mothers put great emphasis on clothing for children. There may be a motive behind the importance that a mother places on the clothing of the child. One analyst states, "that a mother who believes that fashion is so important for her child's clothing is often using the child as she might use a sports car to express her station in life."²⁸ Amy

²⁵Flugel, p. 199.

²⁶T. H. Pear, Personality Appearance and Speech, (London: 1957), p. 17.

²⁷Dorothy Barclay, "Do Clothes Make the Child?", New York Times Magazine, (January 27, 1957), p. 50.

²⁸Martha Weinman, "Three-Year-Olds in \$200 Dresses," New York Times Magazine, (January 31, 1960), p. 35.

Vanderbilt stated the opposite belief about the subject of high fashion for the younger set. She believed that girls should be dressed simply and not put any emphasis on "chic" dress until she was in her twenties, because over emphasis showed a tendency towards bad standards for young women.²⁹

The child psychiatrists agree that a mother is emotionally insecure when she uses her child as a fashion plate. Many parents use their children to bolster their own ego, but this is questionable in relation to being fair to the child. Another psychiatrist has brought out in his research studies that one can tell a great deal about the mother from the way she dresses her child. McKinneys concluded, "If the child is dressed expensively and mother poorly, she is likely to be self-sacrificing type otherwise known as 'Mom'. If both are dressed beyond parents means then mother is 'plumping' (trying to direct one's self towards a goal) for status. If child is dressed poorly and mother 'chic', mother is either competitive with her young one or simply not interested in the child."³⁰

The psychological influence of the consumer and retailer has many avenues of study for the researcher. The difficulty in designing research concerning human behavior was stated by Hurlock: "Many theoretical studies of fashion motivation have been made, both in regard to the origin of clothes and present-day clothing fashions. Conclusions have been based primarily on an historical survey of different modes of dress, but little has been done along experimental lines. Hall led the way for

²⁹Ibid.

³⁰Weinman, p. 40.

several experimental studies in America, but of the difficulty of approach to the problem, interest soon lagged, and little has been done along these lines since the early part of the 20th century.³¹ If this difficulty can be surmounted, the data on the psychological aspect of selection may play an important part in focusing the whole picture of consumption in children's clothing.

Sociology of Clothing

The social attitudes towards children are shown by their clothing. The child, who is ignored by his peers, will have less emphasis placed on clothing needs. This is seen in tribes and nations when one sees a child go about naked until he reaches a certain age. On the other hand, the child may look like a little duplicate image of his parents if the child is important to society as a child. The free, loose, and sensible clothing of the twentieth century child shows the freedom which our children have in our society.³²

It seems right that children of the twentieth century are recognized as a living part of the environment. The patterns in children's clothing permits ease of movement, comfort, and similar things which are based on the need of the pre-school child. The clothing for the normal, and healthy child should not resemble that of the father or mother.³³

Fashions in our society may be the faithful reflectors of the general status of the child. In America the freedom granted the child

³¹Elizabeth B. Hurlock, "Motivation in Fashion," Archives of Psychology, (1929), p. 5.

³²Elizabeth B. Hurlock, The Psychology of Dress, (New York, 1929), p. 222.

³³Alpha Latzke and Beth Quinlan, Clothing, (Chicago, 1940), p. 359.

is almost unbelievable. The parents spend time and money on the clothing for the child. Many times the parents use the child as a status symbol. This desire to have their child better dressed than the child next door is often apparent.³⁴

Consumers are orientated to the needs of children's clothing, as well as retailers. Our society is youth minded, and retailers definitely cater to youth in fashion.³⁵ America seems to be basing the future on the youth and the reflection is seen in clothing as well as other fields of importance.

Polaire Weissman, director of Costume Institute of Metropolitan Museum of Art, has stated that clothes reflect the manners and modes of the times in which they were made or worn. Clothes indicate the adult's attitudes towards their children. Weissman brought out that the day of the "miniature adult" is gone.³⁶ Much emphasis on the "free and easy," reflected in children's dress may at times be mirrored in the children's behavior.

Certain standards which are right and wrong in proper dress for the young "chic" may be evident. Many of these young "fashion plates" are daughters of women who are dedicated to the principle that the best things in life are wearable. Trends in fashion are seen not only on the wealthy children, but also on the children of the lower income group. This depends on the importance the mother places on her child's clothing in relationship to the other necessities of life.

³⁴Hurlock, p. 222.

³⁵Ibid.

³⁶Barclay, p. 50

American fashion usually spreads from one group to another and from the higher social class downward to the lower social classes by a process of social contagion.³⁷ The higher the social class of the urban women and the more she is exposed to the impact of the large city, the more money she spends on clothing.³⁸

There are certain rules for dressing little girls. They are usually followed by the fashion conscious mother. One basic rule is that embroidery is fine, but not too much should be used as decorative purposes. The little girl should look her age and not a "midget" adult reproduction. There are the good points in dress, for example, smocking, white gloves, brown or red "Mary Jane" shoes for everyday wear and black patent leather for parties. Dresses for parties are worn in many colors, but black is thought to be the "chic" color. Mothers, who have French or Swiss made labels for cotton dresses and British labels for woolens, manifest the importance of them in her social group.³⁹

The negative aspects in dress are manifested by excessive use of pink and overly long dresses. The ideal young fashion "chic" does not wear ribboned bonnets of "Bo-Peep" variety. The standards set up by this group may become frustrating to the mother and child who are involved in the cycle of "do's and don'ts."⁴⁰

³⁷Carl Dawson and Warner E. Getty, An Introduction to Sociology, (New York, 1948), p. 616.

³⁸Gregory P. Stone, William H. Form, Clothing Inventories and Preferences Among Rural and Urban Families, (Michigan, 1955), p. 20.

³⁹Weinman, p. 40.

⁴⁰Ibid.

Many times the child's apparel is based solely on fashion. What is fashion may be sought by the mother without regard to beauty, necessity or utility, and it may be enough that it is different and in vogue at that time. Behind fashions there are the prestige factors and the commercial interests.⁴¹

Economics of Clothing

The estimated figure of twenty-one million children both boys and girls in the one to six age group is very promising to the retailer in 1956.⁴² This means that all these children will need clothes. The retailer is especially interest in profit for the store. The retailer's cumulative markon per cent in girl's wear alone was thirty eight and one tenth per cent in 1954. It has progressed from thirty seven and six tenths per cent in 1945 to the figure in 1954. There are expenses to deal with, for example, advertising and salaries of sales people inevitably affect profit to a degree.⁴³

Today's retailer of children's clothing must learn to recognize fashion trends more rapidly. The merchant must learn to "trade up" and thereby reduce their markdowns. It is to the advantage of the successful merchant to take advantage of advertising that is being done in all the ready-to-wear advertisements. Merchandising is an

⁴¹Dawson and Getty, p. 616.

⁴²R. Duffy Lewis, How to Build an Infants', Children's and Sub-Teens' Business, (New York, 1956), foreward.

⁴³Ibid.

ever changing business. The retailer must know the fashion for children's clothing in order to show profit over his competitors.⁴⁴

Many retailers have found the children's departments within the store to be important to their profit volume. In 1954, establishments in children and infant apparel stores total over one hundred and six. This did not include the family stores or apparel stores who might have separate departments. In Oklahoma City there are one hundred and ninety nine retail outlets that serve the customers in that area. Oklahoma City total sales for 1954 were twenty eight thousand, six hundred and eight.⁴⁵ A small percentage was, of course, in the merchandising of children's clothing. In the West Central part of the United States, there are around five hundred and sixty four children's and infants' stores during 1954.⁴⁶ The total sales were twenty-five thousand and four hundred ten. Oklahoma City helps to contribute to the profit figures given in this area. The retailers of this area have seen the growth and expect it to continue in the following years.

The average expenditures for girls two to six years in the Western area showed that the amount spent on their dresses varies with the income groups. Cities in large western metropolises spend fifteen dollars and eighty cents in income under one thousand dollars for girl's dresses at this age. While customers with incomes of four thousand dollars to five thousand dollars spend eleven dollars. Persons in the income group of ten thousand dollars and over spend twenty nine

⁴⁴"Merchandising to a Profit," Stores, (February, 1961), p. 25.

⁴⁵"Retail Trade-Summary Statistics," 1954 Census of Business, (Washington, 1957), p. 1-5.

⁴⁶Ibid.

three to six years old, dresses to go to the nursery school or about the house usually range from twenty-five dollars to thirty-five dollars. The "small set" may also have mink coats. The price for a coat custom-made starts at one thousand and eight hundred dollars.⁵¹

The infant is not overlooked when expensive dresses are shown. One shop has one thousand, one hundred and ten dollar christening dresses for little girls. Saks' Fifth Avenue sells one hundred dollar christening dresses "in volume" (considerable quantity). It seems that price is no object when it comes to dressing some children. The consumer economic aspect is important in relationship to the economy.

Consumers who purchase children's clothing in a recent market study, placed greater stress on utility and appearance. Such data seem diametrically opposed to their buying habits in selection of women's apparel. The survey showed that women selected clothing by style first.⁵²

The factors that affect the consumer and retailer in selection of clothing are important to research. The psychological factors which are expressed by the mother in selection of children's clothing reflected the emotional factors. The status placed on some children's clothing has proved interesting to this researcher.

The sociological factor is expressed in the present society. The recognition of children by the clothing they wear reflects the importance placed on clothing in the twentieth century.

The economic factor is expressed in the sales figures the retailer has on the volume in children's divisions within stores. The

⁵¹Ibid.

⁵²Max Hall, Made In New York, (Massachusetts, 1959), p. 58.

expenditure for clothing for the small girl in the family showed the importance the consumer places on the economic aspect to selection of clothing.

The sociological, psychological, and economic factors are identifiable in the children's fashion industry in the final selection of clothing.

CHAPTER III

METHOD PROCEDURE

Change in the children's clothing industry during the last century from a staple business to one that is oriented with fashion emphasis had some influence on the selection of the problem for this study. The change in the merchandise of children's clothing was reviewed in an article on the children's wear business. The division of clothing for children was once a staple business, i. e. underwear, pajamas and socks, but has changed to a fashion business.⁵³

The research was limited to the study of clothing for pre-school age girls. This decision was made after a lack of research in the area was manifest. The classification of dresses for girls was selected. Such a division would show more of the total picture of the clothing business in the age range of clothing for children than any other systematization. This classification concurred with leaders in the retail field. Herbert S. Walker, merchandise manager of Joseph Horne Company and chairman of the children's wear group at the National Retail Merchants Association, said, "Girls dresses is the largest contributing classification in the children's wear business and whatever conclusions we come to can well be applied to many other classifications."⁵⁴

⁵³"Merchandising to a Profit," Stores (February, 1961), p. 24.

⁵⁴Ibid.

The data used in this study were obtained by personal interviews with consumers and retailers associated with the pre-school age children's clothing selection in Oklahoma City, Oklahoma.

The retailers were selected from department and speciality shops in order to cover a wider range of selection. The names of stores in both categories were placed in a container. By drawing from these two containers, the selected speciality and department store was obtained. This was noted on a slip of paper as first preference. To insure protection against refusals in participating in the research, the drawing of two other names as second preference was done in the beginning. The store retailers were contacted. The researcher obtained verbal agreement for the cooperation of these stores in the research. Dates for the interview were set up at this time suited to the convenience of the retailer.

A block of time was suggested by the researcher for the interview. The retailers designated preferences within the block of time. The month of August was set aside for the collection of data. This month was suggested as the best time for the retailers to participate.

The selection of consumers was achieved by using the Polk's Oklahoma City Directory for 1960.⁵⁵ This included the names, addresses, business and professions of citizens, wives names, place of employment, ownership or co-ownership of firms, and listing of members of the family. This directory gave the researcher a means of obtaining from different income groups by selection of occupation of the father. At this point, families were selected with children in the

⁵⁵Polk's Oklahoma City Directory, (1960), pp. 1-1126.

pre-school age group after the father's occupation was determined. A list of families within the three income groups was made by selecting top and bottom names in the right and left hand corner of every tenth page within the directory. From this list the names were grouped into income groups, which were determined by occupation. The high income group included professional men. Middle income group embraced the semi-profession and skilled men. The low income group contained the semi-skilled and unskilled men. Incomes received by the above groups also proved to be important in the final grouping.

The middle income group list proved to be the larger of the three lists. The researcher contacted the first family on each of the three income group lists. The family contacted for the middle and low income groups received the idea of participating with enthusiasm. A date and time was suggested by the researcher and confirmed by the family for the interview. The high income group presented problems, since it was the smaller of the three lists. This was caused by the age group that was involved in the study. Many of the families in the high income group were older and had no pre-school age children. The first family contacted refused to take the time to participate. After calling the second preference in this group, the researcher received an affirmative response, and a date was set for the interview.

The researcher prepared questions for both the mothers of pre-school age girls and the retailers of that division. The questions were in the form of a questionnaire which was presented to the consumer and retailer. The questions were slanted towards the sociological, psychological, and economic aspects in selection. The social aspect involved in clothing selection has been explored by others, for example, Stone

and Form found that social and symbolic character of clothing became clear when they are considered in relation to the significant events in life: birth, entering school, marriage, change of occupation, parenthood, and death. All such changes in the social positions are usually accompanied by significant changes in the mode of dress.⁵⁶ The researcher considered these points when forming the questionnaire. An interview pertaining to the selection of the child's clothing was the major method used to collect the data.

One integral part of this research pertained to the mock selling situation. A collection of dresses consisting of four dresses in different colors, styles, fabrics and fit were used in the interview. The dresses had been selected by the retailer from her collection, and then presented to the consumer in a mock selling situation. The mock selling situation was done at the beginning of the interview. The dresses were placed out of sight after presenting the questionnaire. The researcher could observe whether the retailer or consumer actually selected the style, fit, color, or fabric which she had expressed during the interview.

This method for obtaining consumer and retailers preferences concerning girl's dress selection proved to have greater accuracy than probe questions alone. A study done by Jo Stevenson Pahopin, which was an exploratory study on techniques used for determining consumer preferences in the children's wear business, proved to substantiate the method used by this researcher in collecting the data.⁵⁷ Previous

⁵⁶Gregory P. Stone, William H. Form, p. 7.

⁵⁷Jo Stevenson Pahopin, An Exploratory of Techniques for Determining Consumer Preferences in Children's Wear, (Unpublished paper 1958), p. 115.

research concerned with clothing preferences has used the interview method. Warning used the method for the study which dealt specifically with the influences of social classes on clothing behavior in the selection and use of apparel for the seven to nine year old girls.⁵⁸ The Bureau of Agriculture Economics published a bulletin on fiber preferences for selected items of children's wear, and used the interview method to collect the data.⁵⁹

The interview and mock selling situation were the basis for collecting data for the study. Discussion of questionnaire response was the foundation of the interview. Additional information was observed and recorded by the researcher during the interview.

⁵⁸Margaret Warning, The Implications of Social Class for Clothing Behavior: The Acquisition and Use of Apparel for Girls in Three Social Classes in Des Moines, Iowa, (Unpublished paper, 1956).

⁵⁹Bureau of Agriculture Economic, Mothers' Opinions of Fiber in Selection Items of Children's Clothing, (Washington, 1951).

CHAPTER IV

ANALYSIS OF THE FINDINGS

The purposes of this study were: (1) To determine what relationship, if any, exists between the two dominant selectors of the pre-school girl's dresses. (2) To discover what influence, if any, the class structure has on the selection of girl's dresses by the two selectors. (3) To investigate the influences, if any, that a limited selection offers to the two groups. (4) To determine if there are any interlocking influences between the consumer and retailer of the groups investigated.

An analysis of these case studies showed some indication of influences in sociological, psychological, and economic aspects in the selection of pre-school girl's dresses.

Analysis of Retailer "A" and Consumer "A"

1. Sociological Aspect

Consumer "A" and retailer "A" showed a belief in the influence of the community to the final selection. The comparison of these two selectors proved to differ in some of the ideas of social influences. Retailer "A" believes that there are neighbors and sales clerks who influence the final selection. There was a negative response given by consumer "A" to these ideas. Consumer "A" did express the influence of price to the selection of her child's dresses. Retailer "A" gave a

negative response to this influence when stating her ideas of consumer buying. Consumer "A" stated that members of the family do not influence her final selection. The two selectors differed on the idea of advertising influences. Retailer "A" expressed the importance of local and regional advertising because this was an important influence on the selection of dresses for this age group. Consumer "A" expressed a negative aspect to advertising as an influence in her final selection. Retailer "A" showed an affirmative attitude toward the fashion influence on the final selection. Consumer "A" showed the negative attitude toward the fashion influence on the final selection.

Retailer "A" expressed the idea of consumer's influence on the retailer, but this was not seen by consumer "A". The belief, that no influence to her knowledge was evident, was expressed by consumer "A".

The similarity of ideas was seen only in the community influence by consumer "A" and retailer "A". Their beliefs differed more than the other selectors investigated in this study in relation to social aspect of the selection of pre-school age girl's dresses. (vide., p. 93)

2. Economic Aspect

Retailer "A" and consumer "A" showed evidence of similarity in the selection of dresses in the price ranges. This was expressed in the mock selling situation when consumer "A" selected a dress in the eleven to twenty-five dollar range and retailer "A" had selected a dress within the same price range. (vide., p. 92)

During the interview, there were some discrepancies to ideas of prices for Sunday and everyday dresses. This was a difference of a few dollars. Retailer "A" expressed the eleven to twenty-five dollar range for Sunday dresses for pre-school age girls, and six to ten dollars for

the everyday dresses. Consumer "A" expressed the price range of six to ten dollars for Sunday dresses and one to five dollars for everyday dresses. (vide., p. 90)

3. Psychological Aspect

This aspect of girl's dresses was pertaining to the style, color, fit, and fabric that the selectors preferred in their final selection.

On the bases of the interview the following ideas or preferences were expressed by consumer "A" and retailer "A". Simple style dresses for the pre-school girl was important in the final selection. Simplicity was expressed as the keynote in selection of this age groups dresses. Both consumer "A" and retailer "A" agreed on this influence on the final selection. The belief that basic dresses that fit at the shoulder was expressed by retailer "A" as the style of this age group. This differed in the preference expressed by consumer "A". Consumer "A" preferred dresses that had ties or sashes for this age group. Retailer "A" expressed the desire for this style with ties or sashes for the older age group.

The importance of color as an influence in buying was expressed by consumer "A" and retailer "A". Consumer "A" expressed preference for pastel colors, while retailer "A" said color was selected on basis of season. Pastel colors were preferred for spring and summer dresses, while dark colors for fall and winter. This was given by the retailer as the indicator of color preference in her selection. (vide., p. 89)

The selection of dresses in the mock selling situation proved to substantiate the preferences expressed during the interview. (vide., p. 91)

The preference of fit was expressed by both consumer "A" and retailer "A" as being perfect fit when the selector chooses a dress for this age group. The opinion that children do not look their best when their clothing is longer was expressed by retailer "A".

In the selection of fabric, the consumer and retailer selected from one hundred per cent cotton or man-made fibers. Retailer "A" preferred one hundred per cent cotton and expressed the use of man-made fibers sometimes, depending on the occasion that dress was to be worn. Consumer "A" expressed the desire for one hundred per cent cotton for the pre-school age child. These preferences were expressed during the mock situation at which time both selected the one hundred per cent cotton. (vide., p. 91)

Comparison of the preferences of consumer "A" and retailer "A" showed the following similarities:

1. The idea of community influence manifested the selection of pre-school age girl's dresses.
2. When having the opportunity to select a dress in different price ranges, consumer "A" and retailer "A" expressed the same desire in the eleven to twenty-five dollar range.
3. Simplicity was a keynote in the dress styles for pre-school age girls.
4. Perfect fit for dresses selected for the age group. Children should wear the correct size and not be engulfed in larger sizes.
5. One hundred per cent cotton used as the fabric for the dresses for this age group. Retailer "A" selected man-made fibers for some dresses depending on the occasion that they were to be worn.

Analysis of Retailer "B" and Consumer "B"

1. Sociological Aspect

Consumer "B" and retailer "B" expressed the opinion that there are neighbors who influence the selection of children's dresses during this pre-school age range. The affirmative was expressed with respect to community influence and price influence on the final selection. The negative response was given by both selectors when expressing the retailers influence on the consumer. This was again expressed when questioned about the consumers influence on the retailer. Consumer "B" and retailer "B" agreed on most of the influences which affect the final selection. Sales clerk influence was not important in the opinion of this consumer and retailer.

There was a disagreement on the affect of fashion on the selection. Consumer "B" stated that this did not affect final selection of a garment. Retailer "B" viewed the problem differently and believed fashion trends influenced the final selection. Consumer "B" expressed the opinion of family influence on the consumers selection in her situation. Advertising influence was expressed by the retailer both in the local and regional level. Consumer "B" differed in this idea of advertising influence on the selection. Retailer "B's" business was sometimes influenced by the competitor's selection in the field of pre-school girl's dresses. (vide., p. 93).

The similarity of ideas was certainly expressed by retailer "B" and consumer "B" with respect to social influences on the final selection of pre-school age girl's dresses.

2. Economic Aspect

Consumer "B" and retailer "B" had agreed on price influence on the final selection of girl's dresses. During the interview aspect of the study, both consumer and retailer in group "B" expressed the same price range preference. This also was expressed in the mock selling situation where both consumer "B" and retailer "B" selected the same price dresses.

In the interview the retailer and consumer stated the price of six to ten dollars as the preferred range for Sunday dresses. The range for the everyday dresses was one to five dollars. When making a selection during the mock selling situation, consumer "B" and retailer "B" selected dresses in the one to five dollar range. The similarity of ideas in respect to price preferences was noted by their actions in the final selection. (vide., pp. 90, 92)

3. Psychological Aspect

This aspect of girl's dresses was pertaining to the style, color, fit, and fabric that the selectors preferred in their final selection.

On the basis of the interview the following ideas or preferences were expressed by the consumer "B" and retailer "B". Simplicity was stated as being important in the selection of the style dress for this age group. Both selectors preferred dresses with ties or sashes on small girl's dresses. Retailer "B" did express that elaborate style dresses would be preferable sometimes depending on the occasion. During the mock selling situation, consumer "B" and retailer "B" selected basic dresses that fit only at the shoulders. This was opposite to the ideas that both selectors expressed during the interview. (vide., pp. 89, 91)

When stating preference in colors, both selectors expressed dark

colors would be used sometimes depending on the occasion. Consumer "B" preferred pastel colors generally in the final selection. Retailer "B" stated that it would depend on the occasion for certain colors to be selected in pre-school age girl's dresses.

The mock selling situation revealed consumer "B" and retailer "B" selecting dresses in dark colors. The selectors stated at the time, that the reason for this selection was caused by the season. This substantiated both their ideas on importance of color depending on the occasion. (vide., p. 91)

The idea of larger size when buying the girl's dress was expressed by both consumer and retailer. The preference of larger fit was stated during the interview as important when buying girl's dresses. Consumer "B" carried this idea out when selecting a dress during the mock selling situation. This selector preferred a size larger for the pre-school age girl. Retailer "B" changed her idea when selecting a dress that would fit the girl at the time of purchase.

The preference for fabrics in the pre-school age girl's dresses was different in some respects for retailer "B" to that of consumer "B". Retailer "B" stated that it would depend on the occasion when selecting between one hundred per cent cotton to that of the man-made fibers. This was not true for consumer "B". This consumer preferred one hundred per cent cotton when selecting the pre-school girl's dresses. Consumer "B" stated during the mock selling situation that fabric preference was important when making the final decision on the girl's dress. Retailer "B" and consumer "B" selected one hundred per cent cotton for the dresses during the mock selling situation. (vide., pp. 89, 91)

Comparison of preferences and ideas of consumer "B" and retailer "B" showed the following similarities:

1. Social influences in the selection of girl's dresses are believed to be in the community and the neighborhood.
2. Price affects the final selection in girl's dresses.
3. Sales clerks, buyers influence on consumer, and consumer influence on buyer does not affect the final selection.
4. Price ranges are as follows:
 - a. one to five dollars for everyday dresses.
 - b. six to ten dollars for Sunday dresses.
5. Simplicity of style was important in dresses for the pre-school girl.
6. Color is selected at time of purchase depending on the season.

Analysis of Retailer "B" and Consumer "C"

1. Sociological Aspect

The interview of retailer "B" and consumer "C" proved to be interesting in relation to similarity. The negative statement was given to the beliefs of sales people, retailer influence on consumer, and consumer influence on buyer, and importance to the influence exerted on the final selection of pre-school girl's dresses. Consumer "C" and retailer "B" agreed on the fashion influence that affects the selection of girl's dresses. Retailer "B" stated that competitors in the area sometimes influenced the final selection.

The community was expressed as an important influence on the selection of the pre-school girl's dresses by consumer "C" and retailer "B". Consumer "C" was undecided on the influence in relation

to the selection. This consumer did not believe that advertising changed or influenced selection, but retailer "B" did see the influence. This influence was on local and regional level for the retailer.

Retailer "B" did believe that neighbors influenced the selection, while consumer "C" gave a negative opinion on this subject. The similarity of preference and ideas on the whole seemed to be expressed by retailer "B" and consumer "C" with respect to social influence on the final selection of pre-school girl's dresses. (vide., p. 93)

2. Economic Aspect

Consumer "C" and retailer "B" expressed the idea that price influences the selection of girl's dresses when making the final decision. The similarity of preference of price was seen during the interview. Consumer "C" and retailer "B" stated the preference in price range for Sunday dresses for pre-school girls to be six to ten dollars. Both selectors agreed on the price range of one to five dollars for everyday dresses. This preference did show in the mock selling situation also. Both consumer "C" and retailer "B" stayed within the designated price lines. (vide., pp. 90, 92)

3. Psychological Aspect

This aspect of girl's dresses pertained to the style, color, fit, and fabric that the selectors preferred in their final selection.

The interview showed that simplicity was important to the final selection of pre-school girl's dresses. This was expressed during the mock selling situation. Retailer "B" did express the idea of elaborate style dresses sometimes when the occasion demanded the wearing of this type garment. The preference stated by consumer "C" and

retailer "B" during the interview was the style for dresses with ties or sashes. This preference changed for both selectors during the mock selling situation. The consumer and retailer selected dresses that were basic in style that fit only at the shoulders.

Color preference was not important in the selection of consumer "C" or retailer "B". During the mock selling situation, both selectors expressed that color depended on the season. When selecting the dresses, both picked dark colors for fall season.

Fit was expressed at the interview as being different between consumer "C" and retailer "B". Consumer "C" preferred perfect fit at the time of purchase. Retailer "B" preferred larger size for child at this age range. During the mock selling situation, consumer "C" and retailer "B" expressed same desire when selecting the dress. Both consumer "C" and retailer "B" selected dresses in the correct size for that age range. Dress would be perfect fit for the age child that it was being bought for at time of selection. (vide., p. 89)

Preference for fabric was expressed by these selectors in the same way during the interview. The consumer and retailer preferred one hundred per cent cotton and man-made fiber sometimes, but the preference was based on the occasion during which dress was to be worn. During the mock selling situation, both selectors preferred one hundred per cent cotton. (vide., p. 91)

Comparison of preferences and ideas on consumer "C" and retailer "B" showed the following similarities:

1. Community influenced the selection of pre-school girl's dresses.
2. Both selectors stated price influence affected the final

selection of girl's dresses.

3. Fashion influenced the selection of pre-school girl's dresses.

4. Preference for simplicity in style of girl's dresses was expressed by both selectors.

5. The selectors expressed same ideas on preference of fabric. The fabric of one hundred per cent cotton or man-made would depend on the season or occasion during which it was to be worn.

6. Price ranges were expressed as being the same for dresses worn for Sunday or everyday wear:

a. one to five dollars for everyday dresses.

b. six to ten dollars for Sunday dresses.

7. Color preference was expressed as being important at the time of purchase of girl's dresses.

Analysis of Retailer "A" and Consumer "C"

1. Sociological Aspect

Consumer "C" and retailer "A" expressed same ideas on the influence of the community on the selection of girl's dresses. Both selectors agreed on fashion influence in making the final selection. This was the only similarity shown at this time. There were no negative answers which showed similarity by the two selectors. (vide., p. 93)

2. Economic Aspect

Retailer "A" and consumer "C" showed no similarity on price range preferences. Retailer "A" preferred dresses for Sunday in the eleven to twenty-five dollar range and consumer "C" preferred the six to ten dollar range. This was true in selecting the everyday dresses.

Retailer "A" preferred the six to ten dollar range and consumer "C" preferred one to five dollar price range. The mock selling situation showed the lack of similarity, when both selectors preferred different price ranges. (vide., pp. 90, 92)

3. Psychological Aspect

When considering this aspect of selection, girl's dresses were designated into style, color, fit, and fabric which were preferred by each group involved in the study.

On the bases of the interview consumer "C" and retailer "A" reflexed some similarities to their preference in pre-school girl's dresses. The selectors both agreed on simple style in dresses for this age group. Perfect fit was also another point of uniformity in answers. Color and fabric differed in response from the two selectors. There was only one point relating to fabric that both selectors expressed the same opinion. This was pertaining to man-made fibers which both sometimes preferred depending on the occasion. (vide., p. 89)

Comparison of preferences and ideas of consumer "C" and retailer "A" showed the following similarities:

1. There are influences of community and fashion on the selection of pre-school girl's dresses.
2. Simplicity of style was important for pre-school girl's dresses.
3. Preference for perfect fit at the time of selection for the pre-school girl was important.

Analysis of Retailer "A" and Consumer "B"

1. Sociological Aspect

Consumer "B" and retailer "A" expressed the same opinion on neighbor and community influence on the selection of pre-school girl's dresses. This was the only similarity shown with respect to social influences. (vide., p. 93)

2. Economic Aspect

No similarity found between retailer "A" and consumer "B" during this part of the study. (vide., pp. 90, 92)

3. Psychological Aspect

This aspect of girl's dresses pertained to the style, color, fit, and fabric that the selectors preferred in their final selection. The interview showed that simplicity was important to the final selection of pre-school girl's dresses by consumer "B" and retailer "A".

Color preference was expressed by both selectors as depending on the occasion that dress was to be worn. (vide., p. 89)

Fabric preference at time of purchase showed similarity with respect to one hundred per cent cotton for the girl's dresses.

There was no evidence of similarity in the remaining opinions of both selectors.

Comparison of preferences and ideas of retailer "A" and consumer "B" showed the following similarities:

1. There are community and neighbor influences in the selection of pre-school girl's dresses.
2. Simplicity in dress was important for pre-school age girls.
3. Color for dresses in this age group depend on the occasion

they are worn.

4. Fabric preference of one hundred per cent cotton for pre-school girl's dresses was important.

Analysis of Retailer "B" and Consumer "A"

1. Sociological Aspect

Consumer "A" and retailer "B" showed similarity in opinion of community influence on dress selection. The two selectors stated negative opinions on the influence the consumer has on the retailer. The similarity was not seen in any other opinions on social influence during the interview. (vide., p. 93)

2. Economic Aspect

Price influence on the selection of girl's dresses was expressed by both selectors. During the interview, retailer "B" and consumer "A" stated that six to ten dollars was preferred for Sunday dresses and one to five dollars for everyday dresses. This was not seen during the mock selling situation. Retailer "B" remained in the same price range but consumer "A" selected dresses in the eleven to twenty-five dollar range. (vide., pp. 90, 92)

3. Psychological Aspect

This aspect of girl's dresses pertained to the style, color, fit, and fabric that the selectors preferred in their final selection.

The interview of consumer "A" and retailer "B" showed similarity only in reference to style. Both selectors expressed opinion of simplicity in pre-school girl's dresses. (vide., p. 89)

During the mock selling situation, both selectors expressed

desire for perfect fit at the time of purchase for pre-school girl's dresses. This was opposite to retailer "B's" opinions during the interview. (vide., p. 91)

Comparison of preferences and ideas of retailer "B" and consumer "A" showed the following similarities:

1. There are community influences on the selection of pre-school age girl's dresses.
2. Simplicity in style was important for the pre-school girl's dresses.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purposes of this study were: (1) To determine what relationship, if any, exists between the two dominant selectors of the pre-school girl's dresses. (2) To discover what influence, if any, the class structure has on the selection of girl's dresses by two selectors. (3) To investigate the influences, if any, that a limited selection offers to the two groups. (4) To determine if there are any interlocking influences between the consumer and retailer of the groups investigated.

It was hypothesized that there would be some indication of influences in sociological, psychological, and economic aspects in the selection of pre-school girl's dresses.

It was assumed that: (1) The retailer sells to one or more types of consumers within the division of the class structure. (2) The retailer has built up some kind of contact with the consumer who is associated with a particular price range of merchandise. (3) The total grouping of the class structure in this research is based on the high, middle, and low income groups. (4) Seasonal buying has an effect on the particular selection offered to the retailer and consumer.

The study was limited to retailers and consumers who selected pre-school girl's dresses in Oklahoma City, Oklahoma. In an attempt

to validate the hypotheses, the writer studied a select group of consumers and retailers in the high, middle, and low income groups. In addition to the cases studied, questionnaires and a mock selling situation provided a means to collect sufficient data for the study.

An analysis of the data was obtained to provide information concerning some of the similarities and differences expressed by selectors within the same social class. The social class was designated by income groups which compose the high, middle, and low income groups in the society.

The hypothesis underlined in this study was verified. The analysis of these case studies showed some interlocking of influences within the select group involved in the study. Comparison of the preferences of consumer "A" and retailer "A" showed the following similarities:

1. The idea of community influence on the selection of pre-school age girl's dresses was expressed.
2. When having the opportunity to select a dress in different price ranges, consumer "A" and retailer "A" expressed the same desire in the eleven to twenty-five dollar range.
3. Simplicity was a keynote in the dress styles for pre-school age girls.
4. Perfect fit for dresses selected for the age group. Children should wear the correct size and not be engulfed in larger sizes.
5. One hundred per cent cotton used as the fabric for the dresses for this age group. Retailer "A" selected man-made fibers for some dresses depending on the occasion that they were to be worn.

Comparison of preferences and ideas of consumer "B" and

retailer "B" showed the following similarities:

1. Social influences in the selection of girl's dresses are believed to be in the community and the neighborhood.
2. Price affects the final selection in girl's dresses.
3. Sales clerks, retailers influence on consumer, and consumer influence on retailer does not affect the final selection.
4. Price ranges are as follows:
 - a. one to five dollars for everyday dresses.
 - b. six to ten dollars for Sunday dresses.
5. Simplicity of style in dresses for the pre-school girl was important.
6. Color was selected at time of purchase depending on the season.

Comparison of preferences and ideas of consumer "C" and retailer "B" showed the following similarities:

1. There are community influences on the selection of pre-school girl's dresses.
2. Both selectors stated price influence affects the final selection of girl's dresses.
3. There are fashion influences on the selection of pre-school girl's dresses.
4. Preference for simplicity in style of girl's dresses was expressed by both selectors.
5. The selectors expressed same ideas on preference of fabric. The fabric of one hundred per cent cotton or man-made would depend on the season or occasion during which it was to be worn.
6. Price ranges were expressed as being the same for dresses

worn for Sunday or everyday wear.

- a. one to five dollars for everyday dresses.
- b. six to ten dollars for Sunday dresses.

7. Color preference was expressed as being important at the time of purchase of girl's dresses.

The consistency of similarity varied among the groups investigated. The middle to low income groups showed more similarity in relation to their retailer than did retailer "A" to consumer "A".

Class structure seemed to play a dominant factor in the groups investigated. After analysis of the three income levels to that of the retailer, the similarities were greater in the groups who were similar in class structure. The middle to low income groups in relation to their retailers gave best indication of class influence on the selection of pre-school girl's dresses.

The mock selling situation was geared to reflect the degree to which the consumer and retailer would really select the preferred style, color, fit, and fabric which were stated as preferences during the interview. The limitation of selection presented to the group was also investigated at this time to see if any degree of preference would be found. The selection of garments did not seem to limit the selectors in making a selection of pre-school girl's dresses. Some change in preference to that stated during the interview was expressed by a few members of the group investigated in this study. Interview and mock selling situation indicated some change in the preference by the retailer and consumer.

The relationship of the two dominant selectors of pre-school girl's dresses was limited to the class structure. The influence of

consumer on retailer and retailer on consumer's selection was not expressed by the majority of selectors interviewed. Retailer "A" was the only selector who stated that consumer influenced retailer's selection of pre-school girl's dresses.

The importance of pre-school girl's dresses was expressed by all consumers and retailers in relation to the home and business.

Conclusions

The following conclusions suggested by the data of this study seems to justify the facts in relation to the groups studied:

The five case studies of consumers and retailers tended to:

1. Reveal the need for further investigation into the study of consumer and retailer's selections.
2. Show the effect of class structure on the buying habits of the groups involved in the study.
3. Reveal some of the sociological, psychological, and economic influences in the selection of girl's dresses by the consumers and retailers investigated in this study.
4. The findings from this research appear to have implications for the retailer to recognize the clothing needs of the community.

Recommendations

The following recommendations suggested by writer in reference to the study of selection of children's clothing:

1. From the findings found in this exploratory study, research pertaining to one phase of selection would warrant further study.
2. A larger sample of consumers and retailers in other areas

would tend to validate the data in relation to the majority of the selectors involved in buying.

3. A concentrated study of one preference concerning the selection of pre-school girl's dresses by the selectors would be valuable to research.

4. The study of retailers personal preferences to the professional buying preferences would warrant study in further research.

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APPENDIX A

CASE STUDIES

RETAILER "A" (SPECIALTY SHOP)

Background

Retailer "A" was raised in the surroundings which her father provided through his job as Superintendent of Mines. The retailer's interest and hobbies as a child were in the form of music and reading. This was carried on into adulthood to some degree. When asked about personal tastes and preferences of magazines that were read regularly at the present time, the following list was given: Reader's Digest, Coronet, Life, Saturday Evening Post, Harpers, Time, New Yorker, Retailing Publications, Forbes, McCalls, Ladies Home Journal, Seventeen, Red Book, and Mademoiselle. The husband reads also, but his magazine literature is not as broad a scope. The magazines read regularly are Time, Forbes, and U. S. News.

Formal education was attained by the retailer at business college. Additional education was acquired by attending Junior College during early adult life. Bookkeeping and office work supplemented formal education during early teen years. Work experience in retailing at A. M. C. department store helped amplify the retail knowledge gained in later years. Knowledge and understanding of retailing gained during early experiences helped to prepare this interviewee for the present position now held.

Retailer "A" is married and has a grown daughter. Husband holds the position of business and advertising manager of the Specialty

Shops. Their child, who is married and has a small child, is now a mature woman of thirty years. The retailer is a grandmother to a small girl who is in the pre-school age group.

The position which retailer "A" has attained at this time is that of president of the company. The company is composed of two specialty stores in Oklahoma City. The specialty shops have infant's clothing through college age students. The shops have an additional department for toys. The greater part of the buying for the two stores is done by the president of the company, since it is a family owned business. Both husband and wife have worked together to reach their goals in the children's division of retailing in Oklahoma City, Oklahoma.

They believe in outside activities which keep them busy after business hours. Retailer "A" is an active member of Phi Gam Wives, a social group, and the Fashion Group, which is a professional group interested in promoting the fashion of Oklahoma City. The husband is an active member in the Rotary of this area.

Entertainment, that retailer would choose, if given the opportunity, would be the following: stage plays, first preference; night baseball, football or basketball games, second; lecture or discussion, third; and movies, fourth preference.

The income, which retailer "A" realistically expected to make in the following years, began from the end of one years experience to that of twenty years. The income proved to be higher than anticipated. At the end of one years experience, retailer "A" expected to make twenty-five dollars a week. After five years of experience, this anticipation of income was at two hundred dollars per month. At the

end of ten years experience, twelve thousand dollars a year was the expectation of this retailer.

CLOTHING PREFERENCES

Economic Aspect

Retailer "A" expressed her preference with respect to price for both the Sunday and everyday style dresses. The selection by preference in the different price ranges showed that eleven to twenty-five dollar dresses for Sunday wear was first. Retailer "A" preferred six to ten dollar dresses as second most frequently selected by her in relation to girl's dresses for pre-school age girl. This retailer selected for the everyday dress the six to ten dollar dresses as first preference and eleven to twenty-five dollars as second. These price ranges are preferred by the retailer.

This retailer believes that price does not affect the selling of dresses for the pre-school age child. The consumer, in her opinion, will pay more for the girl's Sunday dress than for the everyday dresses in the final selection for these two occasions.

Sociological and Psychological Aspects

- Personal Tastes and Preferences -

Retailer "A" expressed her personal tastes and preferences with respect to the style of girl's dresses which children should wear during the pre-school age. Simple style was important, and the need for perfect fit when bought was stressed by this retailer. The basic dress that fits only at the shoulder is good for the girl who is below a size five. This includes all the pre-school age girls. After this size five

for girls, buyer "A" believed in fitted type dresses. This retailer stated that the same style dresses which are being shown in this years line for the pre-school age child would be adequate for her child. This selector would dress children in the same styles as their playmates rather than let them be individual in style.

- Professional Selection -

Retailer "A" stated attitudes and opinions about the overall buying of the girl's dresses at this age level, i. e. color, fit, size, and style were taken into consideration.

Color

This retailer indicated that pastel colors were for the spring and dark colors for the fall months when considering the pre-school age girl's dresses. Color is dependent upon season and the occasion when a decision is made on the final selection.

Style

The retailer stated that the basic dresses that fit only at the shoulders are good style for the small sizes. This includes all the pre-school age girls. The selector likes the use of ties and sashes on the older girl's dresses in order to give the dress style. Retailer "A" stated that the simple style dresses for this age level should depend on the child. It would be good for some to wear this style and bad for others. The absence of ruffles on the pre-school age girl's dress is desirable by this retailer's standards.

Fit

The dresses that the consumer buys should fit the child. A child should have a dress that fits when it is new. If it is to be let down, it should be after the dress has been worn for sometime. This was

expressed by the retailer with respect to fit of the garment at this age level.

Fabric

This retailer prefers pre-school girl's dresses to be made of one hundred per cent cotton. The use of man-made fabrics for their dresses may be desired sometimes. The cotton fabric is the main fiber in the selection of dresses by this retailer.

INFLUENCES AND SCOPE

Retailer "A" is influenced by the consumer and the sales staff. The retailer selects dresses that the consumer and sales staff will praise. Retailer "A's" competitor does not influence the lines that are selected for the season.

Nationally known lines are essential in the selection of dresses. The selector still places emphasis on local trade when making the final selection. The styles of the community influence the dresses that are carried.

Retailer "A" believes in advertising. This is done on a local and regional bases. This part of the retailing end is used a great deal by this company. Brochures are sent out during the spring and fall seasons in order to reach the whole area.

Retailer "A" tries to make suggestions to improve the style of dresses to the manufacturers. The manufacturer will make minor changes to the pre-school dresses only within the expensive price lines. The consumer suggestions come to the retailers attention and are passed on to the manufacturer, so the needs of the consumer are better met.

The consumer research in the pre-school girl's dress division is not done by this retailer, since the manufacturer does it. The information is passed on to the retailer from the manufacturer.

The sales people help this buyer at times in making decisions in the selection of styles within the dress lines. The staff does not strive to correct bad judgment in clothing selected by the consumer. The influence ends at the retailer and sales staff in this firm.

SUMMARY AND IMPORTANCE

Retailer "A" feels that the dress classification is important to the business profit wise. The selector's judgment on what happens in this division of business will be the same in all other divisions of children's clothing in her estimation.

The retailer feels that the certain styles of dresses in stock may start fashion trends in the community. This is based on the growth in both profit and volume within the firm. This retailer intends to increase open-to-buy next year in the dress classification because of this growth in profit.

The dresses for the pre-school girl's are in a fast fashion cycle. Retailer "A" states that, because of this fast fashion cycle, the future looks good in the pre-school girl's dress division as a whole.

PERSONAL SELECTION OF PRE-SCHOOL AGE
GIRL'S DRESSES BY RETAILER "A"

Retailer "A" selected from the stock dresses which were personal preferences. This was based on personal tastes and ideas on dresses for the pre-school age girl.

Color

Dark cottons were abundant in buyer "A's" stock. The retailer selected as first preference a dark red dress which was trimmed in navy. For this season, fall colors were selected. The selection of a pastel blue was second preference. This was trimmed in white.

Style

The style preference was a loose fitting dress which fit only at the shoulders. This was first preference for this age group girl's dress. The second selection was with ties or sashes. This style had lace and smocking as a decorative detail.

Fit

The size was based on an average three year old. Retailer "A" selected the exact size three to fit the child at the very beginning.

Fabric

Retailer "A" had all one hundred per cent cottons in stock. The first preference was a cotton corduroy for the season. This was machine-washable. The second preference was one hundred per cent cotton broadcloth with a wash and wear finish. The two dresses were machine washable and stressed easy care.

RETAILER "B" (DEPARTMENT STORE)

BACKGROUND

Retailer "B" came from a middle western family. The main occupation of the father was based on unskilled labor jobs. He was employed by the city most of his working life.

Formal education for the retailer was reached after graduation from high school. An education by experience began within the field of retailing. This retailer held retailing jobs while in early teens. The job as a telephone operator was also achieved for a short period of time.

Interest and hobbies as a child were renewed in adulthood. The selector was interested in sports, especially swimming and bowling. The need for more reading was expressed at an early age. The interest in reading continued in later years. When retailer "B" was asked to express her preference on personal tastes in magazine reading, the following magazines were listed as being read frequently: The Look, McCalls, Red Book, and Changing Times by Kiplinger. The desire to read more was expressed at this time. The need for more time was again stated. The husband does not do any reading except the daily newspaper.

Retailer "B" is married to a meat cutter who works at Associated Sales Frozen Foods. They have two children who have reached the age of eleven and eighteen years of age. Both are girls and are

now attending school.

The lack of sufficient time for family and business activities was the excuse given for not participating in social organizations. Retailer "B" and husband spend extra leisure time bowling, when it is possible. This is more in the line of entertainment than social participation. They do belong to a bowling league.

The position that retailer "B" holds with the retail company at the present time is that of department manager in the girl's fashion department. The retailer is responsible for buying from the age of two through the grade school age girl. Before receiving the present position with this company, this selector had been affiliated with J. C. Penney's Company for eight and one half years. The position of buyer was also held during this time with the firm. Both positions were within the department of girl's clothing.

The type of entertainment which retailer "B" prefers, if the opportunity to attend were available, ranged from stage plays, movies, ballet to bowling and symphony concerts. The latter being the least appealing, but still important in preference. Movies and stage plays ranked first; ballet and bowling, second; symphony concerts, third in preference.

The income which retailer "B" realistically expected to make in the following years began from one years experience to that of twenty years. The income proved to be higher than actually expected. Retailer "B's" expectations are as follows: One years experience the income was to be forty dollars a week. Five years of experience would bring the income up to fifty dollars a week. After ten years of experience, expectations were four hundred dollars a month. At twenty

years of experience, the income should be six hundred dollars a month. The retailer expressed actual income to be about one third higher during the earlier years than was expected.

CLOTHING PREFERENCES

Economic Aspect

The price preferred by retailer "B" for dresses which were selected for the pre-school age girl started with Sunday dresses at six to ten dollars as first preference. One to five dollar dresses was stated as second preference and, eleven to twenty-five dollars given as third selection. The preference in price for everyday dresses was different. First preference was in one to five dollar lines. Second selection within the six to ten dollar; and third preference was eleven to twenty-five dollars.

This retailer expressed the influence of price on selling of dresses. The selector believed that price affects the final selection of dresses bought by the customers. The customer will usually pay more for the girl's Sunday dresses than for the everyday dresses. These were the opinions pertaining to the customers that are now being served.

Sociological and Psychological Aspects

- Personal Tastes and Preferences -

When asked about personal tastes and preferences of style, fit and size, the following preferences were stated by retailer "B". First preference indicated by frequency used for selection was the need for dresses to be bought a little larger so child can grow into them. Second

preference was dresses that fit and had use of ties or sashes. The simple style dresses for the pre-school girl were ranked third as a means for selection of a girl's dress by the retailer for her own child's needs. The styles shown this year would be selected by this retailer for the wardrobe of her child. This retailer believes that a child should express being an individual through the style dresses which she wears.

- Professional Selection -

Retailer "B's" attitudes and opinions about the overall buying of children's dresses at this age level were expressed with emphasis on color, fit, size, and style.

Style

Less emphasis should be placed on trim and more on simplicity in the small girl's dress lines. Retailer "B" believes in buying a style dress which has ties or sashes on them. Sometimes the use of lace in order to give the dress style was suggested. This was still the exception rather than the set standard of this retailer. Simplicity remained the keynote to good style for pre-school child's dresses. The retailer stated that selection of dresses for the department are by style.

Color

The color of the pre-school age girl's dresses showed to be of little importance. Retailer "B" stated the need of having the new fashion colors in the department, but liked the child in any color which complimented her own natural coloring.

Fabric

Retailer "B" believed that an assortment of cottons and man-

made fabrics were necessary. The selector expressed the opinion that each fabric had its place and both were needed in the child's wardrobe.

Fit

Retailer "B" expressed the opinion on fit by saying that a dress should be sold to fit the child. The dress also should be the size so the child may get enough wear out of it. Children grow so much in three months in the retailer's estimation. Retailer "B" never sells or trains the sales people to sell clothing that is an exact fit or skimpy just to realize a sale. The fact has been proven in retailer's estimation that the customer will not return on this premise after the dress had been discarded because it was too small in one month's time.

INFLUENCES AND SCOPE

Retailer "B" expressed no influence of sales staff or consumer in the final selection of dresses for this age group. The competitor did influence the line selection sometimes. This influence varied with the importance of the line to the department. Prices seem to be the keynote to competitor influence. Since the retailer carried the only line of dresses in the area, there was no competition among the line itself.

The community as a whole had some influence on the selection of line. Retailer "B" was interested in local trade in selling dresses. Since there was no control over national emphasis on advertising of her dresses, the community needs were considered first. These needs were carried on to the manufacturer by the retailer who suggested the improvements of a style to fit the needs of the locality of distribution. Even though these suggestions were presented to the manufacturer, the retailer had no assurance that it would be done.

Though the influence of community is seen in the buying for the department, this is not true in her opinions of personal buying. The buyer would not dress a child in the same style as her playmates. The desire for the child to be more individual in style of dress is important to the final selection for the retailer as a consumer.

Advertising played an important part in the presentation of children's dresses to the consumer of this area. Retailer "B" uses local and regional advertising as a media to reach the public.

SUMMARY AND IMPORTANCE

Retailer "B" believed that the dresses in the department would start fashion trends. This is vital to the selector, since the dress division is important to the business profit wise. The true picture of the pre-school girl's dress growth in both profit and volume can not be estimated accurately since the department is split into two sections. The infant's shop has a few of the pre-school age girl's sizes. This division of sizes makes the department picture hard to visualize. This retailer is trying to correct this situation at the present.

The selector feels that the judgment on what happens in the dress division of the business will happen in all other divisions of the children's clothing.

Retailer "B" intends to increase open-to-buy next year within the dress classification, since the future looks good in pre-school girl's dress division within this department store.

PERSONAL SELECTION OF PRE-SCHOOL AGE
GIRL'S DRESSES BY RETAILER "B"

Retailer "B" selected from the stock the dresses that were first preference in her opinion. This was based on personal tastes and ideas on dresses for the pre-school age girl.

Color

Retailer "B" selected a light and dark colored dress. Retailer expressed a desire for the dark color since it is a fall color. Dark green with trim of white was her first choice for fall. Second selection was a bright shade of red-orange.

Style

The selection of style was that of a loose fitting dress. The dress would fit the child at the shoulders. Second selection was a dress with a large sash in the back. Both styles were simple in style.

Fit

This retailer selected a size three for age three year old. Retailer remarked that some children may be smaller and require the toddler three at this age. This selection was based on an average sized child. This dress was to fit the child at the time of purchase.

Fabric

The selection of fabric seemed to be limited. Retailer "B" had just cotton fabrics at the time. A cotton broadcloth and one cotton corduroy was the retailers selected preference. The corduroy was first preference for the type of season to be worn. The cottons were one hundred per cent cotton.

CONSUMER "A" (HIGH INCOME GROUP)

BACKGROUND

Consumer "A" was raised in a home where the father's income was attained by being a registered pharmacist. The family received sufficient income to meet the needs of each individual. The need for obtaining work during early teens was not necessary. Neighbor babysitting was the only job held during early teenage life.

Formal education was achieved after graduation from nurses training. After working a short period, consumer "A" became a housewife and mother. This is a full time job in itself. This consumer's husband is a medical doctor who has his own practice in Oklahoma City, Oklahoma. The family is composed of three children. These three active children are females.

Consumer "A" had two hobbies as a child. Sports of all kinds and sewing were main interests. These interests were again preferred in adulthood. When asked about preferences in entertainment, this consumer expressed the baseball, football, or basketball games for main entertainment.

This housewife and husband belong to the same social organizations which they participate in as active members. The organizations were listed as square dancing club, investment club, and church groups.

Consumer's personal tastes and preferences were given with

respect to magazines. Consumer "A" prefers Ladies Home Journal as first and Reader's Digest as second preference. The husband reads all medical literature and the Saturday Evening Post. The medical literature takes up most of his time and interest, since it is important to his profession. The Saturday Evening Post was second preference in magazine reading.

When asked about the income which family realistically expected to make after one years experience in the medical profession, consumer "A" gave six thousand dollars a year income. At end of five years, family realistically expected twelve thousand dollars a year income. When ten years experience is reached, the income is expected to be twenty-five thousand dollars a year. Consumer stated that these figures had been reached in most all instances.

CLOTHING PREFERENCES

Economic Aspect

Consumer "A" feels that clothing for pre-school age girls is so expensive. The cost of a ten dollar dress in relation to the amount of material used would actually cost two dollars. This mother has found the six to ten dollar lines a better price line for her child's Sunday dresses. The everyday dresses fall in the one to five dollar price range. Consumer stated that the need to pay more for dresses in order to get good construction was important.

Consumer "A" has done some trading at retailer "A's" business. This mother believed that some of retailer "A's" everyday dresses are too high in cost. Price does affect the selection of a dress when consumer "A" buys. Price is very important in the final selection of

garments bought for the pre-school age girl.

This consumer usually pays more for the child's Sunday dresses than the everyday dresses. The Sunday dresses usually are purchased with the idea of good design, color, and above average construction.

Sociological and Psychological Aspect

- Personal Tastes and Preferences -

Consumer "A" expressed personal tastes and preferences about the type of dress the pre-school age girl should wear. When selecting a dress, the simple style dress for pre-school girl is the most important factor. Another factor would be that the dress fits and has use of ties or sashes. This consumer stressed good fit for all the children's clothes. This mother's only dislike for the dresses on the market now is that the sizing is not right for children. Consumer "A" stated that good fit is very hard for her to achieve when styles are not proportioned right for the child.

Style

This consumer believed less emphasis should be placed on trim and more on simplicity in small girl's dresses. Again, the stress on simple styles were expressed by this consumer. Simplicity is the keynote to good style with the respect to small girl's dresses. The use of ties or sashes are a must in style for the pre-school girl.

Color

This mother prefers pastel colors for little girl's dresses. Light pinks, blues, and yellows compose the preference in color for the child.

Fabric

Consumer "A" preferred the small girl's dresses to be of one hundred per cent cotton. The mother stated that cotton always looks nice and is so easy to care for in laundering. Man-made fabrics were not preferred for the dresses of the pre-school age child. Cotton remained first in preference when buying the child's clothing.

Fit

This mother believes in perfect fit dresses for this age group. When buying the pre-school age girl's dresses, this consumer will fit the girl in the correct size. Consumer hopes that the dress can be worn at least six months. This mother stated that children sometimes grow very fast over a short period of time. This may affect the amount of wear that is received from the garment. Consumer "A" does not want a child to be dressed in the improper sized garment, because of the appearance reflected by the child.

Consumer "A" would prefer more simpler and more self-help features in the fashion trend for this age group's dress lines.

INFLUENCE AND SCOPE

Consumer "A" selected dresses for the pre-school age child which are exactly what she wants the child to wear. The neighbors, sales people and retailers, in this consumers estimation, do not affect the final selection. The consumer expressed definite opinions on the selection of clothing for pre-school age girls.

Every season this consumer has to buy clothing for three girls. This mother buys in the community shopping center the major part of the child's dresses, because of the lack of sufficient time to shop in other areas.

Fashion magazines do not affect the final selection. This consumer does not feel that the local advertisements have any affect on the selection of the pre-school age child's dresses. The mother believes that there are no outside influences which cause the selection of one style or color to that of another.

This consumer stated that the need to suggest changes in dress styles, color or fit to the retailer or sales staff was not necessary at this time.

SUMMARY AND IMPORTANCE

The child's dress presents a large amount of money invested in this consumers budget for the child's wardrobe. This season, the consumer does not intend to buy any more dresses than the amount bought last year. This mother does not find it necessary to buy dresses for all occasions for this age group child.

The importance of dressing the child like her playmates or even as an individual did not govern consumer's selection. These factors were not important to her when deciding on the final selection.

The only dislike for the fashion on the market at this time was that the dresses needed to have some kind of different sizing standards. This remains the biggest problem to the consumer when selecting the girl's dresses.

PERSONAL SELECTION OF PRE-SCHOOL AGE
GIRL'S DRESSES BY CONSUMER "A"

Consumer "A" selected a dress from the selection which the retailers gave to the researcher. This selection of garments were shown to the consumer. The mother was to select the dress that consumer would buy. If no selection was made, the mother was to state reason for rejecting the dresses shown to her. Consumer "A" selected one from the four dresses shown to her. This dress was one of retailer "A's" selections.

Color

Consumer "A" selected a light blue dress with a collar of white. When making this selection, the mother stated that blue was her favorite color.

Style

The style preference was a fitted style which had a sash in the back. There was some smocking on the front of the dress as trimming. When this consumer selected this dress, old fashioned ideas were expressed as the reason for preferring smocking by the mother. Consumer preferred smocking to other kinds of trim for the pre-school age child.

Fit

The dress was a size three. Consumer selected size four for her daughter who is age four years. The mother wanted it to fit perfect and not be too snug or fit too loosely.

Fabric

The one hundred per cent cotton was the only fiber content that was shown. Consumer preferred cotton dresses because of the dislike of man-made fiber for the pre-school age child.

CONSUMER "B" (MIDDLE INCOME GROUP)

BACKGROUND

Consumer "B" was raised in a family where the father was employed as a Kellogg salesman. This consumer stated that her brother, sister, and herself received all the advantages which their parents could give them. Through these advantages in early life, they were able to cultivate many of their interests. The love of music brought about piano lessons for this consumer, while in grade school. All the children in this family were interested in some type of music as a hobby.

When consumer "B" was in early teens, she worked in a bank, gift shop, florist, and insurance company, while in school. Most of the work experience was done during the summer months and after school. After reaching college age, consumer "B" stopped working and spent two years in college. The amount of education was limited to two years of college, because the selector chose to marry a young man.

The husband is employed as a geologist. When his career began, the family had visions of what to expect as a salary in the years to follow. After one year's experience, this family expected to be making two hundred and fifty dollars a month. The income proved higher than this estimation. After the end of five years, the family expected to be making five hundred dollars a month. At the end of ten years, six

hundred dollars a month is the realistically expected income. This consumer stated that so far the family has been very lucky in that their expectations were lower than the actual salary received. This mother remarked that they had more money to live on than was expected for the first five years.

Consumer "B" does not supplement the family income with an outside job. The consumer is a mother and housewife. There are three children in the family; two boys and one girl compose the family. The boys are six and seven years old, and the girl is three years of age.

Other than the family activities, the social activities of the family are limited to the Book Club and Alpha Phi for this consumers interest. The husband is an active member of the Geological Society for professional and social reasons. This consumer stated that they participated in activities of the church which pertained to the family. Since it was hard to leave the children because of their age, the family's activities will be limited during the children's early life. The consumer and husband plan to be more active when all the children are in school.

When asked about the personal tastes and preferences in type of magazines read by the consumer and her husband, the following preferences were listed. The wife preferred Reader's Digest, McCalls, and Ladies Home Journal. First preference was shown to be for any one of the three magazines. The husband reads the Newsweek and geological publications.

Consumer "B" preferred certain kinds of entertainment. The opportunity was limited to some degree, but when having the time, the

stage plays and movies were preferred. Stage plays were first preference and movies as second preference. The selector stressed that the family was limited on their attendance to these functions, because the age of their family. The family hope to attend more stage plays when the whole family can go and enjoy them.

CLOTHING PREFERENCES

Economic Aspect

Price affects the selection of the pre-school age girl's dress in this family. Consumer "B" stated that the amount spent for the girl's Sunday dress was more than for the everyday dresses worn when playing.

When asked about prices paid for dress, the consumer gave the preferred price, but stated that many times the final price paid was higher. When higher prices were paid, this was caused by the lack of finding the preferred style dress in the wanted price range. In everyday dresses, this consumer preferred to pay one to five dollars for the dresses used while playing. The Sunday dresses ranged in the six to ten dollar range. Consumer "B" expressed that price was important, because they had three children to buy for every season.

Sociological and Psychological Aspects

- Personal Tastes and Preferences -

Consumer "B" gave an indication of personal tastes and preferences when selecting small girls dresses. In the final selection, the consumer tries to buy the girl's dresses a little larger so child can grow into them. The second preference was that the simple styles are selected for this age child.

Style

This mother expressed the desire for less emphasis placed on trim and more on simplicity in this age group dress lines. The belief that simplicity is the keynote to good style for the pre-school child's dresses was expressed. In this years fashion trend, this consumer would prefer simpler and more self help features in the girl's dresses. When making the final selection, style plays an important part in the decisions for the pre-school age girl's dress. The desire to have ties or sashes on this age group's dress was expressed.

Color

When asked preference on color, this consumer stated that she did not care for pre-school girl's dresses to be in pastel colors. Later on in the interview, a preference for the girl's dresses to be in light blues, pinks, and yellows was stated.

The researcher asked if the child's dresses could be shown. This was done and the results showed that the major part of the dresses in the wardrobe were in pastel colors. There were just two dresses of the twelve that could be considered dark.

The consumer stated that sometimes girl's dresses were preferred in dark colors. This depended on the season when dresses were to be worn.

Fabric

Consumer "B" preference in fabrics was one hundred per cent cotton for the pre-school age girl's dresses. The man-made fabrics for the child were not preferred. This mother stated that the cottons were easier to take care of and did not require any special laundering.

Fit

In relation to the fit of the garment, consumer preferred dresses that were bought a little larger so the child could grow into them. The belief in buying perfect fit dresses for this age group was not expressed. Consumer "B" stated that the child just grows too fast to get the exact size at the time of purchase. Fit was the most important feature to look for when purchasing a dress for the pre-school age child.

INFLUENCES AND SCOPE

This consumer selects dresses because it was what she wanted the child to wear. The sales people, retailers, and neighbors did not influence the final selection of the dress purchased by the consumer. Other members of the family did influence the style of the dress bought for the pre-school age child. Grandmother, many times, helps select the dresses for this consumer's child. The husband gives his opinion on what the child's dress should be. The mother stated that family advise was important when making the final decision on the selection of the dress for the daughter.

This consumer buys in the community the major part of her child's dresses. Local advertisements do not influence the selection of dresses. The styles of the community do influence the selection made for the child. This mother believes in dressing the child in the same styles as her playmates. The daughter to be individual in style of dress at this age level is not important.

SUMMARY AND IMPORTANCE

Consumer "B" expressed the idea that the child's dress is a

major item in the family budget. The child's dress represents a large amount of money invested in the wardrobe as a whole. Because of the amount of money spent for this item, the consumer feels that the right selections in dresses is very important to the family.

Consumer "B" intends to buy more dresses this year than she purchased in the past year. Different styles of dresses for all occasions for the child is important to this mother. This importance in selection will grow as the child gets older. Mother expects the child to need more clothes each year as age progresses.

PERSONAL SELECTION OF PRE-SCHOOL AGE
GIRL'S DRESSES BY CONSUMER "B"

Consumer "B" selected a dress from the selection which the retailers gave to the researcher. This selection of garments were shown to the consumer. The mother was to select the dress that she would buy. If none of the dresses were selected, consumer was to give reasons for rejecting these dresses. Consumer "B" selected one from the four dresses shown to her. This dress was one of retailer "B's" selections.

Color

The color preference was emerald green with white trim. The red dress in the selection also attracted consumer's eye, but she decided on the green selection in her final decision.

Style

Consumer "B" selected a loose fitting dress which actually fit the child at the shoulders. This style was preferred because the tailored styles were easier to keep up in relation to their care.

Fit

The consumer selected a size four for her three year old. Mother stated that this dress will be worn later on in the year and thought the child would be this size. The child is now wearing a size three.

Fabric

The consumer selected the cotton corduroy. The garment was one hundred per cent cotton. The information attached to the dress stated that it was machine-washable. This appealed to the consumer when reading the label.

Consumer "B" requested to purchase the garment that was selected. The price as well as the style was preferred. The mother stated the need for purchasing the garment now because it may not be available later on in the season.

CONSUMER "C" (LOW INCOME GROUP)

BACKGROUND

Consumer "C" was very young when her mother died. There were five girls in this family, and the father could not support or care for them after their mother's death. The rest of consumer "C's" early life, until she was eighteen, was spent in a home for children.

This consumer's interest and hobbies during childhood were slanted towards music and art. Encouragement in the early years helped to develop an interest in these two fields.

Formal education was reached after completion of business college. Consumer "C" had some experience working in an office before marrying and having a family. In early teens, this selector did not work in the outside business world. The only experience in business was received in early twenties.

Consumer "C" is married now and has the position of housewife and mother in her community. The family is composed of two children who are girls in the pre-school age group. The oldest girl is three and the younger one is one and one half years old. The husband is a jeweler for a firm in Oklahoma City, Oklahoma.

The income which this family expected to be making during the next twenty years ranged from four thousand dollars to six thousand dollars. Consumer "C" stated that the expectations of income was larger the first year because both husband and wife were working.

After the children were born, this expectation decreased because they now have just one income. They realistically expect to be making four thousand dollars after five years of experience in this profession. At the end of ten years, they hope for five thousand dollars. After twenty years of experience, the anticipation of six thousand dollars a year is expected. This consumer stated that the outlook for the future does not seem to show a great improvement, because the needs of the family are growing fast.

Social organizations, which this family are active, consist of the following clubs. Consumer "C" spends a great amount of time in the W. S. C. S. organization of the Mayfair Heights Methodist Church. This organization consists of the women of this church. The husband works with the Boy Scouts, Moose Lodge, and church organizations. The consumer stated that the family enjoys the organizations which they do participate in and hope to be more active, after the children are older, in other groups similar in scope.

When asked about personal tastes and preferences of magazine reading which both husband and wife accomplished, the following list was given in order of frequency in reading. Consumer "C" gave preference for the Saturday Evening Post first and Ladies Home Journal as second. Husband reads the Saturday Evening Post and Argosy. The selector stated that husband goes to the library during the lunch hour at work and spends time reading. The scope of literature which is covered during this time is not known by the consumer.

Consumer "C" was asked about the entertainment which was preferred and the order of preference. This was based on the idea of equal opportunity to attend the following events. Following events are

ranked as follows: Stage plays as being first preference; symphony concerts, second; and movies, third preference. Ballet was ranked as fourth preference in selection of events.

CLOTHING PREFERENCES

Economic Aspect

Price affects the selection of the pre-school age girl's dress in this family. Consumer "C" stated the spending of more money for the girl's Sunday dresses than for the everyday dresses worn when playing. The selector expressed the desire to learn to sew, because sewing was based on prices of preferred dresses which were styles in the more expensive lines. A neighbor is teaching the consumer to sew this year. The selector hopes to be able to make the girl's dresses in the near future.

Consumer "C" gave the following price range as preferred for the cost of dresses for the pre-school age girl. For the Sunday dresses, the consumer tries to stay in the one to five dollar range, but many times must spend six to ten dollars because of the small selection in the other range. For the everyday dresses, consumer "C" prefers the range of price at one to five dollars. This selector states that this is preferred, but many times the need to pay more becomes apparent because of the lack to find something in the other price ranges. The belief that sewing will be the only solution to the problem was expressed by the consumer.

Sociological and Psychological Aspects

- Personal Tastes and Preferences -

Consumer "C" gave an indication of personal tastes and pref -

erences in the selection of small girl's dresses. In the final selection, this consumer tries to buy the dress which is simple in style and perfect fit when bought. Consideration is given to fit and dresses with ties or sashes. These are the first factors the selector considers. Sometimes, this consumer prefers elaborate styles which have embroidered lace trim. The basic dresses that fit only at the shoulders were second preference when selecting the final garments.

Style

Consumer "C" believed that simplicity is the keynote to good style for the pre-school child's dresses. Simple style dresses in the girl's wardrobe is the first important factor to consider, in consumer's opinion. This consumer believes that the use of ties or sashes on dresses are good to use sometimes. It depends on the overall styles and occasion that the dress will be worn. The selector is of the opinion that less emphasis should be placed on trim and more on simplicity for the small girl's dresses. Selection of dresses by style for the pre-school girls is recommended by the consumer. In this years fashion trends for small girls, this consumer would prefer the styles to be simpler and more self help features in them than they now have.

Color

When asked about preference of color for the pre-school age girl, the consumer expressed the desire for little prints, checks, plaids in soft or multi colors. Dark or pastel colors were preferred in the children's wardrobe. This was not important in the final selection when this consumer bought.

Fabric

Consumer "C" preference in fabric was based on other factors

than just fabric fiber content. Selection of man-made fabrics or one hundred per cent cotton would depend on whether the selector liked the looks of fabric or the style that the fabric was used for. Style was the main deciding factor when making the final selection and fabric had little influence.

Fit

In relation to the fit of the garment, the consumer preferred dresses that are perfect fit when bought. The selector does not want garments that are too large, so the child can grow into them. This consumer tries to buy dresses that will have at least six months of wear in them. She stated that her children have thus far received this amount of wear if the dresses are bought to fit them. She selects dresses by fit because it is the most important feature to look for in pre-school girl's dresses.

INFLUENCES AND SCOPE

This consumer buys what is in fashion for the pre-school age girl. Selection of the major part of the consumer's girls dresses are bought in the community. The selector said it is just more convenient to buy in the local area.

Consumer "C" believes that no one influences her decisions on dress selection. The sales staff, buyer, neighbor or members in the family are not responsible for helping to make the final decision on selection in pre-school girl's dresses. The local advertising does not affect the selection. The consumer buys what she wants for the two girls and no one influences the decision.

This mother has not seen it necessary to voice any views about

the dress styles, color, fit or fabric to the retailer. The consumer remarked that this may come later in her shopping experience.

The mother believes in dressing her girls in the same styles as their playmates. The selector does not care to have them individual in style of dress during this age level. Selection of dress in the latest styles shown in this years line is not important to the consumer.

SUMMARY AND IMPORTANCE

The child's dress represents a large amount of money invested in the wardrobe as a whole in this consumer's estimation. The mother has two girls who are in the pre-school age group. The selector believes that it is hard to meet the needs of the child, because the dresses take up such a large part of the wardrobe budget.

The only solution, that the selector believes will solve the problem, is to make the girl's dresses. The consumer intends to make the children's dresses as soon as she can learn something about sewing.

PERSONAL SELECTION OF PRE-SCHOOL AGE
GIRL'S DRESSES BY CONSUMER "C"

Consumer "C" selected a dress from the selection which the retailers gave to the researcher. This selection of garments were shown to the consumer. Consumer was to select the dress that she would buy. If none of the dresses were selected, consumer was to give reasons for rejecting these dresses. Consumer "C" selected one from the four dresses shown to her. This dress was one of retailer "A's" selections.

Color

Consumer "C" selected the red corduroy because of the coming fall season. The mother stated that the light blue dress would look nice for summer or spring months. The red was also good for her child's natural coloring. Consumer believes that you should dress them in becoming shades to compliment their own physical coloring.

Style

This consumer likes dresses with sashes and also the ones that fit only at the shoulder. It was hard to decide on style, but selection of the loose fitting dress that fit only at the shoulder was made. The trim on the collar and pockets was preferred. This consumer stated that the one to two year olds look best in the loose fitting dresses. The mother also mentioned that the dress selected was seen in a fashion show the week before.

Fit

This mother selected the exact size for the child. The size three is now worn by the three year old. The consumer remarked that dresses that are too large for the child seem to make them less attractive in appearance.

Fabric

Consumer "C" preferred one hundred per cent cotton for this style dress. The opinion was expressed that the fabric depends on the style, when making the final selection. The dress was of cotton corduroy and was machine washable.

APPENDIX B

TABLES

TABLE I

SUMMARY OF PREFERENCES OF THE SELECT GROUP OF
CONSUMERS AND RETAILERS FOR PRE-SCHOOL
AGE GIRL'S DRESSES

(Based on first preferences in an interview)

	RETAILERS		CONSUMERS		
	A	B	A	B	C
1. Simple style dresses	x	x	x	x	x
a. Dresses with ties or sashes		x	x	x	x
b. Basic dresses that fit at shoulder	x				
2. Elaborate style dresses		*			
a. Dresses with ties or sashes					
b. Basic dresses that fit at shoulder					
3. Color preference at time of purchase	x		x		
a. Dark	*	*		*	
b. Pastel	*	*	x	x	
4. Fit preference at time of purchase					
a. Larger		x		x	
b. Perfect fit	x		x		x
5. Fabric preference at time of purchase					
a. One hundred per cent cotton	x	*	x	x	*
b. Man-made fibers	*	*			*
6. Preference in prices <u>Sunday dresses</u>					
a. one to five dollars					
b. six to ten dollars		x	x	x	x
c. eleven to twenty- five dollars	x				
d. more than twenty- five dollars					

* Depending on the occasion.

TABLE I (Continued)

	RETAILERS		CONSUMERS		
	A	B	A	B	C
6. Preference in prices (continued)					
<u>Everyday dresses</u>					
a. one to five dollars		x	x	x	x
b. six to ten dollars	x				
c. eleven to twenty- five dollars					
d. more than twenty- five dollars					

TABLE II

SUMMARY OF PREFERENCES OF THE SELECT GROUP OF
CONSUMERS AND RETAILERS FOR PRE-SCHOOL
AGE GIRL'S DRESSES

(Based on the mock selling situation)

	RETAILERS		CONSUMERS		
	A	B	A	B	C
1. Simple style dresses		x		x	x
a. Dresses with ties or sashes			x		
b. Basic dresses that fit at shoulder	x	x		x	x
2. Elaborate style dresses					
a. Dresses with ties or sashes					
b. Basic dresses that fit at shoulder					
3. Color preference at time of purchase	*	*		*	*
a. Dark	x	x		x	x
b. Pastels			x		
4. Fit preference at time of purchase					
a. Larger				x	
b. Perfect fit	x	x	x		x
5. Fabric preference at time of purchase					
a. One hundred per cent cotton	x	x	x	x	x
b. Man-made fibers					
6. Preference in prices					
a. one to five dollars		x		x	
b. six to ten dollars					
c. eleven to twenty- five dollars	x		x		x
d. more than twenty- five dollars					

* Depending on season.

TABLE III

SUMMARY OF OUTSIDE INFLUENCES ON THE SELECTION
OF PRE-SCHOOL AGE GIRL'S DRESSES

	RETAILERS				CONSUMERS						
	A		B		A		B		C		
	yes	no	yes	no	yes	no	yes	no	yes	no	
1. Neighbor influence	x		x			x	x				x
2. Sales clerk's influence	x			x		x		x			x
3. Retailer's influence on consumer						x		x			x
4. Community influence	x		x		x		x		x		
5. Price influence		x	x		x		x		x		
6. Influence by mem- bers of family						x	x			*	
7. Advertising influence	x		x			x		x			x
a. Local	x		x								
b. Regional	x		x								
8. Consumer's influence on retailer	x			x		x		x			x
9. Competitor's in- fluence on retailer		x	**								
10. Fashion influence	x		x			x		x	x		

* Undecided on answering
question

** Sometimes

APPENDIX C
QUESTIONNAIRES

QUESTIONNAIRE FOR RETAILERS

DATA

Fill in the information on personal facts in Part I-II-III.

Part I.

1. Check last grade in school that you completed.
 - a. Grade School
 - b. Junior High
 - c. High School
 - d. Junior College
 - e. Business College
 - f. Four Year College
 - g. Graduate Work

2. What type of job did you work in early teens?
 - a. retail outlets
 - b. manufacturing
 - c. did not work
 - d. other type of work (identify by writing in below)

3. Interest or hobbies as child.
 - a. sports
 - b. sewing
 - c. art or design
 - d. music
 - e. others (identify by writing in below)

Part II.

1. State type of present employment and title of position.

2. Did you have other jobs that led up to present position?
List.

3. Do you have a family:
 - _____ a. married
 - _____ b. single
 - _____ c. number of children
 - _____ age
 - _____ sex

4. Social organizations which you are active members of:
(other than business organizations)

wife	husband
_____	_____
_____	_____
_____	_____
_____	_____

5. State husband's or wife's present position of employment:

Part III.

1. What is (or was) your father's main occupation? Be specific.

2. What income did you realistically expect to be making after obtaining your education?

at end of 1 year experience _____

at end of 5 years experience _____

at end of 10 years experience _____

at end of 20 years experience _____

3. I would like to get some information about personal tastes and preferences. What magazines do you regularly read? Number in order of frequency if more than one. If husband and wife differ, indicate separately.

wife

husband

_____ a. Reader's Digest

_____ b. Coronet

_____ c. Life

_____ d. Saturday Evening Post

_____ e. Fortune Magazine

_____ f. Harpers

_____ g. Time

_____ h. New Yorker

_____ i. others (list below)

4. What kinds of entertainment do you prefer? If you have equal choice and opportunity to attend one of the following events, which would you choose? If more than one number, in order of preference.

- _____ a. ballet
 - _____ b. Stage play
 - _____ c. night baseball, football or basketball games
 - _____ d. automobile races
 - _____ e. lecture or discussion
 - _____ f. symphony concert
 - _____ g. night club entertainment
 - _____ h. movies
 - _____ i. if other, describe below:
-

5. I would like to get some information about personal tastes and preferences. What sort of children's (girls) dresses do you want your child to wear in the pre-school age. If there is more than one kind, indicate the most frequently selected by "1" and "2" for second most frequent, etc.

- _____ a. simple style dresses for pre-school girls
- _____ b. embroidered lace dresses (elaborate style)
- _____ c. basic dresses that fit only at shoulder
- _____ d. perfect fit when bought
- _____ e. dresses that fit and have use of ties and sashes
- _____ f. dresses that are bought a little larger so child can grow into them

6. I would like to get some information about the price of girl's dresses which you would select. If there is more than one preference, indicate the most frequently selected by "1" and "2" for second most frequent, etc.

Sunday Dress

- _____ a. one to five dollars
- _____ b. six to ten dollars
- _____ c. eleven to twenty-five dollars
- _____ d. indicate if more than the above amount

Everyday Dress

- _____ a. one to five dollars
- _____ b. six to ten dollars
- _____ c. eleven to twenty-five dollars
- _____ d. indicate if more than the above amount

Check the answer that expresses your opinion and attitudes about pre-school girl's dresses.

- | Yes | No | ? | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 1. I believe that pre-school girl's dresses should be in pastel colors. |
| _____ | _____ | _____ | 2. I like embroidered lace dresses for little girls. |
| _____ | _____ | _____ | 3. I prefer ruffles on dresses for small girls. |
| _____ | _____ | _____ | 4. I believe in buying perfect fit dresses for this age group. |
| _____ | _____ | _____ | 5. I prefer girl's dresses in dark colors. |
| _____ | _____ | _____ | 6. I believe less emphasis should be placed on trim and more on simplicity in small girl's dresses. |
| _____ | _____ | _____ | 7. I like the use of ties or sashes on girl's dresses. |
| _____ | _____ | _____ | 8. Use of lace is important on small girl's dresses in order to give it style. |
| _____ | _____ | _____ | 9. I prefer simple style dresses for the pre-school girl's wardrobe. |
| _____ | _____ | _____ | 10. I buy garments a little larger so the child can grow into them. |
| _____ | _____ | _____ | 11. I prefer basic dresses that fit only at shoulders. |
| _____ | _____ | _____ | 12. I think simplicity is the keynote to good style for pre-school child's dresses. |
| _____ | _____ | _____ | 13. I prefer pre-school girl's dresses made of 100 per cent cotton. |
| _____ | _____ | _____ | 14. I prefer man-made fabrics in pre-school girl's dresses. |
| _____ | _____ | _____ | 15. I prefer girl's dresses in light blues, pinks, and yellows. |

- | Yes | No | ? | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 16. I buy dresses that will fit the child. The dresses can be worn at least six months. |
| _____ | _____ | _____ | 17. I prefer girl's dresses in dark browns, navys, greens, and reds. |
| _____ | _____ | _____ | 18. I prefer dresses that will be worn more than one year for the pre-school age girl (larger size when bought). |

Check the answer that expresses your opinions and attitudes on pre-school girl's dresses.

Part V.

Yes	No	?	
_____	_____	_____	1. I select dresses for pre-school girl's by style.
_____	_____	_____	2. I select dresses that consumer will praise.
_____	_____	_____	3. I select dresses which the sales staff will praise.
_____	_____	_____	4. I select dresses with the idea that I would like my child to wear them.
_____	_____	_____	5. My competitor influences my line selection.
_____	_____	_____	6. I want the lines that I carry to be known nationally.
_____	_____	_____	7. I want emphasis to be on local trade in dress buying.
_____	_____	_____	8. The styles of the community influence the dresses I carry.
_____	_____	_____	9. I try to make suggestions to improve style of dresses to the manufacturer.
_____	_____	_____	10. The manufacturers will make minor changes to pre-school dresses for my special needs before production.
_____	_____	_____	11. Consumers suggestions come to my attention in respect to needs in girl's dress line.
_____	_____	_____	12. I let the manufacturer know of consumer suggestions.
_____	_____	_____	13. I have local advertising.
_____	_____	_____	14. I have regional advertising.
_____	_____	_____	15. I carry this line of dresses in my area.
_____	_____	_____	16. I have some type of consumer research done.
_____	_____	_____	17. Price affects the selling of dresses for pre-school age children.
_____	_____	_____	18. I have dresses that start fashion trends.

Check yes (x) or no (x) if you are sure of question. If undecided on answer check ? (x).

Part VI.

Yes	No	?	
_____	_____	_____	1. I feel that the dress division or classification is important to my business (profit wise).
_____	_____	_____	2. I feel that my judgment on what happens in this division of business will happen in all all other divisions of children's clothing.
_____	_____	_____	3. Pre-school girl's dresses are showing growth in both profit and volume.
_____	_____	_____	4. I intend to increase open-to-buy next year in the dress classification.
_____	_____	_____	5. The dresses for pre-school girl's is in a fast fashion cycle.
_____	_____	_____	6. The future looks good in pre-school girl's dress division.
_____	_____	_____	7. I would dress my girl in the dresses shown in this year's lines.
_____	_____	_____	8. I would make the dresses more simple and self-help features, if I could set the trend.
_____	_____	_____	9. The dresses should be more elaborate and use of more features which need attention in dressing girl.
_____	_____	_____	10. I would dress my girl in the same styles as her playmates.
_____	_____	_____	11. I want my child to be more individual in style of dress worn.
_____	_____	_____	12. My sales people strive to correct bad judgment in clothing selected by consumer.
_____	_____	_____	13. The sales people help me make selections of styles in dress lines.
_____	_____	_____	14. Consumers will pay more for the girl's Sunday dress than for the everyday dresses.

Part VII.

Show five or more dresses of different style, fit, and color. Show them to consumers and buyers in order to get their ideas.

1. Reason for the selection of color?

2. Reason for the selection of this style?

3. Reason for this type of fit? Will it be larger or smaller for child?

4. Reason for this type of fabric?

QUESTIONNAIRE FOR CONSUMERS

DATA

Fill in the information on personal facts in Part I-II-III.

Part I.

1. Check last grade in school that you completed.

- a. Grade School
- b. Junior High
- c. High School
- d. Junior College
- e. Business College
- f. Four Year College
- g. Graduate Work

2. What type of job did you work in early teens?

- a. retail outlets
 - b. Manufacturing
 - c. did not work
 - d. other type of work (identify by writing in below)
-

3. Interest or hobbies as child.

- a. sports
 - b. sewing
 - c. art or design
 - d. music
 - e. others (identify by writing in below)
-

Part II.

1. State type of present employment and title of position.

2. Did you have other jobs that led up to present position?
List:

3. Do you have a family:
 - a. married
 - b. single
 - c. number of children

	age
	sex

4. Social organizations which you are active members of (other than business organizations).

wife	husband

5. State husband's or wife's present position of employment:

Part III.

1. What is (or was) your father's main occupation? Be specific.

2. What income did you realistically expect to be making after obtaining your education?

at end of 1 year experience _____

at end of 5 years experience _____

at end of 10 years experience _____

at end of 20 years experience _____

3. I would like to get some information about personal tastes and preferences. What magazines do you regularly read? Number in order or frequency if more than one. If husband and wife differ, indicate separately.

wife

husband

_____ a. Reader's Digest

_____ b. Coronet

_____ c. Life

_____ d. Saturday Evening Post

_____ e. Fortune Magazine

_____ f. Harpers

_____ g. Time

_____ h. New Yorker

_____ i. others, list below:

4. What kinds of entertainment do you prefer? If you have equal choice and opportunity to attend one of the following events, which would you choose? If more than one number in order of preference.

- _____ a. ballet
 - _____ b. stage play
 - _____ c. night baseball, football or basketball games
 - _____ d. automobile races
 - _____ e. lecture or discussion
 - _____ f. symphony concert
 - _____ g. night club entertainment
 - _____ h. movies
 - _____ i. if other, describe below
-

5. I would like to get some information about personal tastes and preferences. What sort of children's (girl's) dresses do you want your child to wear in the pre-school age. If there is more than one kind, indicate the most frequently selected by "1" and "2" for second most frequent, etc.

- _____ a. simple style dresses for pre-school girls:
- _____ b. embroidered lace dresses (elaborate style)
- _____ c. basic dresses that fit only at shoulder
- _____ d. perfect fit when bought
- _____ e. dresses that fit and have use of ties or sashes
- _____ f. dresses that are bought a little larger so child can grow into them.

6. I would like to get some information about the price of girl's dresses which you would select. If there is more than one preference, indicate the most frequently selected by "1" and "2" for second most frequent, etc.

Sunday Dress

- _____ a. one to five dollars
_____ b. six to ten dollars
_____ c. eleven to twenty-five dollars
_____ d. indicate if more than the above amount

Everyday Dress

- _____ a. one to five dollars
_____ b. six to ten dollars
_____ c. eleven to twenty-five dollars
_____ d. indicate if more than the above amount

Check the answer that expresses your opinion and attitudes about pre-school girl's dresses.

- | Yes | No | ? | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 1. I believe that pre-school girl's dresses should be in pastel colors. |
| _____ | _____ | _____ | 2. I like embroidered lace dresses for little girls. |
| _____ | _____ | _____ | 3. I prefer ruffles on dresses for small girls. |
| _____ | _____ | _____ | 4. I believe in buying perfect fit dresses for this age group. |
| _____ | _____ | _____ | 5. I prefer girl's dresses in dark colors. |
| _____ | _____ | _____ | 6. I believe less emphasis should be placed on trim and more on simplicity in small girl's dresses. |
| _____ | _____ | _____ | 7. I like the use of ties or sashes on girl's dresses. |
| _____ | _____ | _____ | 8. Use of lace is important on small girl's dresses in order to give it style. |
| _____ | _____ | _____ | 9. I prefer simple style dresses for the pre-school girl's wardrobe. |
| _____ | _____ | _____ | 10. I buy garments a little larger so the child can grow into them. |
| _____ | _____ | _____ | 11. I prefer basic dresses that fit only at shoulders. |
| _____ | _____ | _____ | 12. I think simplicity is the keynote to good style for pre-school child's dresses. |
| _____ | _____ | _____ | 13. I prefer pre-school girl's dresses made of 100 per cent cotton. |
| _____ | _____ | _____ | 14. I prefer man-made fabrics in pre-school girl's dresses. |
| _____ | _____ | _____ | 15. I prefer girl's dresses in light blues, pinks, and yellows. |
| _____ | _____ | _____ | 16. I buy dresses that will fit children. |

Yes No ?

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 17. I prefer girl's dresses in dark browns, navys, greens, and reds. |
| _____ | _____ | _____ | 18. I prefer dresses that will be worn more than one year for the pre-school age girl (larger size when bought). |

Check the answer that expresses your opinions and attitudes on pre-school girl's dresses.

Part V.

- | Yes | No | ? | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 1. I select garment so neighbor will praise it. |
| _____ | _____ | _____ | 2. I select dresses by style for my pre-school girl. |
| _____ | _____ | _____ | 3. I select dresses because it is what I want my child to wear. |
| _____ | _____ | _____ | 4. Sales people influence my selection. |
| _____ | _____ | _____ | 5. I select dresses for my pre-school girl in local advertisements. |
| _____ | _____ | _____ | 6. I select dresses because the sales people praise the selection I make for my pre-school girl. |
| _____ | _____ | _____ | 7. I select dresses by color mainly. |
| _____ | _____ | _____ | 8. I select dresses by fit because it is the most important feature to look for in pre-school girl's dresses. |
| _____ | _____ | _____ | 9. I select dresses seen in fashion magazines. |
| _____ | _____ | _____ | 10. I give suggestions for change of dress style, color, or fit to buyer or sales staff. |
| _____ | _____ | _____ | 11. I buy in the community the major part of my child's dresses. |
| _____ | _____ | _____ | 12. I mail order from public subscriptions my child's dresses. |
| _____ | _____ | _____ | 13. The buyer of the girl's department gives me some help in selection of dresses. |
| _____ | _____ | _____ | 14. The styles of the community influence my selection of dresses for my girl. |
| _____ | _____ | _____ | 15. Price affects the selection of the dress. |
| _____ | _____ | _____ | 16. I buy what is in fashion. |
| _____ | _____ | _____ | 17. I have definite ideas of what should be worn by the pre-school age child. |

Check yes (x) or no (x) if you are sure of the question. If undecided on answer check ? (x).

Part VI.

Yes	No	?	
_____	_____	_____	1. I think that the child's dress is a major item in family budget.
_____	_____	_____	2. The child's dress presents a large amount of money invested in her wardrobe as a whole.
_____	_____	_____	3. I bought more dresses than last year for this years needs.
_____	_____	_____	4. I buy different style dresses for all occasions for the pre-school girl.
_____	_____	_____	5. The fashion cycle in children's dresses seem to be new in style every year to me.
_____	_____	_____	6. I buy the new styles for my child so that she can be outstanding in her group.
_____	_____	_____	7. I dress my girl in the dresses shown in this years lines.
_____	_____	_____	8. I prefer simpler and more self-help features in the fashion trend in child's dresses.
_____	_____	_____	9. I prefer dresses that are more elaborate and use of more features which need attention in dressing girls.
_____	_____	_____	10. I dress my girl in the same styles as her playmates.
_____	_____	_____	11. I want my child to be more individual in style of dress worn.
_____	_____	_____	12. Other members in family influence style of our pre-school girl's dress selection.
_____	_____	_____	13. I pay more for the girl's Sunday dress than for the everyday dresses worn to the nursery or out to play.

Part VII.

Show five or more dresses of different style, fit, and color. Show them to consumers and buyers in order to get their ideas.

1. Reason for the selection of color?
2. Reason for the selection of this style?
3. Reason for this type of fit? Will it be larger or smaller for child?
4. Reason for this type of fabric?

VITA

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Candidate for the Degree of

Master of Science

Thesis: CASE STUDIES OF THE PRACTICES USED BY A SELECT GROUP
OF RETAILERS AND CONSUMERS IN SELECTING DRESSES
FOR PRE-SCHOOL GIRLS

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